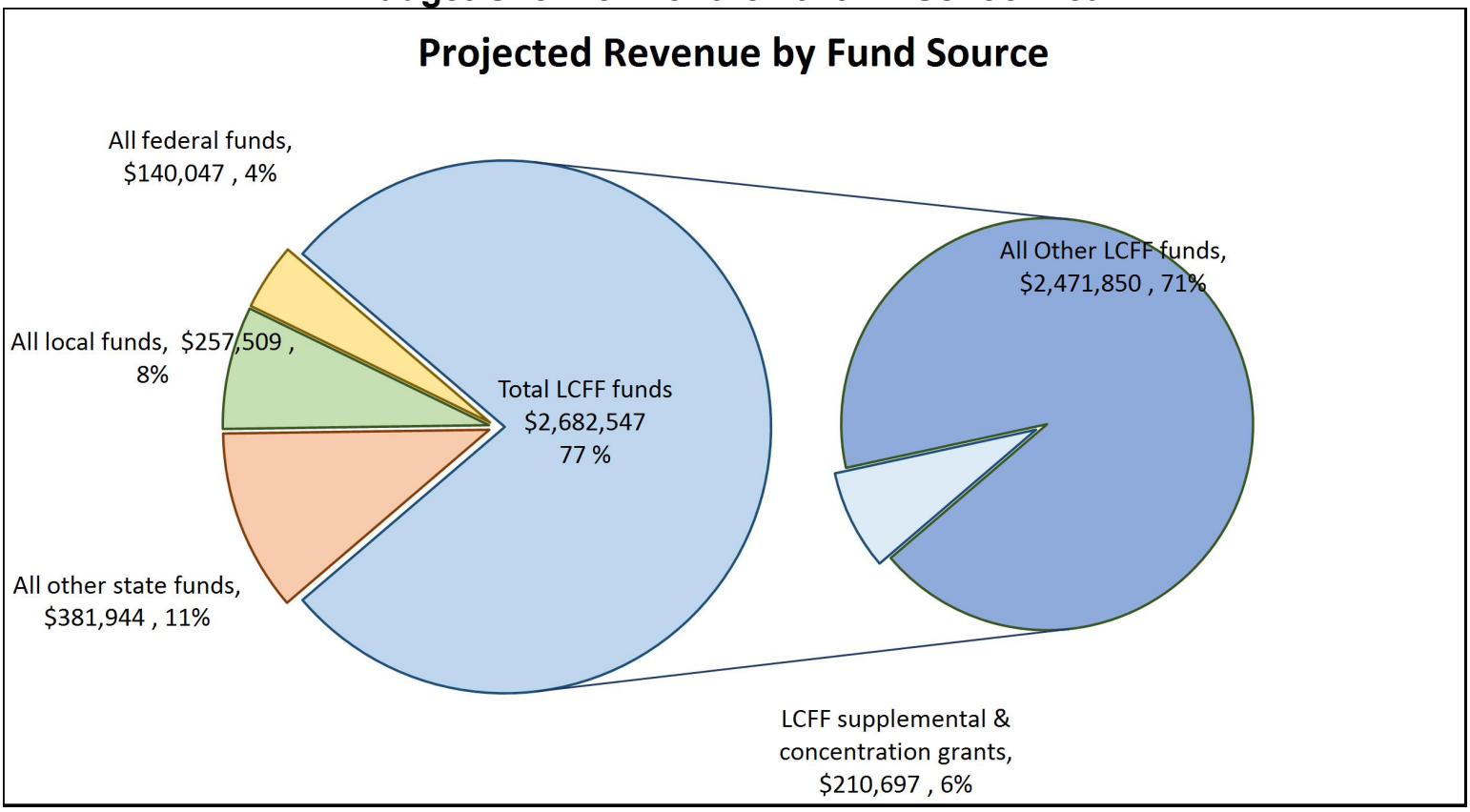
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Southside Elementary School District
CDS Code: 35-67553
School Year: 2026-27
LEA contact information:
John Schilling Ed.D.
Superintendent/Principal
jschilling@sbcoe.org
(831) 637-4439 x210

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

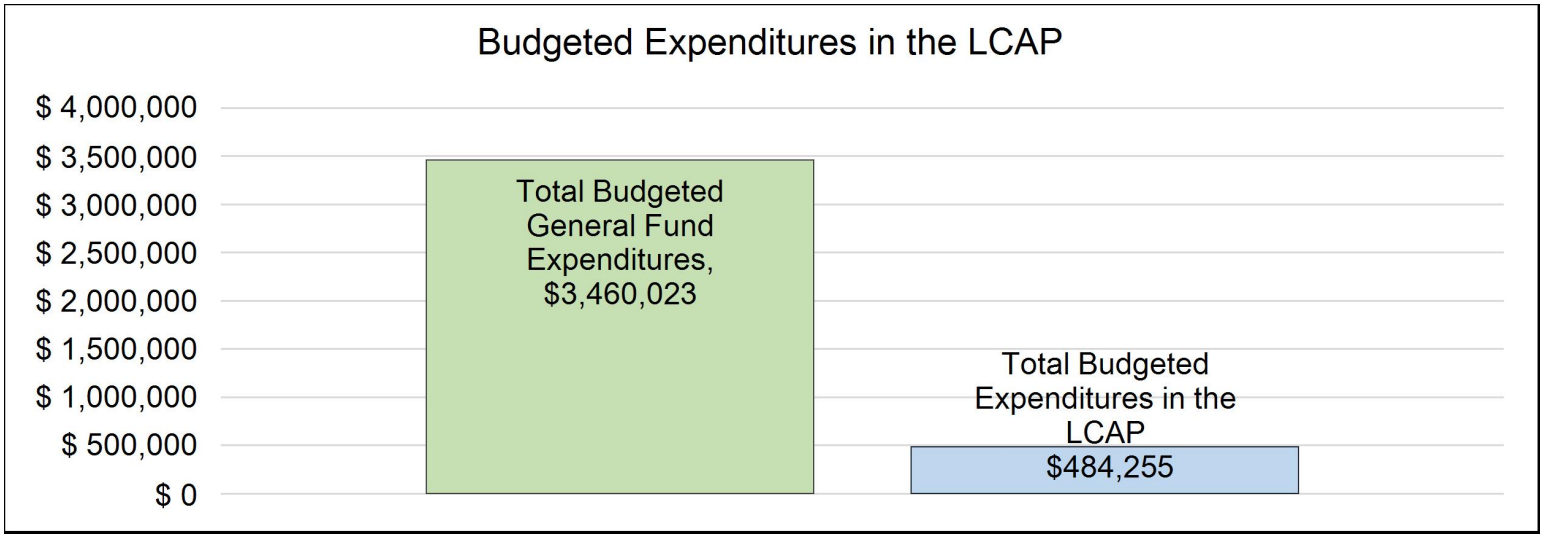


This chart shows the total general purpose revenue Southside Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Southside Elementary School District is $3,462,047, of which $2,682,547 is Local Control Funding Formula (LCFF), $381,944 is other state funds, $257,509 is local funds, and $140,047 is federal funds. Of the $2,682,547 in LCFF Funds, $210,697 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Southside Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Southside Elementary School District plans to spend $3,460,023 for the 2026-27 school year. Of that amount, $484,255 is tied to actions/services in the LCAP and $2,975,768 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

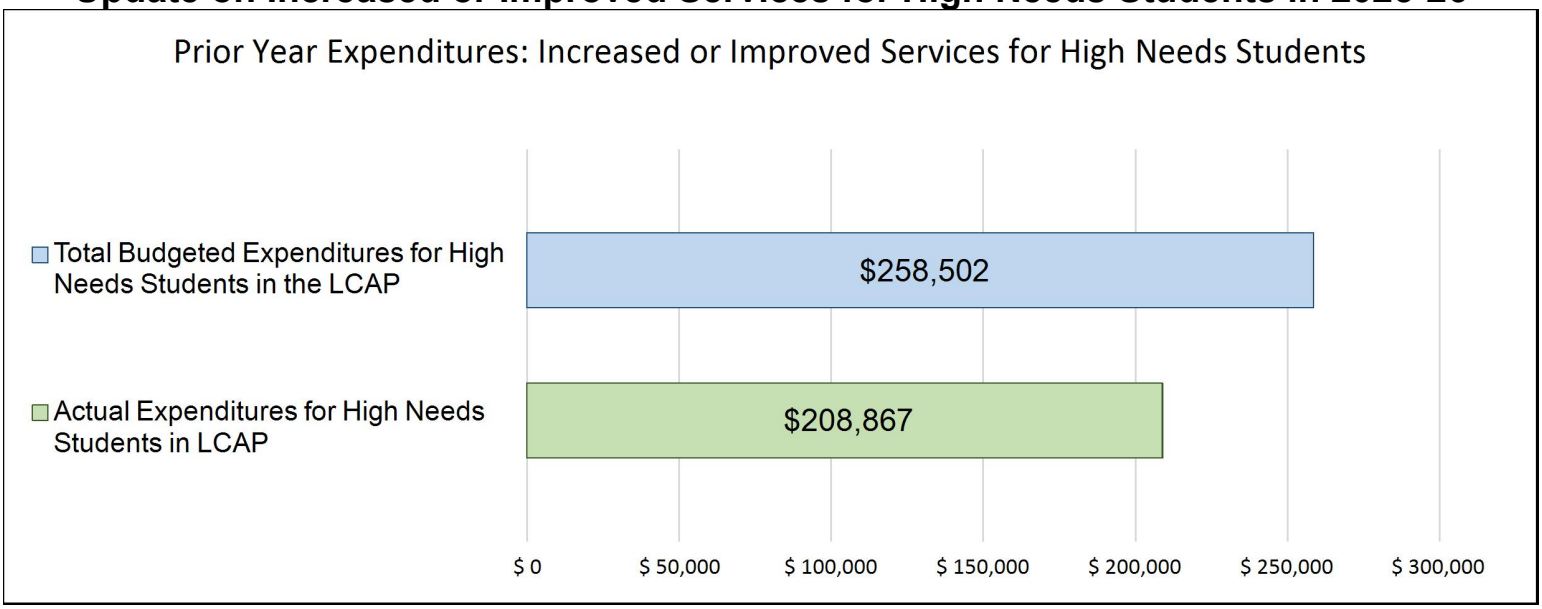
General operations of the district, certificated administration, certificated and classified staffing, housekeeping, maintenance, grounds, professional development, contracted services for district operations (small school setting), special education costs to support students with IEP's, and other items to promote student learning.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Southside Elementary School District is projecting it will receive $210,697 based on the enrollment of Foster Youth, English learner, and low-income students. Southside Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Southside Elementary School District plans to spend $227,196 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Southside Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Southside Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Southside Elementary School District's LCAP budgeted $258,502 for planned actions to increase or improve services for high needs students. Southside Elementary School District actually spent $208,867 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $49,635 had the following impact on Southside Elementary School District’s ability to increase or improve services for high needs students:

The district is utilizing Prop 28 funds to provide art instruction during the instructional day, this is a shift from LCFF funds. Additionally, Title I, Part A funds supported intervention supports.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Southside Elementary School District	John Schilling Ed.D. Superintendent/Principal	jschilling@sbcoe.org (831) 637-4439 x210

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Introduction:
Southside School is a single rural TK-8 school and the only school in the Southside Elementary School District. Southside School was founded in 1888 and promoted the first graduating class between 1890 and 1893. Southside is located 11 miles southeast of downtown Hollister in the County of San Benito. Southside's rural community consists of the residents of the San Benito Riverview community and Ridgemark Estates. Like much of the rural area of the San Benito region, the community is economically and ethnically diverse, mixing single-family homes, working ranches, and agricultural lands, including the San Benito County Migrant Labor Camp community. Southside's current location was constructed in 1978 and is now a TK-8 school with 11 classrooms and 10.5 teachers, 5.5 classified staff, and 1 administrator.

Student Profile:
Southside's enrollment totals are based upon the 2025 California Dataquest data, currently at 268 students, with 44% male and 56% female students. The percentage of students receiving assistance for free and reduced lunch is 45.1%. 20.2% of students, or 47 students, receive migrant federal student support. Southside School's unduplicated FRPM/EL eligible count is 121 (45.3%). With new calculations based upon the 2025 California Dashboard data count, the school's demographic make-up is 179 or 66.8% identified as Hispanic/Latino, 78 or 29.1% as white or unidentified, 53, 19.8% of the students (53) are classified as English Language Learners, and there are no students who are identified as foster youth. 14 students (5.2%) have been identified as homeless and have access to McKinney-Vento services. Southside has 24 (9%) of students who have been identified as receiving student services under the federal Individuals with Disabilities Act.

The most recent data on the 2025 California school dashboard indicates that chronic absenteeism is an area of need. Schoolwide, the chronic absentee rate was 13.2% in 2025, a decline of of 2.8% based on a student total of 268. The student groups identified as lowest performing (Red - Very High) in this area were English Learners, 25% chronically absent. This is an increase of 3.2% based on a student total of 53. Secondly, socioeconomically disadvantaged students were 23.7% chronically absent (Orange - High). This is a decrease of 1.1% based on a student total of 131. Lastly, students identified as hispanic 17.8 and white, 5.1%, were chronically absent. This is a decrease for both student groups. The district is addressing this issue in goal number three in the 2026-2027 plan.

Discussion:
Southside has a respected reputation for strong academics and community support. Southside's test scores typically exceeded all elementary schools in San Benito County, with a higher percentage of students meeting or exceeding standards by subject and grade level each year. Southside is a TK-8th-grade school; thus, metrics such as high school graduation rate, Advanced Placement exam pass rates, Early Assessment Program (EAP) scores, A-G qualification percentages, and high school dropout rates do not apply to the school. In the 2026-2027 Local Control and Accountability Plan for Southside Elementary School District Page 6 of 64 terms of student performance gaps, the largest difference in student performance falls in the area of math where the performance of white students (2.8 points below standard) exceeds the performance of socioeconomically disadvantaged students (39.8 points below standard) and Hispanic Latino students (40.1 points below standard) based upon the 2025 CAASPP assessments.

Southside utilizes contract services with the San Benito County Office of Education for Business services, Internet Technology, Special Education, and for staff professional development. Southside is proud to offer enrichment activities, athletics, and other extracurricular programs to support the school's philosophy for each student to become a productive member of a diverse and changing society. Our plan focuses on developing a highly skilled staff to provide an inclusive learning environment, a multi-tiered system of academic/social/behavioral student support. Our approach is to include our educational partners in this community effort to include all students in rigorous and collaborative learning experiences.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

To help parents and educators identify the strengths and areas for improvement, California reports how districts, schools, and student groups are performing across state and local measures on the CA State School Dashboard. The dashboard utilizes state and local metrics to report on school and student progress. Performance on state measures, using comparable statewide data, is represented by color dials and bar graphs with performance levels ranging from very low to very high using a coloring system. A single bar of color red represents the lowest performance level, while the five bars of color blue represent the highest level.

The 2025 CA school dashboard (the most recent version of this report) district performance overview for Southside Elementary indicates school-wide performance in ELA at 0.0 points above standard (Medium) and 24.3 points below standard in Math (Medium). The 2025 state indicators for Southside Elementary highlighted a drop in the areas of Chronic absenteeism (yellow - decrease of 2.8), Suspension rate (orange - increase of 2.0), English Language Arts (yellow), Mathematics (yellow), and all other performance indicators had been met.

In the area of academic performance, the largest decline was in English language arts. Southside students have indicated improvement in the distance from standard in ELA. In the last year of data collected for the CAASPP statewide assessments, 2025, 0.0 points above

standard, a decrease school-wide of 14.1%. The subgroups that demonstrated a decline were Hispanic students (10.3 points below standard with a decrease of 14.5 points). The subgroup of white students (7.2 points above standard) decreased by 11.6 points. (Goal 2, actions 2.1, 2.2, 2.3)

In the area of conditions and climate, the school-wide suspension rate for students suspended at least once (3.5%) increased by 2.0% from the 2024-2025 school year. The dashboard indicated that three subgroups increased in being suspended at least once. The subgroup of English Learners, 3.3% - 60 students, the subgroup of white, 6.3% - 80, and the subgroup of Hispanic (2.6% - 190 students) increased by 1% by the 2025-2026 Local Control and Accountability Plan for Southside Elementary School District Page 7 of 64, 1% for the 2024-2025 school year. The overall suspension rate for the 2024-2025 school year was 3.5%. The most recent information from the CA School Dashboard is useful to determine successes based on local data. The Southside School District changed the local formative assessment and administers the IXL diagnostic assessments in English language arts and mathematics three times annually for all students in 1st through 8th grade. (Goal 3, actions 3.1, 3.3, 2.6)

For the overall area of academic engagement in chronic absenteeism for the 2024-2025 school year, the decrease was 2.8%. The dashboard data indicated that the sub-group of English language learners who were chronically absent (25%) increase by 3.2% (Red indicator), for socially economically disadvantaged students who were chronically absent (23.7%) decreased by 1.1% (Orange Indicator), hispanic students (17.8%) decreased by .6% (yellow indicator), white students (5.1%) decreased by 5.6% (green indicator). The school is continuing to address chronic absenteeism by changing the system for interventions and tiered supports for students missing school. (Goal 3, action 3.3)

An analysis of the IXL diagnostic data indicates that Southside students performed at similar levels in reading and math during the 2024-2025 school year. It is difficult to compare the IXL data with the prior diagnostic data. The student performance information in IXL is presented as student advancement toward skill levels and mastery rather than a percentage indicating proficiency. (Goal 2, action 2.6)

Dataquest reports that the At-risk and long-term English learners (LTEL) at Southside for the age group 0-3 years = 29 total students, age group 4-5 years = 5 total students, and student the age of 6+ years = 8 total students. (Goal 2, action 2.3, 2.4)

Based on the California State Dashboard, the subgroup of Hispanic students (Orange: 86 students, 10.3% below standard, decline of 14.5%) and students identified as socioeconomically disadvantaged students (Orange: 54 students, 16.6% below standard, decline of 14.2%) scored at the lowest level in CAASPP ELA. The same subgroups scored the lowest on CAASPP math. (Goal 2, actions 2.1, 2.2, 2.3)

Learning Recovery Block Grant: The district has expended Learning Recovery Block Grant (LREBG) funds for the 2025-2026 school year. The actions of identified funding are in Goal 2, Action 2.4. The district has identified the need to support unduplicated students with targeted support by providing an intervention teacher to support unduplicated and general education students with targeted academic support. Funding for this item is supported by the LREBG.

To address the subgroup performance levels for SED, EL, and Hispanic students, the district utilized grant funding from the Learning Recovery Emergency Black Grant to hire an intervention teacher. The intervention teacher was able to provide pull-out intervention support for students who were identified below grade level in ELA and Math.

The district plans to continue to build upon the successes by increasing professional development for teachers in the areas of Social-Emotional Learning, English Language Arts, and Mathematics. Secondly, the district plans to continue to use the IXL diagnostic assessment to monitor student performance and to provide tiered levels of intervention. Additionally, the district will continue to focus on educational partner engagement, student equity, and school-to-home communication. Lastly, to address chronic absenteeism, the district will review the truancy process, implement a monitoring system, and contact the parents of at-risk students who are missing school in the early stages of the fall semester.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

There are no schools in the Southside Elementary School District eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students, Parents, and Families	Student and parent feedback and information were obtained through surveys and in-person meetings. This was accomplished by these methods: -Southside LCAP Parent Survey (April to May 1st, 2026) -Parent Meetings 2025-2026 -Conversations with Students and Parents
Board of Education	Board of Education input and feedback was obtained during board meetings. The board was presented with a mid-year LCAP update as well as the opportunity to provide input at a public hearing on May 28th, 2026. Meeting dates: 1/7/26 5/27/26
Special Education Local Plan Area (SELPA)	Input from the SELPA director was obtained during a meeting . Meeting date: 4/22/26
Migrant Education Parent Committee (PAC)	Migrant Education Parent Committee input and feedback was obtained during PAC board meetings. Meeting dates: August 27, 2025 November 4, 2025 May 19th, 2026 June 26, 2026

Educational Partner(s)	Process for Engagement
Staff (SEA, Classified, Administration)	Staff input and feedback was obtained during staff meetings, negotiations, and email. Meeting dates: 8/11/25 1/7/26 5/27/26

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

During the 2025-2026 school year, Southside Elementary engaged educational partners as part of the Local Control Accountability Plan (LCAP) development process. Feedback gathered in both the 2024-2025 school year and the 2025-2026 school year impacted the development of the actions included in this plan. The district pursued efforts to solicit educational partners' feedback, including surveys, parent meetings, conversations with students and parents, planning committees, union meetings, and Board of Trustees meetings. Southside sent multiple emails to parents in English and Spanish with survey links and messages of encouragement to participate. The information was used to guide the direction of the development of the LCAP plan. Surveys administered in the 2025-2026 school year:

-Southside LCAP Parent Survey - Administered online from April 16th, 2026, to May 15th, 2026, and sent to approximately 234 recipients. Twelve (12) parents responded to the survey, representing a sample size of 5.1%.

This survey asked parents/guardians about school climate and culture, parent involvement, communication structures, LCAP goals and objectives, and ways that the school can improve to meet the needs of students and families. Survey results are reflected by topic.

Goals
The survey asked parents to respond to each of the Southside LCAP goals. Each goal was explained, and parents were asked how appropriate the goal was and if the goal needed to be revised or if a new goal was needed. For goal one (1), 100% of parents responded that the goal was good or appropriate. For goal two (2), 8% of parents suggested the goal be modified, and 92% of parents said the goal was appropriate. For goal three (3), 100% of parents responded that the goal was good or appropriate. For goal four (4), 8% of parents said the goal should be modified, and 92% of parents said the goal was appropriate. (Goal 4, actions 4.1, 4.2)

School Connectedness
The survey asked parents questions such as, "My student likes school," My student cares about the school, and "My student is motivated to learn at school. 100% of the parent respondents indicated that they agree with the statements or strongly agree with the statements. For the survey question that asked, " Does the school promote learning at high levels, 92% of respondents said they agree or strongly agree with the statement. Educational partner feedback led to slight modifications to this year's LCAP, specifically identified in goal 3 action item 3.1. This slight modification is focused on building a positive school culture with defined behavioral expectations that are critical in providing an engaging academic environment.

School Communication

In the portion of the survey that asked parents about school-to-home communication, parents responded positively. When asked if parents felt they could contact the teacher or the office if they had questions, 100% responded that they agree or strongly agree. When asked if they felt they received timely communication, 100% of parents agree or strongly agree. 50% of parents would like to participate in the school decision-making process; this is an increase from the prior year. Additionally, 69% of parents preferred communication via email.

Safety
In the survey question dealing with school safety, such as "my child feels safe at school", "my child has a trusted adult at school", and if parents feel their student was safe at school, 100% of the responses agree and/or strongly agree. Lastly, the feedback results of the survey indicated that 21% of parents felt bullying was an issue at school. (Goal 4, actions 4.1, 4.2) This has resulted in the district reviewing the policies and procedures related to acts of bullying. Additionally, the district is focusing on building a positive climate and culture through the Bulldog CARES program.

Parent Meetings 2025-2026: The Southside parent club meetings are conducted once a month and meet on the first or second Wednesday at 8:00 am in the cafeteria. Each meeting includes parent club business, budgets, and activities as well as an update from the administration. The principal provides updates on school business, curriculum, activities, staffing, and community-related items. Parent club members and the public are encouraged to ask questions and provide feedback to the administration. The 2025-2026 LCAP goals and actions were presented to the parent club board in the May 2026 meeting. (Goal 4, action 4.2)

PAC Meetings 2025-2026: A second Southside parent group that meets 6-8 times a year is the Parent Advisory Committee (PAC). The PAC members and PAC Board are comprised of our parents of students identified in our Migrant Education program. This group functions as the district English Language Parent Advisory Committee (ELAC). Our meetings include our migrant education liaison, who is a classified staff member, parents of English Language learners, our site administrator, and a variety of guest speakers who might appear for different topics of discussion. A typical PAC meeting will have between 12 and 20 participants. The Southside PAC board regularly reviews and provides feedback on the LCAP plan each year. The 2025-2026 LCAP goals and actions were discussed at the PAC board board in the 2026 May meeting to solicit feedback and 2025-2026 Local Control and Accountability Plan for Southside Elementary School District Page 11 of 64 recommendations for the development of the 2026-2027 plan.
PAC Meeting Dates:
August 27, 2025- Back to School Meeting
November 4, 2025- Updates and Parent Nights
March 18, 2026 - Postponed
April 16, 2026 - Open House
May 19th, 2026 - LCAP Feedback
June 26, 2026 - Migrant student and family Community Health fair

Conversations with Students and Parents: Teacher and office staff outreach regarding student participation and engagement occur on an ongoing basis. Scheduled blocks of time are set aside for communication during back-to-school night (8/27/25), parent conferences in October 2025, and the School Open House on 4/16/26.

Consultation with San Benito County SELPA - 4/22/26, The district worked with the local San Benito County SELPA and the SELPA director to conduct a review of the programs and student supports at the site.

Union Meetings: The Southside Educator Association (SEA) and the school administration traditionally meet two to three times a year to discuss the yearly Sunshine letter and consult on matters related to the collective bargaining agreement. The district and the SEA met to negotiate the collective bargaining agreement throughout the spring of 2026 and neither party has signed a tentative agreement as of May 2026.

Presentation to the Board of Trustees and Educational Partners. Regular updates and information about the Southside Elementary development process and plans are provided to the board of trustees and educational partners. Presentations related to the LCAP mid-year report and the Supplement to the annual update were as follows:
September 3, 2025 - Information on the LCAP approval
January 7th, 2026 - Mid-Year LCAP update
February 4, 2026 - Information
May, 13, 2026 - LCAP information

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Recruit, support and retain a highly skilled and diverse workforce committed to the success of all students and establish an effective learning environment for all students. (State priority 1 & 2)	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To ensure that students do well academically and meet grade level standards, they must have teachers who are properly credentialed and appropriately assigned to their classes; instructional materials that are aligned to the common core state standards; and school facilities that are maintained in good repair. The district conducts and annual review of teacher certification and the sufficiency of textbook and materials. Specifically:
100% compliance with the teacher credential requirements
100% compliance with the teacher assignment requirements
100% compliance with the instructional materials requirements
95% of the school in good or exemplary repair

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Rate of compliance with teacher credential and assignment requirements (School Accountability Report Card)	For 2024, 81% compliance with the teacher credential requirements based upon the 2023-2024 SARC report	Southside has one teacher in year two if the teacher induction program and a new teacher on a state issued permit.	For the 2025-2026 school year, Southside has two certificated staff members who are not fully credentialed. One teacher is on a limited permit, and the second is currently in year two of an	2026-2027 100% compliance with the teacher credential requirements based upon the school SARC report	For 2025-2026, 81% compliance with the teacher credential requirements based upon the 2024-2025 SARC report. This represents a 0% difference from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				accredited credential program. Southside is 81% in compliance.		
1.2	Rate of compliance with the instructional materials requirements (Resolution on the Sufficiency of Textbooks)	For 2024, 100% compliance with the instructional materials requirements, ELD, Next generation science standards, and California Common Core state standards	Southside is 100% in compliance with the state instructional materials requirement.	2025-2026 100% compliance with the instructional materials requirements, ELD, Next Generation Science Standards, and California Common Core state standards.	2026-2027 100% compliance with the instructional materials requirements, ELD, Next generation science standards, and California Common Core state standards.	There is no difference in the current to baseline compliance rate.
1.3	Percentage of the school in good or exemplary repair. (Facility Inspection Tool)	For the 2024 FIT report, 95% of the school is in good or exemplary repair	The school has made facility improvements by replacing the grease trap in the kitchen, the HVAC compressor unit in the gym and has installed a fire pull station in classroom #A. Otherwise, the school is in 95% good repair.	2025-2026 95% of the school is in good or exemplary repair.	2026-2027 95% of the school in good or exemplary repair.	There is no difference in the current to baseline in the 2025 FIT report.

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Since the baseline of 2023-2024, Southside has added 1 additional FTE for the transitional kindergarten teacher to make the total FTE 10.5. in 2025-2026, two certificated staff were not fully credentialed. The current compliance percentage is 81%. This represents a difference of 0% from baseline. The district has been successful in hiring new staff members, but the challenge is that the new staff members who are hired are not fully credentialed. An extensive search was conducted to hire a fully credentialed staff member in 2024, item 1.1. For item 1.3, the district needed to address facility improvements and safety items, which represent material differences in the budgeted versus planned expenditures.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

For action item:
1.1 The district over projected the amount of induction costs for teachers, and the result was less funding required to fund induction; the difference between the projected cost, $22,500, and the actual cost, $17,432.
1.2 The district found it necessary to purchase additional technology items from CDW to replace outdated Chromebooks for students. The district budgeted $28,565 for the action and spent $25,524.
1.3 The district over projected facility and maintenance costs. The planned expenditures were estimated at $150,000, and the actual expenditures were estimated at $101,157. The roof repair was less than the amount projected by the district.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The district was effective by making the changes to items 1.2 and 1.4. By adding the additional technology, we were able to upgrade the Chromebooks necessary for state assessments. By adding the additional staff member in item 1.4, the district was able to be in compliance with the student-to-teacher ratio in transitional kindergarten. For item 1.3, the district effectively addressed the facility issues and made repairs to keep the school in good condition.

Successful Implementation
Action: 1.2 The district found it necessary to purchase additional technology items from CDW to replace outdated Chromebooks for students. By updating the student devices, the district was able to maintain a 1:1 device-to-student ratio and provide access for students to the state assessment system for CAASPP testing.
Action: 1.3 The district over projected the facility and maintenance cost. This action was both a success and a challenge, as the district continues to address facility issues stemming from the age of the buildings and interior systems.
Action: 1.4, the district eliminated the TK-Kinder combination class and added a new standalone section of transitional kindergarten. This action increased the staff of certificated FTE from 9.5 to 10.5. The TK program has been a success in meeting state mandates and the needs of our pre-K students.

Implementation Challenges

Action: 1.1 The district over projected the amount of induction costs for teachers, and the result was less funding required to fund induction. The district did not have a teacher in the induction program, however reimbursed staff for their credential program costs. The district will keep this action in anticipation of two additional teachers planned to enter the induction program.
Action: 1.3 The planned expenditures for facility issues were estimated at $150,000, and the actual expenditures were $101,157. This action was both a success and a challenge, as the district continues to address facility issues stemming from the age of the buildings and interior systems.

Modified Implementation
Action 1.4 The change to add a fulltime TK teacher will become an ongoing action, the Kindergarten teacher will still be funded through the LCAP for 0.50 FTE based on the implementation to full-day.

Non-implemented actions
Action: 1.1 The district over projected the amount of induction costs for teachers. No staff members participated in the induction program this year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The district will continue to maintain current staffing levels moving forward.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Assistance to Teachers	Provide assistance to teachers through the teacher induction program. This service helps to strengthen the quality of classroom instruction and includes training on ensuring positive relationships with students, communicating with hard-to-reach families, and supporting English Learners and other at risk students.	$9,800.00	Yes
1.2	Technology infrastructure and support services	Enhance Southside's technology infrastructure and support services. This enhancement builds on student, family, and staff experiences to ensure that on-line/digital resources are an integral part of the educational process. Technology enhancement and support services are specifically focused on English Learner support. ($12,000 MOU with SBCOE for	$31,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
		internet services, content filtering, cyber security, and technology support, $2,400 GoGuardian, $15,000 ISSQUARD, $2,320)		
1.3	Facility and Maintenance Support	Due to the age of the facility repairs to maintain the buildings are increasing. Provide general support in an effort to expedite repairs for an improved campus environment that will contribute to school culture and climate. Additionally, upgrades to safety and security are needed including exterior fencing and door security.	$150,000.00	No
1.4	Enhance the Kindergarten Program from a .5 staffing level to a full 1.0 FTE	Provide an additional 0.50 FTE to the Kindergarten position to increase the the Kinder program to a full day. The increase is to account for student enrollment growth and student safety.	$43,892.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Southside school will use standards based state adopted instructional materials in core content areas and use research based instructional methodologies to provide a high quality, rigorous academic experience for all students. Students in grades 1-8 experience a broad course of study with enrichments and academic support. Our fully inclusive program is designed to support all students, including those students identified as unduplicated. or receiving student services.This ongoing goal is to increase all student achievement and to establish a systematic way to respond with additional instructional support for students who do not demonstrate success or proficiency. (state priority 4, 7, and 8)	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

To prepare students for the transition to secondary school, students must grow academically and demonstrate proficiency in key content areas on a regular basis.
Specifically:
Southside has fluctuated in making progress in English Language Arts and declined in Math on state standardized assessments; an achievement gap persists between subgroups, with unduplicated students lagging behind grade-level peers. While redesignation rates have continued to improve, overall progress for our English Learners still has room for growth. Inequities and learning loss have been magnified as a result of the continual underperformance related to the pandemic; Southside must focus on learning loss and recovery, particularly for unduplicated students.
In the area of academic performance, the largest growth area was in English language arts. Until last year, Southside students had indicated improvement in the distance from standard in ELA. In the last year of data collected for the CAASPP statewide assessments, 2025, all students were 0.0 points above standard. The no sub group demonstrated growth. The subgroup of white students (7.2 points above standard) decreased by 11.6 points, and our English-only subgroup (5.1 points above standard) declined by 10.1 points.
Southside has included consultation with education partners such as parents, the school board, staff, the Migrant education PAC members, and the county SELPA to develop goal 2.
Our local survey data indicated that parents feel that students are challenged in class and are receiving a rigorous academic experience (91%) and that their child feels safe at school (91%).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who meet or exceed standards in English Language Arts. (Smarter Balanced Assessments, Dataquest)	In 2022-2023 the CAASPP test was administered to students in May of 2023, testing results indicated that 52.35% of student who participated in the CAASPP assessment met or exceeded standard in English Language Arts. The 2023 California dashboard indicates that schoolwide student scores were 10.3 points above standard By student group, students meeting or exceeding standard on the 2022-2023 CAASPP assessment in ELA Socio economically disadvantaged students scored at 40.98% IFEP, RFEP, EO at 56.82% Migrant students at 45.45% Due to low enrollment numbers, students identified as foster youth, homeless and SPED were unreported.	2023-2024 51.3% of students who participated in the CAASPP assessment met or exceeded standard in English Language Arts. The 2024 California dashboard indicates that schoolwide student scores were 14.1 points above standard By student group, students meeting or exceeding standard on the CAASPP assessment in ELA were the Socioeconomically Disadvantaged students 2.5 below standard, and white students at 18.7 points above standard. Socio economically disadvantaged students scored at 43.7% at or above standard in the	2024-2025 49.70% of students who participated in the CAASPP assessment met or exceeded standard in English Language Arts. The 2025 California dashboard indicates that schoolwide student scores were 0 points above standard and declined 14.1 points By student group, Socioeconomically Disadvantaged students met or exceeded the standard on the CAASPP assessment in ELA at 16.6 points below standard, while white students were 7.2 points above standard. Socio-economically disadvantaged	2026-2027 53% of student who participate in the CAASPP assessment will meet or exceed standard in English Language Arts. Schoolwide student scores will be 11.0 points above standard. By student group, students meeting or exceeding standard on the CAASPP assessment in ELA. Socio economically disadvantaged students will scored at 41% IFEP, RFEP, EO at 57% Migrant students at 46% Due to low enrollment numbers, students identified as foster youth, homeless	The current difference between the baseline from 2024-2025 to the 2025-2026 school year is outlined below. Percent of students who participated in the CAASPP assessment met or exceeded standard in English Language Arts. .0% Schoolwide student scores declined -14.1% points. By student group, students meeting or exceeding standard on the CAASPP assessment in ELA were the Socioeconomically Disadvantaged students 16.6 below standard a decrease of 14.2% below standard, and white students at 7.2 points above

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 CAASPP ELA assessment. IFEP, RFEP, EO at 57.6% at or above standard in the 2024 CAASPP ELA assessment. Migrant students at 23.8% at or above standard in the 2024 CAASPP ELA assessment. Due to low enrollment numbers, students identified as foster youth, homeless and SPED may be unreported.	students scored at 39.36% at or above standard in the 2025 CAASPP ELA assessment. IFEP, RFEP, EO at 55.86% at or above standard in the 2025 CAASPP ELA assessment. Migrant students at 33.33% at or above standard in the 2025 CAASPP ELA assessment. Due to low enrollment numbers, students identified as foster youth, homeless, and SPED may be unreported.	and SPED may be unreported.	standard, a decrease of 11.6 IFEP, RFEP, EO at +.78%% at or above standard in the 2024 CAASPP ELA assessment. Migrant students at -21.65% at or above standard in the 2024 CAASPP ELA assessment.
2.2	Percentage of students who meet or exceed standards in Mathematics. (Smarter Balanced Assessments)	In 2022-2023 the CAASPP test was administered to students in May of 2023, testing results indicated that 40.94% of student who participated in the CAASPP assessment met or exceeded standard in Math. The 2023 California	2023-2024 38.66% of students who participated in the CAASPP assessment met or exceeded standard in Mathematics. The 2024 California dashboard indicates that schoolwide student	2024-2025 40.83% of students who participated in the CAASPP assessment met or exceeded standard in Mathematics. The 2025 California dashboard indicates that	2026-2027 41% of students who participate in the CAASPP assessment will meet or exceed standard in Math. Schoolwide student scores will be 27 points below standard	The current difference between the baseline from 2024-2025 to the 2025-2026 school year is outlined below. The percent of students who participated in the CAASPP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		dashboard indicates that schoolwide student scores were 26.2 points below standard By student group, students meeting or exceeding standard on the 2022-2023 CAASPP assessment in Math was 40.94% Socio economically disadvantaged students scored at 21.31% IFEP, RFEP, EO at 45.45% Migrant students at 9.09% Due to low enrollment numbers, students identified as foster youth, homeless and SPED were unreported.	scores were 22.6 points below standard. School wide 38.66% of students met or exceeded standard in math. By student group, students meeting or exceeding standard on the CAASPP assessment in Math were white students at 7.2 points below standard. Socio economically disadvantaged students scored at 26.5% at or above standard in the 2024 CAASPP Math assessment. IFEP, RFEP, EO at 44% at or above standard in the 2024 CAASPP Math assessment. Migrant students at 28.57% at or above standard in	schoolwide student scores were 24.3points below standard. School wide 40.83% of students met or exceeded standard in math. By student group, students meeting or exceeding standard on the CAASPP assessment in Math were white students at 2.8 points below standard. Socio-economically disadvantaged students scored at 34.57% at or above standard in the 2025 CAASPP Math assessment. IFEP, RFEP, EO at 44.14% at or above standard in the 2025 CAASPP Math assessment. Migrant students at 27.27% at or	By student group, students meeting or exceeding standard on the CAASPP assessment in Math. Socio economically disadvantaged students scored at 22% IFEP, RFEP, EO at 46% Migrant students at 12% Due to low enrollment numbers, students identified as foster youth, homeless and SPED may be unreported.	assessment and met or exceeded standard in Math remained at -1.7%. 3.6 percentage points below standard decreased schoolwide student scores. Students' performance on the CAASPP assessment in Math was 24.3 points below standard. Socioeconomically Disadvantaged students increased by 13.4 at or above standard in the 2025 CAASPP Math assessment. IFEP, RFEP, EO at decreased by -1.45% at or above standard CAASPP Math assessment. Migrant students increased by +19.48% at or above standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the 2024 CAASPP Math assessment. Due to low enrollment numbers, students identified as foster youth, homeless and SPED may be unreported.	above standard in the 2025 CAASPP Math assessment. Due to low enrollment numbers, students identified as foster youth, homeless, and SPED may be unreported.		CAASPP Math assessment.
2.3	Percentage of English Language Learners making progress towards English language proficiency (Dashboard, ELPAC)	In 2022 English Language Learners making progress towards English language proficiency based upon redesignation rates from 2021 and the 2022. 25 students participated in the ELPAC and 4 students were redesignated (16%) Student ELPAC data is suppressed.	In 2024 English Language Learners making progress towards English language proficiency based upon redesignation rates from 2022 and the 2023. 27 students participated in the ELPAC and 5 students were redesignated (14.71%) Students scored at performance level 4 on the summative ELPAC	In 2025, English Language Learners will make progress towards English language proficiency based on redesignation rates from 2022 and 2024. 28 students participated in the ELPAC, and 4 students were redesignated (14.2%). Students scored at performance level 4 on the summative ELPAC	2026-2027 The goal for year three is to maintain or increase a 16% student redesignation rate for ELPAC assessments	English Language Learners making progress towards English language proficiency based upon redesignation rates from baseline increased by 2 students participating in the ELPAC, +1 student was redesignated by comparison and a decease of -1.28% of students scoring at level 4 on the ELPAC. This reflects a difference from baseline reclassification rate. The reclassification rate in 2023-2024 was 3.4% and the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						rate in 2025-2026 was 6.9%. A difference of +3.5%
2.4	Redesignation of English Language Learners	In 2022-2023 The ELPAC scores of ELL students was 16%, 4 students of 25 were redesignated. (ELPAC)	In 2023-2024 The ELPAC scores of ELL students was 14.7%, 5 students of 27 were redesignated. (ELPAC)	In 2024-2025, the ELPAC scores of ELL students was 14.2%, 4 students of 28 were redesignated. (ELPAC)	2026-2027 The goal for year three is to maintain or increase a 16% student redesignation rate for ELPAC assessments	The ELPAC scores of ELL students are determined by proficiency on the state datequest platform. In the academic year of 2023-2024 students combined score was 14.71% proficient. In 2024-2025 students combined scores were 19.05% profiencet. A difference of +4.34%.
2.5	California Science Test (CAST) (CAASPP)	In 2022-2023 the CAASPP CAST test was administered to students in May 2023, testing results indicated that 52.94% of students who participated in the CAASPP Science assessment performed at or above standard (CAST) By student group, students meeting or exceeding standard on the 2022-2023 CAST assessment.	2023-2024 37.26% of students who participated in the CAASPP Science assessment performed at or above standard (CAST) Socio economically disadvantaged students scored at 22.7% at or above standard on the	2024-2025 32.07% of students who participated in the CAASPP Science assessment performed at or above standard (CAST) Socio-economically disadvantaged students scored at 23.81% at or above standard on	2026-2027 53% of students who participate in the CAASPP Science assessment will perform at or above standard (CAST) By student group, students meeting or exceeding standard on the CAST assessment. Socio economically	The current difference between the baseline from 2024-2025 to the 2025-2026 school year is outlined below. A decrease of students of -10 points based on 50 students (CAST). Socio economically disadvantaged students scored at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio economically disadvantaged students scored at 45% IFEP, RFEP, EO at 55.55% Due to low enrollment numbers, students identified as foster youth, homeless, migrant and SPED were unreported.	CAST assessment. IFEP, RFEP, EO at 46.3% at or above standard on the CAST assessment. Due to low enrollment numbers, students identified as foster youth, homeless, migrant and SPED may be unreported.	the CAST assessment. IFEP, RFEP, EO at 33.34% at or above standard on the CAST assessment. Due to low enrollment numbers, students identified as foster youth, homeless, migrant, and SPED may be unreported.	disadvantaged students will score at 46% IFEP, RFEP, EO at 56% Due to low enrollment numbers, students identified as foster youth, homeless, migrant and SPED may be unreported.	decreased by -2.4% at or above standard on the CAST assessment. Hispanic students decrease of -12.2% at or above standard on the CAST assessment.

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district was successful in providing a broad course of study for students. In the 2025-2026 school year, the district implemented most aspects of goal 2, focused on increasing all student achievement and establishing a systematic way to respond with additional instructional support for students who do not demonstrate success or proficiency. Outlined below are the substantive differences in planned actions and actual expenditures.

Successful Implementation:
Action: 2.1 The estimated expenditures planned for item 2.1 were used to provide professional development for staff members. Block grant funding and professional development funds were used to support teacher preparation, student management systems training, and skill development for multi- tiered systems of support.
Action: 2.3 The district was successful with the implementation of the IES platform by using the system to communicate with educational partners.
Action: 2.4 The district overestimated the cost of the intervention support, yet the district was successful with the implementation of support by adding an intervention support. The position was used to target at promise students with intensive ELA and Math support.
Action: 2.5 The cost was on target, and the new art program was implemented successfully.

Action: 2.6 The material difference for item 2.6 was due to the contract renewal for the IXL program. The district was successful with the continued partnership with IXL.

Implementation Challenges
Action: 2.2 The action is intended to provide students with support to meet or exceed the standard in math. The estimated expenditures for item 2.2 were overestimated and underutilized. Funds for the countywide math initiative were not used due to staff constraints and scheduling. This item was a challenge in that the core training for the math initiative is only offered during the summer months, and this is outside the teacher's scheduled work year.

Modified implementation
Action: 2.2 will be modified to concentrate on new math curriculum professional development rather than a focus on the county-wide program for math. Staff will still have the option to participate in the county-wide math initiative, but the amount of funding will be modified.

Non-implemented actions
All of the actions in goal 2 were implemented to a varying degree. None of the actions are considered non-implemented.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

After a detailed needs assessment of the current qualitative (local indicators) and quantitative data (assessment performance data), the district was provided with recommended areas of growth. The district has taken steps to utilize an early literacy screening tool for the assessment of K-3rd-grade students. The screening tool will provide identified areas of literacy intervention and early indicators of autism for students. This is a new expenditure planned for the next school year.
The material differences between the budgeted and actual expenditures are listed below.
2.2 The district overestimated the cost of the math initiative. Planned expenditures were estimated at $32,833; the actual expenditures were $8,484. This was due to the number of staff who participated in the math initiative training.

2.4 The district overestimated the cost of the intervention teacher cost. The planned expenditures were estimated at $181,867; the actual expenditures were $115,244, this was primarily due to a special education student moving into the district and adjusting current staff to provide the support needed to support the student's IEP.

2.5 The cost of the action for intervention support for unduplicated students, was adjusted from $54,900 to $27,712 due to the use of the allocation of Title I, Part A and LREBG funds, at budget adoption the district was unsure of the potential allocation of Title funding.

2.6 The district underestimates the cost of the IXL intervention program. The planned expenditures were estimated at $0; the actual expenditure was $3,516 due to the new contract for services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Observations in the 2025-2026 school year indicated school-wide access for all students to a board course of study, implementation of instruction-related services, student-targeted interventions, and the use of formative assessment tools to guide instruction. The result is strong confidence in delivering state standards and meeting desired outcomes. High satisfaction rate with the learning environment, as reported by families, affirms the commitment to an educational setting where student learning is sustained and enhanced. Here is a summary of the effectiveness of the specific actions toward the goal.

2.1 Ineffective increase: Percent of students who participated in the CAASPP assessment met or exceeded standard in English Language Arts.-14.1% Schoolwide student scores were 0.0% points above standard from the baseline.

2.2 Ineffective decrease: The percentage of students who participated in the CAASPP assessment met or exceeded the standard in Math decreased by 1.7%. Schoolwide student scores were -24.3 points below standard from the baseline.

2.3 Effective increase: English Language Learners making progress towards English language proficiency based upon redesignation rates from baseline increased by 4 students participating in the ELPAC, +2 students were redesignated by comparison, and an increase of 14.2% of students scoring at level 4 on the ELPAC.

2.4 Effective increase: The ELPAC scores of ELL students decreased by 14.2%%, and the redesignated rate was +2 students compared to last year. (ELPAC)

2.5 Effective increase: An increase of 32.07% of students performed at or above standard (CAST).

2.6 Effective Increase: Continued use of the IXL platform provided a tool for formative assessments and the identification of intervention and instructional needs for students. The reported metric table does not include IXL diagnostic growth. The IXL platform does not report student scores by subgroup, by combined grade level, or as an aggregate score.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As mentioned, a needs assessment of the current qualitative (local indicators) and quantitative data (assessment performance data) provided the district with recommended areas of growth. The district has taken steps to utilize an early literacy screening tool for the assessments of K-3rd grade students. The district will be taking steps to implement an early literacy screener in the 2026-2027 school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instruction, Professional Development, implementation of state academic content and performance standards	The district will provide certificated, classified and administrative staff with professional development to help update staff skills and to focus on best practices relating to improving student learning and academic achievement. The district uses state adopted curriculum and state performance standards for all students. The focus of the professional development will include training on the student management system, Aeries ($300), the MTSS PLI conference ($2,300). These professional growth opportunities will be funded from Title II, Part A. The goals of the professional development efforts are to increase staff capacity, increase intervention strategies for students, and implement research based instructional strategies to increase overall student achievement plus student performance in the CAASPP and ELPAC assessments.	$2,600.00	No
2.2	Instruction Related Services	The quality of classroom instruction is dependent upon the content knowledge, pedagogical skills, belief systems of teachers, and the alignment of the Common Core standards-based curriculum. Such teacher characteristics are developed through an array of instruction-related services, which span from induction programs, curricular support, professional development, and regular collaboration with colleagues. They also involve professional feedback to promote a cycle of continuous improvement, as well as supports that enable differentiation for unduplicated students. (NGSS materials for middle school grades $1500, TCI Social Science $2,500) Additionally, the district will be targeting professional development around a new math core curriculum adoption ($10,000) and the county-wide professional development in ELA and math ($10,000). For enrichment and supervision, the district is funding an event coordinator ($4,904) and contracting for licensure for media content (motion picture $250, and Swank Pictures licensure $625). The coordination of these activities provides all students with a broad course of study.	$29,779.00	Yes
2.3	English Learner Support	Provide support to English Learners and their families. These efforts include translation services, English Language Proficiency Assessments for California (ELPAC), parent involvement, extended learning opportunities, native language support, and technology support (IES $1,200). These efforts are to ensure that state standards and english	$1,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development standards are used to provide academic content standards for english development proficiency		
2.4	Unduplicated Student Support	Instructional aides (two, 1.0 FTE total) will provide technology support, academic interventions, parent communication, and assessment support for low-income, English learners, migrant, Special education, and foster youth students on an as-needed basis. Additionally, provide intervention teachers to support unduplicated and general education students with targeted academic support as a pull-out and push-in support provider. Funding for this item is supported by the Learning Recovery Emergency Block Grant (LREBG/Title I, Part A) ($56,646 -75%, $17,813 - 25%). Provide early literacy intervention and library technical support through a part-time library media position.($8,643)	$150,635.00	Yes
2.5	Intervention and Enrichment: Broad course of study.	New materials are needed to support the English language Learner population that will provide English language acquisition. Materials will support general education English Language Arts curriculum. Secondly, intervention and enrichment, extended learning opportunities and enrichments programs are needed to meet the needs of all students ($20,000 art - Prop 28, $35,400 Homework club). This action will ensure that all students have access to a broad course of study in grades K-8th grade.	$55,560.00	Yes
2.6	IXL increased student outcomes	The IXL platform is used to administer formative diagnostic assessments with students. The assessments are used to guide instruction and to identify student academic needs and interventions. The district is year 3 of a 3 year contract for IXL.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The school will establish a school wide system to promote effective social behavior for all students and engage students to insure academic success. This ongoing goal is to support student achievement and establish a positive learning environment for all students.(state priority 5 & 6)	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Regular attendance and student engagement are vital to support student academic growth and success, reducing achievement gaps and developing a positive school environment
Specifically:
Chronic absenteeism has increased school wide since the pandemic and has a negative impact on student engagement and academic progress. Suspension rates have increased due impulsive student behavior.The California state 2025 dashboard, the last available data, district performance overview for Southside Elementary highlights challenges in the areas of Chronic absenteeism with a sub groups of white, hispanic and socioeconomically disadvantaged measuring at very high and english learner students measured at high. Suspension rate with a sub group measure in the high range with hispanic students. In English Language Arts, socioeconomically disadvantaged (2.5 below standard) and Hispanic (4.2 above standard). In Mathematics similarly, both groups score low, Hispanic 37.7 below standard, and socioeconomically disadvantaged 53.2 below standard. (Goal 3, actions 3.1, 3.3, 3.4)

Southside was in year three of PBIS before the pandemic forced a stay at home order, it has been critical to reinstitute the PBIS student recognition program to strengthen school culture and establish a positive school climate. The school has taken a grass roots effort to start the Bulldog CARES program to address school climate and school culture. The lowest performing attendance groups were Hispanic (17.8%), Socioeconomically Disadvantaged (23.7%), and White (5.1%)The school will take measures to ensure that students avoid dropping out or severe behavior that would constitute expulsion. The school has developed an attendance improvement plan for the 25-26 school year. The plan includes tiered levels of intervention to address absenteeism before student attendance becomes chronic.
Southside has included consultation with education partners such as parents, the school board, staff, the Migrant education PAC ,members and the county SELPA to develop goal 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate (CALPADS, Dashboard)	School wide 95.6% based on CalPads reporting. The rate is based on the percentages from January 2024	The attendance rate for the school is measured in months through the Aeries reports of attendance summary by month. The rate in January 2025 is 95.98%	The attendance rate for the school is measured in months through the Aeries reports of attendance summary by month. The rate in January 2026 is 95.40%	2026-2027 School wide the attendance rate will increase to 96% based on CalPads reporting.	The difference in the attendance rate from January 2025 and January of 2026 was -.58%
3.2	Chronic Absenteeism Rate (California School Dashboard)	2023 chronic absentee rate as of May 2023 is 22.7% of students identified as chronically absent on the CA Dashboard. The lowest performing groups were Hispanic (20.8%), Socioeconomically Disadvantaged (26.5%), and White (26.4%).	2024 chronic absentee rate reported on the CA dashboard was 16% of students identified as chronically absent. The lowest performing groups were English Learners (21.8%), Socioeconomically Disadvantaged (24.8%), and Hispanic (18.3%).	The 2025 chronic absentee rate reported on the CA dashboard was 13.2% of students identified as chronically absent. The lowest performing groups were English Learners (25%), Socioeconomically Disadvantaged (23.7%), and Hispanic (17.8%).	2026-2027 School wide the attendance rate will decrease to 15% of students identified as chronically absent in the CA Dashboard. The lowest performing groups will improve specifically, Hispanic (15%), Socioeconomically Disadvantaged (15%), and White (15%).	The difference in the chronic absentee rate from May 2025 to May 2026 was as follows: Schoolwide chronically absent was 13.2 a decrease by -2.6% from the prior year. The Sub group of SED (23.7%) decreased by 1.1%, Hispanic (17.8%) decreased by -.6%, White (5.1%) decreased by -5.6%, and EL (25%)increased by +3.2%
3.3	Suspension Rate (DataQuest, Dash board))	District 2.2% for the 2022-2023 data quest report and .8% suspension rate on the CA Dashboard from 2023.	The suspension rate published on the California school dashboard is not available to the public as of	The suspension rate published on the California school dashboard indicates that 3.5% of students were	2026-2027 District 1.5% suspension rate will decrease based upon data quest reporting and .5%	The suspension rate increased by comparison from 2024 (1.5%) to 2025 (3.5%) the prior year was 2%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			January 2025. To date there have been 8 suspensions. 8 suspension is already higher than the number of suspensions from last year. The school wide rate was 1.5%	suspended at least one day. This is an increase of 25 from the prior year. By student group, white students were suspended at 6.3%, an increase of 5% from the prior year.	suspension rate on the CA Dashboard from.	
3.4	Local Parent Survey	The 2023-2024 local parent survey was administered to parents and indicated overall satisfaction as high. 13 respondents representing 6.5% of parents participated. Additionally, the survey measured school safety and connectedness	The local parent survey was sent to parents in March of the 2024-2025 school year. 13 respondents representing 6.5% of parents participated. Additionally, the survey measured school safety and connectedness	The local parent survey was sent to parents in April and May 2026. 12 respondents representing 5.1% of parents participated. Additionally, the survey measured school safety and connectedness	2026-2027 The school local parent survey will be administered to parents and indicate overall satisfaction as high. Respondents representing 20% of parents will participate. Additionally, the survey measured school safety and connectedness on the survey and indicate an increase in feeling safe at school 95% and feeling connected to school , 95%	There was a difference from the baseline year in the number of participants. In 2025 the number was 13, 6.5% and in 2026 the number was 12, 5.1%.
3.5	Middle school drop out rates and student expulsion rates (Dash board, DataQuest)	For the 2023-2024 school year 0% of students were designated as middle	In the 2024-2025 school year there have not been any students	In the 2025-2026 school year, there have not been any students	2026-2027 0% of students will be designated as middle school drop	There was no difference from the baseline year in the number of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school drop outs and 0% of students were expelled from school.	designated as drop outs.	designated as dropouts.	outs and 0% of students will be expelled from school.	middle school drop out or expelled students.

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Implementation varied across actions, with challenges involving service availability, family participation, and student behavior.

Implementation Successes:
Increased communication with families and interventions for students identified as truant or chronically absent
Administration of the parent survey
Maintenance of zero reported middle school dropouts

Implementation Challenges
Absence of outside behavioral and emotional support providers during the second semester
Reported suspension rate increased from 1.5% to 3.5%, indicating a continued need to examine behavioral supports
Parent survey participation decreased from 13 respondents to 12 respondents.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

As measure in the local indicator, the school providing a positive, supportive learning environment for students was affirmed by the local parent survey. There are no material differences or planned expenditures for the 26-27 school year.
The material differences between the budgeted and actual expenditures are list below.
3.1 The district over estimated the cost of the Bulldog CARES stipend. The estimated cost was $2,726, and the actual expenditure was $0, as staff used materials and supplies already on hand.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The district made progress in implementing our planned actions while adapting to the changing needs of our students and staff.
Successful implementation

Actions Showing Evidence of Effectiveness

Action 3.1 - Bulldog/CARES Program. Partially effective. Schoolwide chronic absenteeism decreased; however, the suspension rate increased. Additional implementation and participation data are needed to determine which components contributed to improved attendance and which components should be strengthened to address student behavior.

Action 3.3 - SARB/Attendance Intervention. Partially effective. Schoolwide chronic absenteeism decreased; however, EL chronic absenteeism increased, and the January attendance rate declined. Results support continued intervention with greater attention to student groups experiencing persistent absenteeism.

Actions Not Demonstrating the Intended Improvement

Action 3.2 - Parent and Student Survey. Parent participation declined. The action did not demonstrate improved parent participation. Safety, connectedness, and student survey findings are needed to assess its broader effectiveness.

Actions with Insufficient Evidence to Determine Effectiveness

Action 3.4 - Behavioral and Emotional Supports. Outside support providers were unavailable during the second semester, limiting implementation. Service delivery and student progress data are needed to determine effectiveness.

Action 3.5 - Staff Activity Stipends. Expenditures aligned with the budget, but evidence of completed activities and their contribution to attendance, engagement, safety, or school climate was not provided.

Modified implementation
The district plans no modifications to goal 3 this year.

Non-implemented actions:
All of the actions in goal 3 were implemented to a varying degree. None of the actions is considered non-implemented.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no significant changes planned for goal three for the upcoming school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Bulldog CARES Program	Building a positive school culture with defined behavioral expectations is critical to providing an engaging academic environment. The Bulldog CARES program is an extension of the Southside PBIS program. The CARES program lead teacher needs to be identified and the Southside parent club needs to be included in the planning and distribution of student awards. The intent of the Bulldog CARES program is to provide as a platform for intervention steps, character building, and improving school climate and culture ($1,000 stipend for Bulldog CARES coordinator, $1,000 supplies).	$2,226.00	Yes
3.2	Parent and Student Survey	The district will continue to administer the local Southside parent survey and in partnership with the County office of education, the district will administer the California Healthy Kids survey to 5th-8th grade students. The surveys are intended to engage students and parents and guide the decision making process in school programs, planning, and the continuous growth cycle. The survey gathers input on school safety and school connectedness.	$0.00	No
3.3	SARB/Attendance intervention	Chronic absenteeism is identified as an improvement area for Southside school. The CA Dashboard indicates that 22.7% of students are identified as chronically absent. The lowest performing groups in this area are hispanic students (20.8%), socioeconomically disadvantaged students (26.5%) and white students (26.4). Attendance improvement Interventions identified for students who are approaching the 10% absent list include; increase monitoring and issuance of truancy letters, individual parent meetings of chronically absent students, and routine interventions prior to referring a student to the SARB board. Additionally, the school has developed an attendance improvement plan to mitigate absence issues.	$0.00	No
3.4	Behavioral and emotional supports	Southside is increasing the behavioral and emotional supports for students who are experiencing trauma related challenges, issues with drop out risk and severe discipline issues. The district partners with outside providers to provide counseling support for students. Currently, the school has support staff four hours per week.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Staff Activity Stipends	Staff activity stipends are funds set aside to pay for specific programs on campus. These programs cover a range of topics and supports on the school campus that will enhance the students experience, support technology and school safety. The stipends include: Class size stipend, $3,000, Play Coordinator, $1,000, Bulldog Pride Coordinator, $500, Testing Coordinator, $500, On-site tech support, $500.	$6,743.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The school will actively pursue family and community partnerships to seek input on the school's policies, practices and direction and to improve parent-school communication and parent engagement. This ongoing goal is to increase parent engagement and feedback to maintain a continuous improvement cycle. (state priority 3 & 6)	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To promote parent and community support, Southside must create a welcoming climate and resource center for parents to create a sense of belonging for all. The culture and climate of the school must be conducive to learning, embrace diversity, and encourage social-emotional development.
Specifically:
Parent participation in school meetings and in the decision making process must continue to improve, especially among the families of unduplicated students for the 2025-2026 school year. Student and family engagement is essential for the governance of the organization and for the meaningful connections between staff and parents in the development of student learning goals. It is essential for the school to concentrate on outreach efforts to survey students and parents and to develop student mental health services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of parents completing the Social-Emotional Learning Survey (District Data)	In the 2023-2024 school year the school collected the SEL data for the program providers at the start of the school year. Parent responses to the survey indicated that 0% to 3% of students were in	In the 2024-2025 school year the school collected the SEL data for the program providers at the start of the school year. Parent responses to the survey indicated	In the 2025-2026 school year, the school collected the SEL data for the program providers at the start of the school year. Parent responses to the survey	In the start of the 2026-2027 school year the district will collect SEL data from parents to identify students who needed intervention support at the start of the year. The	The difference from baseline in this area is 2% of parents indicating a need for SEL supports for students. This is reflective of the difference between 2024 and 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		need of support staff on campus.	that 3% to 5% of students were in need of support staff on campus. Additionally, the local parent survey indicated the 25 % of student were in need of additional SEL supports.	indicated that 5% to 7% of students were in need of support staff on campus. Additionally, the local parent survey indicated the 25% of students were in need of additional SEL supports.	participation of parent who submit the survey will increase to 85% participation.	
4.2	Percentage of parents completing the School Local Parent Survey	In the 2023-2024 school year the district administered a local parent survey. A total of 13 parents completed the survey.	In the 2024-2025 school year the district administered a local parent survey. A total of 13 parents completed the survey.	In the 2025-2026 school year, the district administered a local parent survey. The district administered the survey in April and May of 2026, 12 parents participated.	Parent participation in the local parent survey will increase to 25% of parents in the 2026-2027 school year.	There is a difference in the number of parent participants for the baseline from 2024 (13) to 2025 (12).
4.3	Percentage of parents who express satisfaction with their opportunities to participate in meeting and in the school decision making process. (District Data)	In the 2023-2024 school year the district surveyed parents on the district LCAP and parent satisfaction with the school. A total of 13 parents completed the survey and 90% of parents were satisfied with their opportunities to participate.	In the 2024-2025 school year the district surveyed parents on the district LCAP and parent satisfaction with the school. A total of 13 parents completed the survey and 92% of parents were satisfied with their opportunities to participate.	n the 2025-2026 school year, the district administered a local parent survey. The district administered the survey in April and May of 2026. 12 parents participated, and all but one parent was satisfied with the opportunities to participate at a	2026-2027 Parent satisfaction rates in school safety, school communication, and school decision making will increase by 3% to 93%.	There is a slight difference in the number of parent participants from the baseline. But the number of parents indicating satisfaction with the school decreased by .3% to 91.7%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				percentage of 91.7%.		

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district was effective with the administration of the local parent survey. Additionally the district responded to the parent survey (4.3) by providing additional SEL supports for students. A relevant change to note was the increase of social emotional services for students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

As measured in the local indicator, the school providing opportunities for parents to participate and social emotional supports for students. This was affirmed by the local parent survey and services for students on campus. There are no material differences or planned expenditures for the 2026-2027 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The district made progress in implementing our planned actions while adapting to the changing needs of our students and staff.
Successful implementation
Action: 4.1 The district was successful in the administration of the social-emotional learning survey for parents. The district was able to identify students who need additional social-emotional support going into the school year.
Action: 4.3, the district was successful in the percentage of parents who expressed satisfaction with their opportunities to participate in meetings and in the school decision-making process.

Implementation challenges
Action: 4.2 The district was not successful with the increase in parents participating in the local parent survey. The number of parents participating decreased by 1 participant. This action continues to be a challenge in that the sample size of parents who participate in the survey remains low. The target sample size was 13, and the sample size this year was 12..

Modified implementation
The district plans no modifications to Goal 4 this year.

Non-implemented actions:
All of the actions in goal 4 were implemented to a varying degree. None of the actions is considered non-implemented.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no significant changes planned for goal four for the upcoming school year. Other than increasing the number of parent participants in the online survey.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Survey	Develop an annual district Social-Emotional Learning Survey to be administered to parents and community members. Use the data to align the needs of the community to available resources in the community.	$0.00	No
4.2	Parent Engagement and Outreach	Provide additional parent engagement and outreach supports for parents including resources in the community for a specified need. Highlight social, emotional and behavioral health related supports for students and families. Connect families to community resources such as mental health referrals, housing referrals, parent workshops, food, immigration services, homeless family support, and Medi-Cal enrollment. The outreach efforts are to increase parent participation specifically for parent of students identified as students with disabilities, socially economically disadvantaged, English learners, and hispanic.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$210,697.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.638%	0.357%	$8,947.00	8.995%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Assistance to Teachers **Need:** Strengthen the quality of instruction of new teachers to meet the unique needs of english learners and at risk students. **Scope:**	Using a research-based teacher induction training program to develop the skills oi new teachers.	1.1, 1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.2	**Action:** Technology infrastructure and support services **Need:** Digital access and online support, school to parent communication **Scope:** LEA-wide	Enhancement of the school's technology infrastructure and family/student support services	Student access, school messaging and parent engagement (metric 1.2)
1.4	**Action:** Enhance the Kindergarten Program from a .5 staffing level to a full 1.0 FTE **Need:** Full day kindergarten to account for an increase in students enrollment and to provide a safe learning environment. **Scope:** LEA-wide	Meeting minimum state requirements for instructional minutes	Student participation and enrollment (metric 1.4)
1.5	**Action:** **Need:** English language acquisition, intervention, enrichment **Scope:**	Provide academic and intervention support for students including enrichment	Student participation and enrollment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Instruction Related Services **Need:** Meeting the needs of English Leaners, low income students, special education students, and foster youth. **Scope:** LEA-wide	Address the academic need of lower performing students in Math and ELA	Formative assessments in IXL and summative assessments in CAASPP (metric 2.1, 2.2, 2.5)
2.3	**Action:** English Learner Support **Need:** Meeting need of English language learners, academic support, language support, and access to technology **Scope:** LEA-wide	Bilingual support	Parent communication data, assessment performance and meeting state standards. (metrics 2.1, 2.2, 2.3, 2.4)
2.4	**Action:** Unduplicated Student Support **Need:** Students with unduplicated status not meeting grade level or state standards. **Scope:** LEA-wide	Academic intervention and support	Student performance on standardized assessments (metrics 2.1, 2.2, 2.3, 2.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Intervention and Enrichment: Broad course of study. **Need:** Materials and supplies to support students language acquisition and meeting content and grade level standards. **Scope:** LEA-wide	Materials and supplies to support students language acquisition and meeting content and grade level standards.	Metrics 2.3, 2.4, 2.5
2.6	**Action:** IXL increased student outcomes **Need:** Math and language arts intervention to support students meeting content and grade level standards. **Scope:** LEA-wide	Intervention support for students in meeting grade level and state standards in Mathematics and English Language arts.	Metrics 2.1, 2.2, 2.3, 2.4
3.1	**Action:** Bulldog CARES Program **Need:** improved school climate and culture, school connectedness **Scope:** LEA-wide	Connecting students to campus activities, character building, school climate	Student awards, lower behavioral incidents, lower suspension rate (metrics 3.1, 3.2, 3.3)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	**Action:** Behavioral and emotional supports **Need:** English learners, low income, foster/homeless youth **Scope:** LEA-wide	Meeting the social and emotional needs of students	Student contacts and student contracts (metrics 3.2, 3.3)
3.5	**Action:** Staff Activity Stipends **Need:** School connectedness, behavior, extra curricular, technology **Scope:** LEA-wide	The staff stipends provide extra curricular activities to connect students ino the culture of the school. Additionally providing support programs on campus to elevate a positive school climate	Student participation rates (metrics 3.2, 3.3, 3.5)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

UPP Percentage = 49.44% (projected)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,439,264	210,697.00	8.638%	0.357%	8.995%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$377,196.00	$86,646.00	$0.00	$20,413.00	$484,255.00	$252,760.00	$231,495.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Assistance to Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Southside Elementary TK-8	2026-2027 school year	$9,800.00	$0.00	$9,800.00				$9,800.00	
1	1.2	Technology infrastructure and support services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2026-2027 school year	$0.00	$31,820.00	$31,820.00				$31,820.00	
1	1.3	Facility and Maintenance Support	All	No			All Schools Specific Schools: Southside Elementary TK-8	2026-2027 school year	$0.00	$150,000.00	$150,000.00				$150,000.00	
1	1.4	Enhance the Kindergarten Program from a .5 staffing level to a full 1.0 FTE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2026-2027 school year	$43,892.00	$0.00	$43,892.00				$43,892.00	
2	2.1	Instruction, Professional Development, implementation of state academic content and performance standards	All	No			All Schools Specific Schools: Southside Elementary	2026-2027 School Year	$0.00	$2,600.00				$2,600.00	$2,600.00	
2	2.2	Instruction Related Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Southside Elementary	2026-2027 School Year	$4,904.00	$24,875.00	$19,779.00	$10,000.00			$29,779.00	
2	2.3	English Learner Support	English Learners	Yes	LEA-wide	English Learners	All Schools	2026-2027 School Year	$0.00	$1,200.00	$1,200.00				$1,200.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Unduplicated Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$150,635.00	$0.00	$76,176.00	$56,646.00		$17,813.00	$150,635.00	
2	2.5	Intervention and Enrichment: Broad course of study.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 School Year	$35,560.00	$20,000.00	$35,560.00	$20,000.00			$55,560.00	
2	2.6	IXL increased student outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027 school year	$0.00	$0.00	$0.00				$0.00	
3	3.1	Bulldog CARES Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Southside Elementary	2026-2027 School Year	$1,226.00	$1,000.00	$2,226.00				$2,226.00	
3	3.2	Parent and Student Survey	All	No			All Schools Specific Schools: Southside Elementary	Spring semester	$0.00	$0.00	$0.00				$0.00	
3	3.3	SARB/Attendance intervention	All	No			All Schools Specific Schools: Southside Elementary	2026-2027 School Year	$0.00	$0.00	$0.00				$0.00	
3	3.4	Behavioral and emotional supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2026-2027 School Year	$0.00	$0.00	$0.00				$0.00	
3	3.5	Staff Activity Stipends	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2026-2027 School Year	$6,743.00	$0.00	$6,743.00				$6,743.00	
4	4.1	Parent Survey	All	No			All Schools Specific Schools: Southside School	2026-2027 School Year	$0.00	$0.00	$0.00				$0.00	
4	4.2	Parent Engagement and Outreach	All	No			All Schools Specific Schools: Southside School	2026-2027 School Year	$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,439,264	210,697.00	8.638%	0.357%	8.995%	$227,196.00	0.000%	9.314 %	**Total:**	$227,196.00
								LEA-wide Total:	$227,196.00
								Limited Total:	$0.00
								Schoolwide Total:	$9,800.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Assistance to Teachers	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$9,800.00	
1	**1.2**	Technology infrastructure and support services	Yes	LEA-wide	English Learners Foster Youth Low Income		$31,820.00	
1	**1.4**	Enhance the Kindergarten Program from a .5 staffing level to a full 1.0 FTE	Yes	LEA-wide	English Learners Foster Youth Low Income		$43,892.00	
2	**2.1**	Instruction, Professional Development, implementation of state academic content and performance standards				All Schools		
2	**2.2**	Instruction Related Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,779.00	
2	**2.3**	English Learner Support	Yes	LEA-wide	English Learners	All Schools	$1,200.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Unduplicated Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,176.00	
2	2.5	Intervention and Enrichment: Broad course of study.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,560.00	
2	2.6	IXL increased student outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.1	Bulldog CARES Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,226.00	
3	3.4	Behavioral and emotional supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$0.00	
3	3.5	Staff Activity Stipends	Yes	LEA-wide	English Learners Foster Youth Low Income		$6,743.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$549,269.00	$377,031.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Assistance to Teachers	No	$22,500.00	$17,432.00
1	**1.2**	Technology infrastructure and support services	Yes	$28,565.00	$25,524.00
1	**1.3**	Facility and Maintenance Support	No	$150,000.00	$101,157.00
1	**1.4**	Enhance the Kindergarten Program from a .5 staffing level to a full 1.0 FTE	Yes	$64,108.00	$66,262.00
2	**2.1**	Instruction, Professional Development, implementation of state academic content and performance standards	No	$2,600.00	$2,531.00
2	**2.2**	Instruction Related Services	Yes	$32,833.00	$8,484.00
2	**2.3**	English Learner Support	Yes	$1,200.00	$1,200.00
2	**2.4**	Unduplicated Student Support	Yes	$181,867.00	$115,244.00
2	**2.5**	Intervention and Enrichment: Broad course of study.	Yes	$54,900.00	$27,712.00
2	**2.6**	IXL increased student outcomes	Yes	$0.00	$3,516.00
3	**3.1**	Bulldog CARES Program	Yes	$2,726.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Parent and Student Survey	No	$0.00	$0.00
3	**3.3**	SARB/Attendance intervention	No	$0.00	$0.00
3	**3.4**	Behavioral and emotional supports	Yes	$0.00	$0.00
3	**3.5**	Staff Activity Stipends	Yes	$7,970.00	$7,969.00
4	**4.1**	Parent Survey	No	$0.00	$0.00
4	**4.2**	Parent Engagement and Outreach	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$217,814.00	$258,502.00	$208,867.00	$49,635.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Technology infrastructure and support services	Yes	$28,565.00	$23,525.00		
1	1.4	Enhance the Kindergarten Program from a .5 staffing level to a full 1.0 FTE	Yes	$64,108.00	$66,217.00		
2	2.2	Instruction Related Services	Yes	$27,833.00	$8,484.00		
2	2.3	English Learner Support	Yes	$1,200.00	$1,200.00		
2	2.4	Unduplicated Student Support	Yes	$72,700.00	$70,244.00		
2	2.5	Intervention and Enrichment: Broad course of study.	Yes	$54,900.00	$27,712.00		
2	2.6	IXL increased student outcomes	Yes	$0.00	$3,516.00		
3	3.1	Bulldog CARES Program	Yes	$1,226.00	$0.00		
3	3.4	Behavioral and emotional supports	Yes	$0.00	$0.00		
3	3.5	Staff Activity Stipends	Yes	$7,970.00	$7,969.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,506,192.00	$217,814.00	0.00%	8.691%	$208,867.00	0.000%	8.334%	$8,947.00	0.357%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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