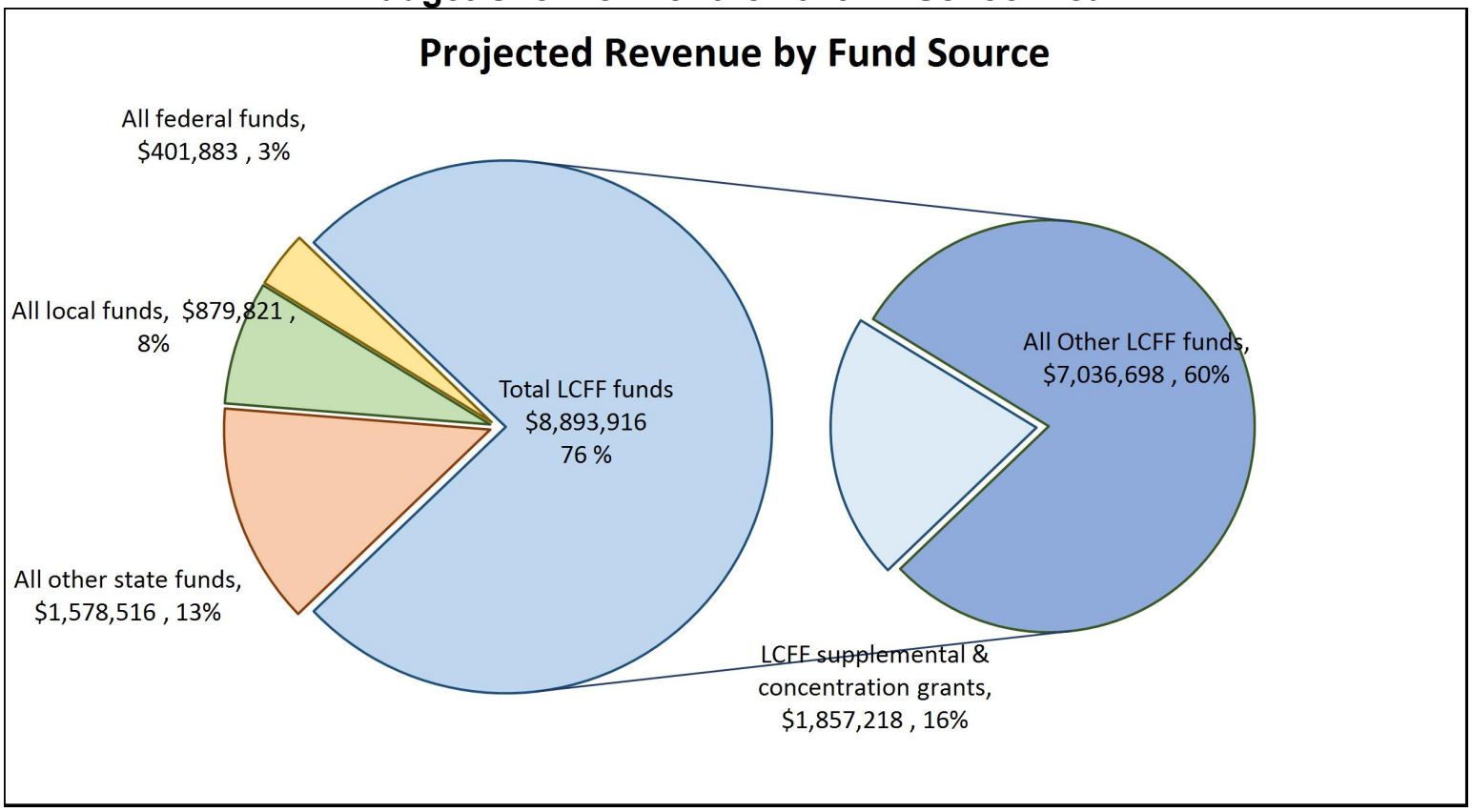
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chatom Union School District
CDS Code: 50-71050
School Year: 2026-27
LEA contact information:
Cherise Olvera
Superintendent
colvera@chatom.k12.ca.us
209-664-8505 Ext 1

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

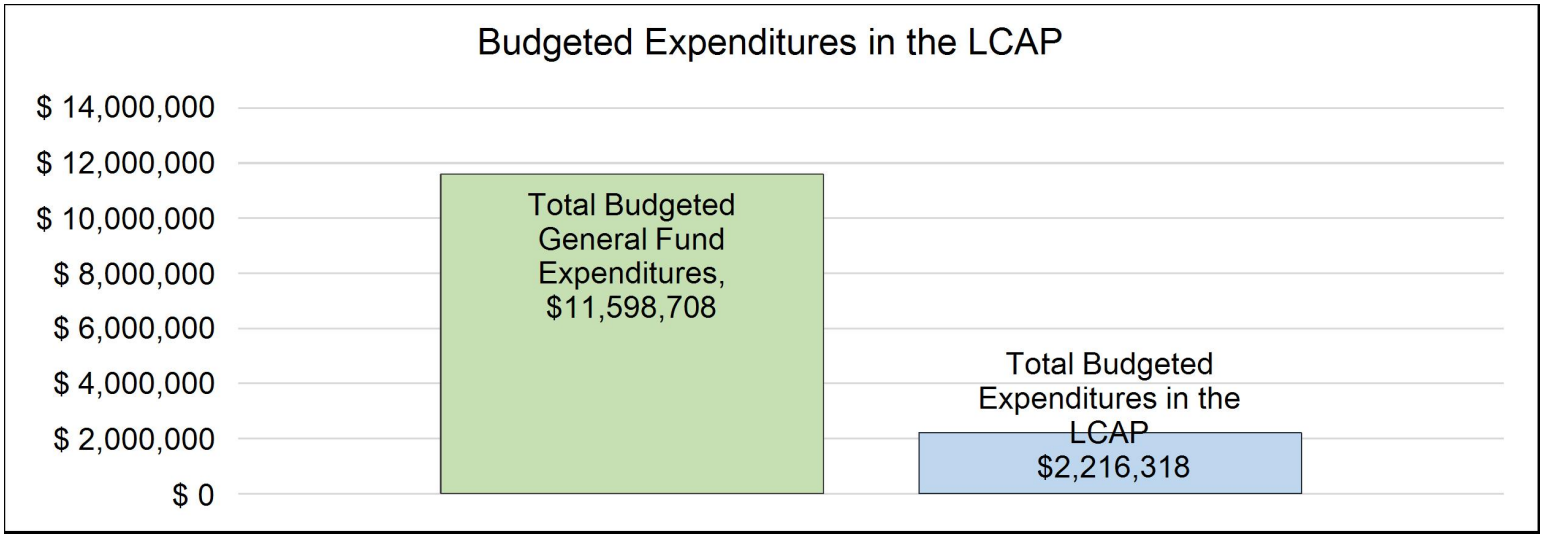


This chart shows the total general purpose revenue Chatom Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chatom Union School District is $11,754,136, of which $8,893,916 is Local Control Funding Formula (LCFF), $1,578,516 is other state funds, $879,821 is local funds, and $401,883 is federal funds. Of the $8,893,916 in LCFF Funds, $1,857,218 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 Chatom Union 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: Chatom Union School District plans to spend $11,598,708 for the 2026-27 school year. Of that amount, $2,216,318 is tied to actions/services in the LCAP and $9,382,390 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

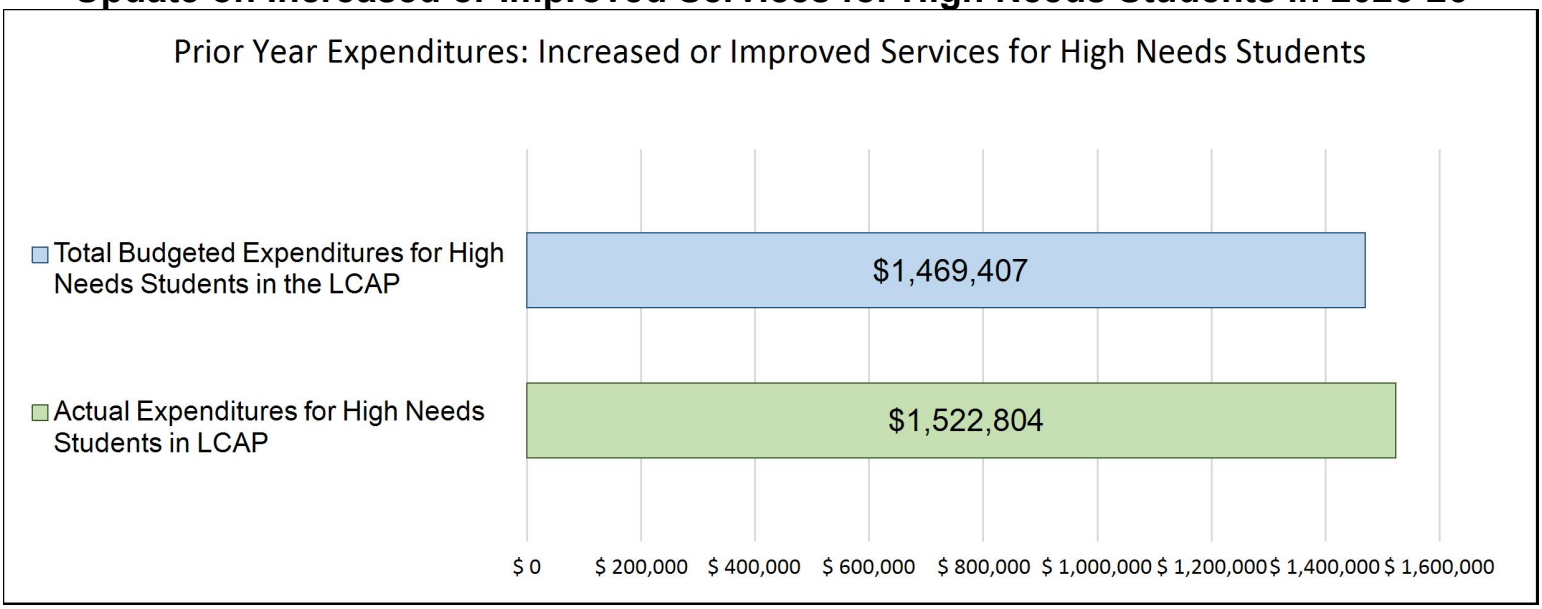
General Fund expenditures outside of the Local Control Accountability Plan (LCAP) cover necessary expenses including salaries, benefits, supplies and other services.

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

In 2026-27, Chatom Union School District is projecting it will receive $1,857,218 based on the enrollment of Foster Youth, English learner, and low-income students. Chatom Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chatom Union School District plans to spend $1,367,894 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 Chatom Union 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 Chatom Union 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, Chatom Union School District's LCAP budgeted $1,469,407 for planned actions to increase or improve services for high needs students. Chatom Union School District actually spent $1,522,804 for actions to increase or improve services for high needs students in 2025-26.

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
Chatom Union School District	Cherise Olvera Superintendent	colvera@chatom.k12.ca.us 209-664-8505 Ext 1

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:

The Chatom Union School District (CUSD) is located in a small rural community. It is located west of Turlock in an agricultural area, bordered by orchards, dairies, and cornfields. The District consists of Chatom Elementary School, Mountain View Middle School, and Chatom State Preschool. The District is part of a wonderfully supportive community. The students at CUSD are part of a long legacy of community involvement, agriculture, student enrichment, and quality education. As of April 7, 2026, there are 571 students enrolled in the District with 98.27% average daily attendance. The student population consists of 37.48% English learners, 74.43% free and reduced program participants, 8.59% homeless, and 0 % foster students. Motivational programs are established at both sites to encourage positive behavior and minimize suspensions and expulsions. The Chatom Union School District prides itself on providing quality educational programs in a safe and clean learning environment. Chatom Elementary offers a rigorous academic program designed to meet state standards and challenge students to think creatively and problem-solve for transitional kindergarten students through the fifth grade. Transitional kindergarten provides students with a full-day, solid academic foundation. The close-knit staff collaborates regularly to meet the needs of students and analyze student progress. Supplemental instructional support is available at both sites. A physical education specialist provides instruction to grades 3-5 students. Chatom Elementary also offers a quality after-school program that includes homework help, academic intervention, and enrichment electives. Enrichment course offerings vary. Some course examples include: Art, Movement & Dance, Games, Kidz Bop Dance, Fun with Sports, Cooking, Zumba, Legos, S.T.E.M., Little Scientist, and Yoga. A late bus is provided for students who participate in after-school courses. Chatom is a place where students can get a high-quality, college-prep education within a positive and safe learning environment.

Mountain View Middle School offers a quality education that reflects the state standards, curriculum, and instruction that focuses on providing 6th-8th grade students with the 21st-century skills necessary to succeed in college and beyond. It is the vision of Mountain View to provide an environment where all students can reach their fullest potential both academically and socially. They strive to create an environment where all students can feel safe and valued for their uniqueness and abilities. Communication continues to be a focus to reach out to parents and community members through monthly newsletters, monthly Coffee Connection with the Principal, JupiterEd, Parent Square, Mountain View website, electronic marquee, and social media. In addition to the regular school curricular program, Mountain View offers enrichment, intervention, and support programs after school. Enrichment courses vary. Some course examples include: Bicep Boost, Math Club, Battle of the Books, Sports & More, and Yearbook. The after-school sports program includes boys' & girls' volleyball, boys' & girls' soccer, boys' & girls' basketball, and track. Students take pride in their school as part of the "Warrior Way," which demonstrates the elements of civility.

No schools within the Chatom Union School District receive Equity Multiplier funding.

Reflections: Annual Performance

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

A reflection of the district, school sites, and student groups who received the lowest performance level on one or more state indicators is as follows:

2023 Chatom Union School District (Red areas)
* Suspension rate for Students with Disabilities increased by 4.6%
* Suspension rate for white students increased by 2.5%
* English Language Arts academic indicator for students with disabilities was 121.2 below standard

Chatom Elementary School (Red area)
* Suspension rates for homeless students increased 4%

Mountain View Middle School (Red area)
* English Language Arts academic indicator for English learners was 88.4 below standard

2024 Chatom Union School District (Red areas)
* Suspension rates for Students with Disabilities increased by 0.9%
* Suspension rate for Socioeconomically Disadvantaged increased by 2.1%
* Suspension rate for English Learners increased by 2.6%
* Suspension rate for Long-Term English Learners increased by 17.5%
* Suspension rate for Homeless increased by 6.6%
* Suspension rate for Hispanics increased by 2.2%
* English Language Arts academic indicator for students with disabilities declined 6.7 points
* Mathematics academic indicator for students with disabilities declined 22.6 points

Chatom Elementary School (Red area)
* Suspension rates for homeless students increased 2.4%

Mountain View Middle School (Red areas)

* Suspension rates for Whites increased by 3.3%
* Suspension rate for Socioeconomically Disadvantaged increased by 7.1%
* Suspension rate for English Learners increased by 8.9%
* Suspension rate for Long-Term English Learners increased by 17.5%
* Mathematics academic indicator for Hispanics declined 9.4 points
* Mathematics academic indicator for Socioeconomically Disadvantaged declined 8.6 points

2025 Chatom Union School District had no red areas.
2025 Chatom Elementary School had one red area. Students with Disabilities suspension rate increased by 1.6% (Only 47 students in the subgroup)
2025 Mountain View Middle School had no red areas.

Learning Recovery Emergency Block Grant
* The District will have unexpended LREBG funds for the 2025-2026, 2026-2027, and 2027-2028 school years
* The District plans to divide the unexpended amount of $832,043 over three years to have some sustainability
* The funds will be used to support students in the greatest need of learning recovery supports per EC32526 in the areas of ELA, Mathematics, and absenteeism, and identified through our needs assessment process.
* The following actions are supported with LREBG funds
    - Goal 2 action 2 is an existing action, but in addition to intervention support an additional.50 FTE resource support will be added to help students of greatest need (Resource/ Learning Lab that will also include math beginning in 2026-2027)
    - Goal 3 action 4 is an existing action that promotes positive behavior and improves attendance. In addition to the incentive programs to support positive behavior, an attendance clerk was added to communicate with and support families on the importance of regular school attendance.

* Remaining funds will be held pending the continuation of a mental health grant that supports action 3.3 and is currently scheduled to end in 2025-2026. If the BHRS grant ends, the funding may be used to sustain mental health services. Supporting the mental health of a student will further support the cognitive and academic success of
the student. If the BHRS grant or other mental health funding is available, the remaining dollars will be prioritized based on greatest need and input from educational partners.

The Chatom USD will focus on strengthening Positive Behavior Interventions and Supports (PBIS) implementation to address the increased suspension rate among students with disabilities.
The Chatom USD has developed a Differentiated Assistance Plan with the Stanislaus County Office of Education (SCOE) to support all student groups with the lowest performance level on one or more state indicators, including English language arts, mathematics, and suspension rate for students with disabilities. Although there was great progress made in 2025, the District will continue to work with SCOE through the Differentiated Assistance program and Educator Effectiveness training.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard, the Chatom Union Elementary School District has no new eligibility for Differentiated Assistance (DA). However, the district remains eligible for its second year of Differentiated Assistance (based on 2024 Dashboard criteria) regarding the Students with Disabilities (SWD) student group in the following priority areas:
Academic Achievement: English Language Arts (ELA) and Mathematics.
School Climate: Suspension rates.

In partnership with the Stanislaus County Office of Education (SCOE), the district is currently engaged in improvement efforts to address these disparities. Current work underway includes the refinement of small-group differentiated instruction and the implementation of inclusive practices to ensure equitable access to the core curriculum within the general education setting.

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.

No schools within the LEA are eligible 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.

No schools within the LEA are eligible for CSI.

Monitoring and Evaluating Effectiveness

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

No schools within the LEA are eligible for CSI.

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
Parents	Complete a survey in January, discussion at advisory meetings, discussion and comments at Public Board Meetings and parent representation from each site on the LCAP Advisory Committee.
Students	Elected student body members and members from each student subgroup, including homeless, English learners, students with disabilities, Hispanic, non-Hispanic, and socioeconomically disadvantaged, met with the administration in December to review all of the goals within the LCAP and provide input on what they feel is working best and what they would like to see added to programs. All of their feedback is shared with the LCAP Advisory Committee
Teachers	Complete a survey in January, discussion at advisory meetings, discussion and comments at Public Board Meetings and teacher representation from each site on the LCAP Advisory Committee
Principals	Complete a survey in January, discussion at advisory meetings, discussion at cabinet meetings, discussion and comments at PTC Meetings, Public Board Meetings and Principal representation from each site on the LCAP Advisory Committee
Administrators	Complete a survey in January, discussion and comments at Public Board Meetings and adminstrative representation on the LCAP Advisory Committee
Local Bargaining Units Chatom Union Educators Association (CUEA) and Chapter #585 Classified School Employees Association (CSEA)	The President and Vice President of each bargaining unit are part of the LCAP Advisory Committee in addition to their input on the staff surveys in January, and discussion at Advisory Meetings and Board Meetings

Educational Partner(s)	Process for Engagement
Other School Personnel	Complete a survey in January, discussion at Advisory Meetings, discussion and comments at Public Board Meetings and classified representation from each site on the LCAP Advisory Committee
Board of Trustees	A Board representative is part of the LCAP Advisory Committee in addition to their input and discussion at Public Board Meetings
Advisory Groups Parent Advisory - PTC, DELAC, and School Site Council	All parents are given an opportunity to complete an LCAP survey in their primary language in January. Reports are shared at each Advisory Meeting and further input and discussion is collected at advisory group meetings during LCAP development
SELPA	The LCAP draft is shared with the SELPA Executive Director to receive input on goals, actions and metrics in May

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

Educational Partner Feedback that Influenced Goal 1:
1.1 Professional learning will include more ELD strategies and will include paraeducators based on staff feedback.
1.2 Study trips will be maintained based on positive feedback from students as a memorable and hands-on learning experience
1.4 A lot of feedback was received from parents, staff, and students regarding the need for a one-way security fence at Chatom Elementary. This input was received for several years and was completed in the 2024-2025 school year. This was a priority item for the District to increase safety for students, staff, and afterschool programs that are open until 6:00 p.m.
1.5 Educational partners shared that the playground structures are too hot to play on in the afternoon during after-school programs. As a result, the District installed a new shade structure in the 2024-2025 school year to increase playground safety.
1.5 Local Warriors Club and Parent Teacher Club are now looking into playground design options and funding for the 3rd-5th grade playground structure.
1.6 The use of technology devices received positive feedback from staff, parents, and students. Stakeholders also suggested that additional time be added to the IT position to have more time to maintain student and staff devices. As a result, five additional hours were added to IT time, and the computer lab time was decreased by five hours since students were not utilizing the lab since they have 1:1 devices in the classroom.

Educational Partner Feedback that Influenced Goal 2:
2.1 Staff shared that I-Ready helped develop student groups within the classroom and was a good source to measure student progress. I-Ready was completed in 2023-2024 as a trial diagnostic tool. The I-Ready diagnostic data was compared to the CAASPP data and found to have a close correlation. Based on this analysis and educational partner feedback, the I-Ready program was continued for the 2024-2025 and 2025-2026 school years as reflected in action 2.1.
2.2 Based on input from our Stanislaus County Partners (DA team), staff, and LCAP advisory, the SDC/Resource combination class design was reviewed for possible separation at Chatom Elementary and added support to the students of greatest need for English language arts

and mathematics, utilizing LREBG funding. The position was separated beginning in the 2025-2026 school year. The resource program will be expanded further in the 2026-2027 school year to include math intervention to support students in the new math curriculum scheduled to be adopted in May 2026.
2.3 Educational partners shared that they liked the added field trip to summer school, but preferred they were held on Fridays instead of adding an extra week to the end of the summer program, which resulted in lower attendance by program participants. The summer school schedule was adjusted based on the partner feedback, and it did result in greater participation. The same schedule will continue for 2026-2027. Expanded learning opportunities were adjusted based on stakeholder feedback. One example is that additional sessions of the cooking class were scheduled to meet the requests and interests of students.
2.8 Additional classified training will be offered based on survey feedback.

Educational Partner Feedback that Influenced Goal 3:
3.2 Educational partners shared positive feedback that they appreciated the increased use of social media as a communication tool. The use of social media will be maintained as another ongoing source of communication. Each site will post a minimum of one time a week. Stakeholders suggested that the District capture the presentations that occur monthly in the Preschool. It is not meant to be a separate ongoing metric.
3.2, 3.3, 3.4 Consider having the Counselor, Clinician or an external speaker facilitate a parent presentation on bullying, gaming, social media, or safe cell phone usage based on parent feedback.
3.4 Students shared that they are more engaged and encouraged by prizes, rewards, and activities like the Summit program. Several students requested more incentives to promote good behavior. Staff also provided feedback that the Every Day Counts Attendance Program was successful because students were motivated by the rewards and prizes. To sustain these programs and promote positive behavior, the budget will include funding for incentives to support good behavior, attendance, and academic growth.
3.5 A lot of positive feedback was received from staff, students, and parents regarding the security cameras installed. The District added a camera at Chatom Elementary to increase safety further in a more isolated area used by after-school programs.

The District does not receive Equity Multiplier funds.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Schools will increase the conditions of learning through the use of CCSS aligned instructional materials, and highly qualified teachers in a clean and safe learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Chatom Union School District aims to create an optimal learning environment by focusing on several key areas. By providing professional development for teachers and staff, we equip educators with effective teaching strategies. Retaining highly qualified staff ensures continuity and expertise. Safe facilities and up-to-date technology minimize distractions and provide the necessary tools for effective learning. All these elements combined contribute to a well-rounded learning experience for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Implementation of the state board-adopted academic content and performance standards for all students Source: Local Indicator Tool	Progress in making instructional materials that are aligned to the adopted standards and/or curriculum frameworks available to all classrooms & students. ELA- 5 ELD- 4.5 Mathematics- 5 NGSS- 5 History- 5 (April 2024)	Local Indicator data is in progress: Local Indicator - Implementation of ELA Chatom- 5 Mountain View- 5 Indicator - Implementation of ELD Local Chatom- 5 Mountain View- 4	Local Indicator - Sufficiency of Materials Chatom- 100% Mountain View - 100% Local Indicator - Highly Qualified Staff properly assigned by credential Chatom - 100% Mountain View - 100%	Progress in making instructional materials that are aligned to the adopted standards and/or curriculum frameworks available to all classrooms & students. ELA- 5 ELD- 5 Mathematics- 5 NGSS- 5 History- 5	ELA- Met target ELD- Maintained Mathematics- Met target NGSS- Met target History- Decrease 1.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		IT Time- 5 hours per week Lab Time IT time was maintained at 35 hours per week for 2023-2024	Local Indicator - Implementation of mathematics Chatom- 5 Mountain View- 5 Local Indicator - Implementation of NGSS Chatom- 4 Mountain View- 5 Local Indicator - Implementation of History Chatom- 3 Mountain View- 1 IT Time- 5 hours per week Lab Time IT time was maintained at 35 hours per week for 2024-2025	Local Indicator - Implementation of ELA Chatom- 5 Mountain View- 5 Local Indicator - Implementation of ELD Chatom- 5 Mountain View- 4 Local Indicator - Implementation of mathematics Chatom- 5 Mountain View- 5 Local Indicator - Implementation of NGSS Chatom- 5 Mountain View- 5 Local Indicator - Implementation of History Chatom- 3 Mountain View- 4 IT Time- 0 hours per week Lab Time IT time was increased to 40 hours per week for 2025-2026,		Lab time decreased by 5 hours per week due to the closing of the computer lab, because students have 1:1 devices in the classroom. IT time increased 5 hours due to more devices needing to be maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				beginning in March 2026		
1.2	Field Trip Request Form	Each grade level attends a minimum of 1 study trip or program and 100% of study trips and/or program are standards aligned (May 2024)	Minimum of 1 Standard aligned study trip or program per grade level TK- Resendiz Farms & Hilmar Cheese Kdg - Hunter Farms & Modesto Museum 1st Grade - Fresno Chaffee Zoo 2nd Grade- Discovery Fossil Museum 3rd Grade- Monterey Bay Aquarium 4th Grade- Columbia State Park 5th Grade- Sacramento Museum of Science and Curiosity 6th Grade- Foothill Horizons/ Moaning Cavern 7th Grade- Medieval Day Gallo Center	Minimum of 1 Study Trip or Program per grade level TK- Resendiz Farms, Hilmar Cheese & Hughson Fire Station Kdg - Hunter Farms & Modesto Children's Museum 1st Grade - Fresno Chaffee Zoo 2nd Grade- Fossil Discovery Center 3rd Grade- Monterey Bay Aquarium Ag Edventure Day 4th Grade- Columbia State Park 5th Grade- SMUD Museum of Science & Curiosity 6th Grade- Foothill Horizons/ Moaning Cavern 7th Grade- Gallo Center of Arts & Medieval Day	Each grade level will attend a minimum of 1 study trip or program and 100% of study trips and/or program will be standards aligned	Exceeded target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			8th Grade- Levi Stadium	8th Grade- Levi Stadium & Boomers		
1.3	All students will be provided standards-aligned materials and will be asked to exhibit the materials within the first eight weeks of school to take a physical count to ensure sufficiency of materials	100% Sufficiency of Materials (September 2023)	Local Indicator - Sufficiency of Materials Chatom- 100% Mountain View - 100% (September 2024)	100% Sufficiency of Materials (September 2025)	Maintain 100% Sufficiency of Materials and update and/or adopt new materials in ELA and Math	Maintained/Met target
1.4	Local Indicator- Facility Inspection Tool	Local Indicator- Facility Inspection Tool Chatom - Good Mountain View - Good (Fall 2023)	Local Indicator- Facility Inspection Tool Chatom - Exemplary Mountain View - Good (Fall 2024)	Local Indicator- Facility Inspection Tool September 2025 Chatom - Good Mountain View - Good	Local Indicator- Facility Inspection Tool Maintain an overall level of good or greater	Met target
1.5	SARC data on the number of teachers properly credentialed and assigned	100% Highly Qualified Staff 0 Misassignments (January 2024)	100% Highly Qualified Staff 0 Misassignments (January 2025)	100% Highly Qualified Staff 0 Misassignments (January 2026)	Maintain 100% Highly Qualified Staff with 0 Misassignments	Met target
1.6	Inspection by CRSIG and Maintenance Director	5 Items listed for review on 2024 CRSIG Inspection - Loss Prevention Survey (Spring 2024)	0 items noted for review based on maintenance director inspection and state inspector. CRSIG is now inspecting every other year.	CRSIG Inspection not held at this time	2 or less items noted on CRSIG Inspection - Loss Prevention Survey related to playgrounds and equipment	Inspection held by Williams and Maintenance Director were good.
1.7	Annual technology walk thrus	* one to one devices for students * 80% optimal speed and efficiency	545 Student devices were purchased July 2024	Current Enrollment is 575 and there are 575 new laptops in	* Maintain one to one devices for students	Maintained one-to-one and increase optimal speed with 16 new switches

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Spring 2024)	Internet speed was increased to 1 GB 30 Staff devices were purchased	inventory. There are also 425 older laptops in rotation for classroom use.	* 100% optimal speed and efficiency	
1.8	Progress in implementing policies or programs to support EL's Source: Local Indicator Tool - Implementation of Standards	ELD (Aligned to ELA Standards) - 4 (April 2024)	ELD (Aligned to Standards) Chatom- 5 Mountain View- 4	ELD (Aligned to Standards) Chatom- 5 Mountain View- 4	ELD (Aligned to ELA Standards) - 5	Increased by .5

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 made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

1.1 Study Trips- Successful Implementation district-wide.
1.2 Instructional Materials & Supplemental Materials- Successful Implementation for Chatom Elementary but Mountain View experienced some implementation challenges because the current Social Science adoption is outdated. It was the intent of the District to adopt Social Science curriculum for Mountain View after the Mathematics adoption but it got postponed due to the mathematics framework and adoption being delayed at the State level. Two math programs were piloted in 2025-2026 with the intent of adopting in May 2026 and implementation in the 2026-2027 school year.
1.3 Facilities- Successful implementation district-wide.
1.4 Highly Qualified Staff- Successful Implementation district-wide.
1.5 Playgrounds & Equipment- Successful Implementation district-wide. Plans are now being developed to add to the 3-5 playground since work was already completed on the K-2 playground.
1.6 Technology- Successful Implementation district-wide.

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.

1.1 $25,000 was budgeted, but $65,000 was spent because additional study trips were added to support students in the after-school program.

1.2 $150,000 was budgeted for instructional and supplemental materials, but $297,815 was spent because of the new Amplify Desmos Mathematics adoption, which was more expensive than anticipated for all of the components to support student needs
1.3 $50,000 was originally budgeted, but $369,620 was spent utilizing ELOP funds to increase safety and additional facility space for after-school students who are on campus until 6:00 p.m.This program was expanded to accommodate more students in response to parent requests and student needs.
1.4 The funding amount increased due to negotiation agreements
1.5 $25,000 was budgeted for playground equipment and safety, but was not spent due to the improvements made in the prior year to the TK-2 grade playground. The new focus will be on improvements to the 3rd-5th-grade playground, which is currently being designed.
1.6 $165,525 was budgeted, but only $62,000 was spent because there were still unused devices from the prior year, and current devices had minimal damage. Infrastructure pieces were enhanced utilizing E-Rate funds.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators.

1.1 Study Trips - Strongly effective - 100% of Field trip request forms submitted were aligned to standards-based activities. Follow-up activities were completed at every grade level following the study trip or program.
1.2 Instructional Materials & Supplemental Materials- Strongly effective, evident by 100% of sufficiency of materials were displayed and reported to the school board on 9/11/25.
1.3 Facilities- Demonstrated strong effectiveness, as evidenced by Chatom receiving a rating of "good" and Mountain View receiving a rating of "good" on the CDE Facility Inspection Tool.
1.4 Highly Qualified Staff- Effective, as evidenced by 26 out of 27 staff members met highly qualified status as reported on the SARC and approved by the school board on 1/13/26.
1.5 Playgrounds & Equipment- Strongly effective with 100% completion of two shade canopies (30x40x12) which were fully installed and inspected on the TK-2 playground in 2025-2026.
1.6 Technology- A complete technology walk-through was completed in December 2025. Infrastructure, workstations, and networking were all found to be satisfactory. Sixteen new switches were installed in December 2025 for optimal speed and performance.

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.

Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP cycle:

Goal Description: No changes to current goal 1, focusing on conditions of learning through the use of CCSS instructional materials, highly qualified teachers, and a clean and safe learning environment.
Metric Modifications: Metric 1.6 was modified to reflect that the inspection was conducted by the Maintenance Director and State Inspector instead of the Maintenance Director and the CRSIG Inspector. Moving forward, we will continue to have the Maintenance Director complete the inspection to ensure a more consistent annual measurement because the State and CRSIG inspectors are not on site annually. The Williams Inspection and State Facility Inspection scored well. All items included on the Williams Inspection have been completed, with the exception of the bathroom ceiling which is scheduled to be completed in July. Metric 1.1 was modified to track the amount of computer lab

time and IT maintenance time. The metric was revisited mid-year because stakeholder input suggested the District allocate more time for maintenance of technology devices.
Actions Modifications: None
Expected Outcomes Modifications: None

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	Study Trips	Increase real-life hands on student experiences through study trips or programs for each grade level in order to provide access to a broad course of study for all students.	$65,000.00	Yes
1.2	Instructional Materials and Supplemental Materials	Adopt new standards aligned materials and supplemental materials including learning software to support all needs of students, including students with disabilities, English learners, foster youth students, homeless students and low-income students.	$173,639.00	Yes
1.3	Facilities	Increase and improve facilities and sanitation to ensure a safe and well maintained school environment.	$50,000.00	No
1.4	Highly Qualified Staff	Increase and improve services through highly trained staff, recruitment and career development.	$454,301.00	Yes
1.5	Playgrounds and Equipment	Increase safety of playground and equipment.	$25,000.00	No
1.6	Technology	Improve technology by: * Providing sufficient infrastructure * Providing equipment and voice systems * Purchasing staff and student devices and equipment * Providing IT time to support technology needs and devices	$165,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students' academic, language, social and emotional development will be strengthened through a broad scope of learning opportunities and appropriate instructional strategies and support.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The well-rounded, comprehensive approach based on the actions for goal 2 will support our students academically, socially, and emotionally and will set them up for future success and overall well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Academic Indicator: Math Academic Indicator: ELA Academic Indicator: English Learner Progress Academic Indicator: Science State Physical Fitness Test (PFT) Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.	Academic Indicator: Math CUSD- Yellow (57.8 pbs) Chatom- Yellow (28.8 pbs) Mountain View- Yellow (85.6 pbs) Academic Indicator: ELA for all CUSD- Orange (41.9 pbs) Chatom-Orange (36.9 pbs) Mountain View- Orange (45.8 pbs)	Academic Indicator: Math CUSD- Yellow (45.7 pbs) Chatom- Blue (.5 above standard) Mountain View- Red (97 pbs) Academic Indicator: ELA for all CUSD- Yellow (28.6 pbs) Chatom-Yellow (24.3 pbs) Mountain View- Yellow (31.2 pbs)	State Indicator 2025 data- EL Proficiency as measured by ELPAC (All Grades) Well Developed - 16.83% Moderately Developed - 35.10% Somewhat Developed - 26.44% Minimally Developed- 21.63%	Academic Indicator: Math CUSD- Green or 51.8 pbs Chatom- Green or 22.8 pbs Mountain View- Green or 78.6 pbs Academic Indicator: ELA for all CUSD- Yellow or 35.9 pbs Chatom-Yellow or 30.9 pbs Mountain View- Yellow or 41.8 pbs	Academic Indicator: Math CUSD- Increased 17.1 Chatom- Increased 20.3 Mountain View- Inreased 13.7 Academic Indicator: ELA for all CUSD- Increased 22.5 Chatom- Increased 12.5 Mountain View- Increased 34.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Academic Indicator: ELA for EL's CUSD- Orange (67.6 pbs) Chatom-Orange (52.4 pbs) Mountain View- Red (88.4 pbs) Academic Indicator: ELPI Progress CUSD- Orange (43% making progress) Chatom- Orange (42.4% making progress) Mountain View- Green (46% making progress) Academic Indicator: Science CUSD- 14.85% met or exceeded Chatom- 8.33% met or exceeded Mountain View- 20.59% met or exceeded State Physical Fitness Test (PFT): 5th Grade: 100% Participation Rate 7th Grade: 100% Participation Rate (Dashboard December 2023)	Academic Indicator: ELA for EL's CUSD- Yellow (59.6 pbs) Chatom-Orange (54.5 pbs) Mountain View- Yellow (62.1 pbs) Academic Indicator: ELPI Progress CUSD- Orange (43.4% making progress) Chatom- Green (47.7% making progress) Mountain View- Orange (38% making progress) Academic Indicator: Science CUSD- 19.81% met or exceeded Chatom- 20.69% met or exceeded Mountain View- 19.15% met or exceeded State Physical Fitness Test (PFT):	51.2 % Making progress toward proficiency LTEL: 33 students Reclassification - 21 students Academic Indicator: Math CUSD- Yellow (40.7 pbs) Chatom- Yellow (8.5 pbs) Mountain View- Yellow (71.9 pbs) Academic Indicator: ELA for all CUSD- Yellow (19.4 pbs) Chatom-Orange (24.4 pbs) Mountain View- Yellow (10.9 pbs) Academic Indicator: ELA for EL's CUSD- Yellow (56.7 pbs) Chatom-Orange (61.5 pbs) Mountain View- Yellow (50.1 pbs)	Academic Indicator: ELA for EL's CUSD- Yellow Chatom-Yellow Mountain View- Orange Academic Indicator: ELPI Progress CUSD- Yellow or 49% making progress Chatom- Yellow or 48.4% making progress Mountain View- Green or 52% making progress Academic Indicator: Science CUSD- 40% met or exceeded Chatom- 35% met or exceeded Mountain View- 45% met or exceeded State Physical Fitness Test (PFT):	Academic Indicator: ELA for EL's CUSD- Increased 10.9 Chatom- Decreased 9.1 Mountain View- Increased 38.3 Academic Indicator: ELPI Progress CUSD- Increased 8.2 Chatom- Increased 4 Mountain View- Increased 15.8 Academic Indicator: Science CUSD- Increased 33.35 Chatom- Increased 38.77 Mountain View- Increased 29.51 State Physical Fitness Test (PFT): 5th Grade: Maintained 100% 7th Grade: Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.	5th Grade: 100% Participation Rate 7th Grade: 100% Participation Rate (Dashboard December 2024) Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.	Academic Indicator: ELPI Progress CUSD- Green (51.2% making progress) Chatom- Yellow (46.4% making progress) Mountain View- Blue (61.8% making progress) Academic Indicator: Science CUSD- Yellow (48.2 Science points) Chatom- Yellow (47.1 Science points) Mountain View- Green (50.1 Science points) State Physical Fitness Test (PFT): 5th Grade: 100% Participation Rate 7th Grade: 100% Participation Rate (Dashboard December 2025)	5th Grade: Maintain 100% Participation Rate 7th Grade: Maintain 100% Participation Rate Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.		
2.2	Academic Indicator: ELA for 3rd-5th grades Local Indicator - I-Ready Diagnostics and/or BPST	Intervention participants' I-Ready baseline score 60% of Intervention participants will meet their individual growth target on I-Ready Diagnostic 3 (March 2024) Metric Revised April 2025: 60% of exited Intervention participants will meet the typical growth target on I-Ready Diagnostic 3	Intervention Participants: 100% of exited participants made typical growth 85.4% of current participants made typical growth	Intervention Participants: 100% of exited participants made typical growth 46% of current participants made typical growth	Each year 100% of exited Intervention participants will meet the typical growth target on I-Ready Diagnostic 3	Increased 40% for exited participants
2.3	Number of participants	Attendance of academic program 61 Attendance of enrichment program 48 Attendance of study trips (July 2023)	Attendance of academic program 66 Attendance of enrichment program 68 Attendance of study trips 54 (July 2024)	Attendance of academic program 65 Attendance of enrichment program 59 Attendance of study trips 57 (July 2025)	6% Increase of attendance in academic program, enrichment program and study trips	Attendance of academic prgram increased 4 Attendance of enrichment program increased 11 Based on 2025 data we do not have 2026 data at this time
2.4	Academic indicator: Language Proficiency	Decrease the number of LTEL's and increase the number of RFEP's	LTEL: 27 students RFEP: 9	LTEL: 33 students RFEP: 21 Students	Decrease the number of LTEL's	LTEL: Increased 21

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LTEL Data and RFEP Data	LTEL: 12 students RFEP: 11 (8 additional students qualified but had moved or graduated) (May 2024)			and increase the number of RFEP's LTEL: Decrease 30% RFEP: Increase 30%	RFEP: Increased 10
2.5	Goals are evaluated annually by School Site Councils to monitor effectiveness	Minutes to reflect SPSA goal analysis a minimum of one time per year (May 2024)	Chatom- March 27, 2025 and May 2025 Mountain View- December 17, 2024, January 14, 2025, March 11, 2025, and May 13, 2025.	Chatom- March 25, 2026 and May 13, 2026 Mountain View- November 18, 2025, January 13, 2026, March 10, 2026, and May 12, 2026.	Minutes to reflect SPSA goal analysis three times per year	Chatom increased from 1 to 2 Mountain View increased from 1 to 4

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 made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

2.1 Data Systems- Successfully implemented.
2.2 Instructional Support- Successfully implemented.
2.3 Expanded Learning- Successfully implemented.
2.4 EL Support- Successfully implemented.
2.5 SPSA Site Goals- Successfully implemented.
2.6 Increased Academic Accountability & Engagement- Successful Implementation
Chatom Union School District
ELA Growth: 9.2 point increase
Math Growth: 5 point increase
Chatom Elementary School
ELA Growth: .1 point increase
Math: 9 point decrease in 2025 following a 29.3 point increase in 2024

Mountain View Middle School
ELA Growth: 20.3 point increase
Math: 13.7% 25.1 point increase
2.7 DA Support - Academic Indicators- Successful Implementation. The District plans to continue receiving Professional Development support from SCOE even if it exits Differentiated Assistance.
2.8 Professional Learning- Successful Implementation. Every Wednesday is used for Professional Development or grade-level collaboration.

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.

2.1 Increased due to higher software product costs
2.2 Decreased because the budget estimated new hire salaries to be mid-salary range but instead the new hires were new and lower on the salary range
2.3 Increased due to the program expanding to serve more students which required more supplies, staffing to meet the student-staff ratios along with facility needs
2.4 Decreased because the TK bilingual support paras are no longer included as supplemental because they are required to meet the TK student staff ratio
2.5 Although it appears to have increased, the goals and actions of the SPSA remain similar. The beginning estimated expenditures were based on a flat amount and are now aligned with actual costs and increased negotiated salaries.
2.6 No material difference
2.7 No material difference
2.8 Increased due to adding additional training opportunities for staff

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators.

2.1, 2.2, 2.3. 2.5. 2.6, 2.7, and 2.8 actions were very effective except for math scores at Chatom Elementary based upon the following data:
Chatom Union School District
ELA increased by 9.2 points
Math increased by 5 points
Chatom Elementary School
ELA increased by .1 point
Math decreased by 9 points following an increase of 29.3 points in 2024.
Mountain View Middle School
ELA increased by 20.3 points
Math increased by 25.1 points

2.4 EL Support was effective based on the following 2025 data:

Academic Indicator: ELA for EL's
CUSD- Increased 2.9 points
Chatom-Decreased 7 points
Mountain View- Increased 12 points

Academic Indicator: ELPI Progress
CUSD- Increased 7.8%
Chatom- Maintained at -1.3%
Mountain View- Increased 23.8%.

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.

Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP cycle:

Goal Description: No changes to current goal 2, focusing on students' academic, language, social, and emotional development.

~ Although the goal and action to support EL's remained the same there was additional EL support added to the professional development for teachers and paraeducators.
~ Metric Modifications: Continued to use the modified metric 2.2 to group exited participants separate from current participants because comparing students who may have been in the program for months to students who may have just entered the program did not accurately reflect whether the program was effective. The program is designed to be fluid so students can enter or exit at any time of the year based upon individual student need.
~ Actions Modifications: Modified action 2.2. The .50 resource teacher acquired through the use of LREBG funds was changed to a .60 job share with another school district for 2025-2026. In 2026-2027 the resource position will become 100% to provide support to resource students and math intervention support.
~ New math curriculum is scheduled to be adopted at the end of the 2025-2026 school year with implementation beginning in 2026-2027 to support math achievement.
~ Expected Outcomes Modifications: Expected outcome measurement on metric 2.2 continued to reflect data for students who fully participated in the Intervention Program and were exited.

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	Data Systems	Acquire and/or maintain data systems to measure and monitor student progress at a deeper level and identify the need to provide additional academic intervention programs for students identified as long-term English learners or at risk of failure. Utilize AERIES, Jupiter, STAR, and I-Ready	$45,000.00	Yes
2.2	Instructional Support	Provide support to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports for all students, including ELs and SWD. In addition to the support provided during the instructional day, additional expanded learning opportunities and support will be provided. LREBG Action: With the use of LREBG funds, additional instructional support will be provided by a 1.0 FTE Resource/ Intervention teacher to increase instructional efficiency and support by changing the combination SDC/Resource class to two independent programs provided by two different teachers. To create sustainability, the funds will be spent over three years, allocating approximately $60,000 per year. Research suggests that students with disabilities may experience more consistent support and improved academic outcomes in a single, specialized classroom setting compared to combined models. With the use of LREBG funds, additional instructional support will be provided by a .60 FTE reading intervention program teacher. To create sustainability, the funds will be spent over three years, allocating approximately $60,000 per year. Research shows that intervention teachers significantly boost student achievement by providing targeted, individualized support that addresses learning gaps and promotes academic growth. Metric: 2.2 Academic Indicator: ELA for 3rd-5th grades Local Indicator - I-Ready Diagnostics and/or BPST The district will also implement ongoing analysis to determine appropriate next steps to address areas of pupil learning loss.	$261,092.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Expanded Learning	Increase instructional time to students by offering expanded learning opportunities including regular instructional after-school sessions, Saturday sessions, summer school sessions which includes academic and enrichment opportunities. Provide a weekly study trip each Friday during summer school which supports summer school instruction. Transportation is offered between sites to increase participation and access.	$385,975.00	Yes
2.4	EL Support	Increase instructional support to English Learners attaining language proficiency and support educator planning of Designated and Integrated ELD through collaborative planning and professional learning opportunities. In addition to support provided during the instructional day, additional expanded learning opportunities and support will be provided before and after school.	$47,048.00	Yes
2.5	SPSA - Site Goals	Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.	$282,983.00	Yes
2.6	Increase Academic Accountability and Engagement	Increase academic achievement through implementing engaging and effective teaching strategies.	$0.00	Yes
2.7	DA Support - Academic Indicators	Stanislaus County Office of Education (SCOE) will partner with Chatom Union School District to provide focused instructional support for their Students with Disabilities and English Learners students. This collaboration will prioritize targeted professional development for: a) Small group instruction b) Universal Design for Learning (UDL) principles c) Effective scaffolding practices for EL d) Additionally, paraprofessionals will receive professional development to enhance their ability to support these strategies.		Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Professional Learning	Train staff on technology, student engagement, and state content standards in tandem with ELD standards by attending local and county training and providing ongoing research-based professional learning to support teachers in meeting the needs of students at varying academic levels and proficiency levels. Professional learning for 2026-2027 will be developed based on data from 2026 CAASPP, and 2026 ELPAC, and identified academic and social-emotional needs. It will also focus on ELA support for students with disabilities and English learners. Professional Learning will also be offered to para-educators	$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parents and students will be engaged partners in the education of students and the development of character traits, safety and school connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Strong home-school communication along with counseling and attendance incentives, fosters a collaborative environment where parents and students are active participants. This engagement strengthens character development, safety awareness, and a sense of belonging within the school community, all of which are crucial for student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Local Indicator - Parent Involvement with specific attention to parents of SED, EL, and SWD students	Local Indicator - Parent Engagement Local Indicator Tool Building Relationships - 5 Building Partnerships for Student Outcomes - 4.5 Seeking Input for Decision Making - 4.5 (April 2024)	Local Indicator - Parent Engagement Local Indicator Tool - Building Relationships - 5 Building Partnerships for Student Outcomes - 4.6 Seeking Input for Decision Making - 4.5	Local Indicator - Parent Engagement Local Indicator Tool - Building Relationships - 5 Building Partnerships for Student Outcomes - 4.75 Seeking Input for Decision Making - 4.75	Local Indicator - Parent Engagement Local Indicator Tool Building Relationships - 5 Building Partnerships for Student Outcomes - 5 Seeking Input for Decision Making - 5	Local Indicator - Parent Engagement Local Indicator Tool Building Relationships - Maintained Building Partnerships for Student Outcomes Increased .15 Seeking Input for Decision Making - Increased.25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Parent Class Training Family Literacy November 13, 2024 Family Math January 24, 2025 Family Science February 19, 2025 Family Literacy April 11, 2025 Family Science May 7, 2025 Chatom Union is a TK-8th grade District. High School metrics are not applicable.	Parent Class Training Family Literacy October 29, 2025 Family Literacy December 10, 2025 Family STEM January 28, 2026 Family Literacy March 4, 2026 Family Science May 6, 2026		
3.2	Monitor data on the number of presenters and presentations provided through newsletters, Board reports and social media.	The number of presenters and presentations Mountain View - 2 Chatom Elementary - 2 (May 2024)	The number of presenters and presentations Mountain View - 17 Chatom Elementary - 4 (May 2025)	The number of presenters and presentations Mountain View - 12 Includes Coffee Connection Chatom Elementary - 7 Includes Ag Day Mental Health Presentations Sept- Suicide Prevention Oct- Bullying Prevention	The number of presenters and presentations Mountain View - 4 Chatom Elementary - 4	Exceeded target The number of presenters and presentations Mountain View - Increased 8 Chatom Elementary - Increased 4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Nov- Gratitude Journals Dec- Positive Mental Health Jan- Mindful Breathing Bracelets Feb- Random Acts of Kindness Mar- Disabilities Awareness Apr- Community Service May- Emotional Scavenger Hunt Informational Item based on Educational Partner Feedback: Chatom Preschool- Monthly Parent Presentations		
3.3	Number of resources provided to families outside of individual services	Social and emotional resources, information and tips provided to students and families. Counselor's Corner Newsletter provided monthly (May 2024)	Social and emotional resources, information and tips provided to students and families. • Counselor's Corner Newsletter provided monthly with	Social and emotional resources, information, and tips are provided ongoing to students and families. • Counselor's Corner Newsletter is provided	Social and emotional resources, information and tips provided to students and families. Maintain or increase Counselor's Corner Newsletter	Exceeded target Increased with 8 additional resources

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			mental health topics and resources • Food Bank Outreach - December • PQR Code distributed on how to get resources • PQR Code "The More You Know About Counseling" Resources • "Wait Until 8th" Social Media Safety Tips • Stop It- Anonymous	monthly with mental health topics and resources • Food Bank Outreach - December • Google Classroom Counseling Services • Community Provider Resource List is available to all families and provided to families based on individual case needs • Wellness Room and resources		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Support Outreach • Google Classroom Counseling Services	available to students and families • The District Counselor attends monthly Coffee Connection meetings at Mountain View to offer additional resources • PQR Code "The More You Know About Counseling" Resources • Stop It- Anonymous Support Outreach • Counseling support		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				and resources are also available on the Chatom website		
3.4	State Indicator - Suspension Rate State Indicator - Chronic Absenteeism Average Daily Attendance	State Indicator - Suspension Rate (2022-2023) CUSD - Orange 2.8% Chatom- Orange 2.4% Mountain View- Orange 5.6% State Indicator - Chronic Absenteeism (2022-2023) CUSD - Yellow 13.7% Chatom- Yellow 11.1% Mountain View- Yellow 15.9% Average Daily Attendance - April 2024 ADA CUSD - 95.89% ADA Chatom: 96.39% ADA Mountain View: 94.68% (Dashboard December 2023)	State Indicator - Suspension Rate (2023-2024) CUSD - Orange 5.1% Chatom- Yellow 2.4% Mountain View- Red 11.1% State Indicator - Chronic Absenteeism (2023-2024) CUSD - Yellow 10.6% Chatom- Green 7.2% Mountain View- orange 17% Dashboard December 2024 Average Daily Attendance - April 2025 ADA CUSD - 98.35%	State Indicator - Suspension Rate (2024-2025) CUSD - 2.1% Chatom- 1.7% Mountain View- 3.4% State Indicator - Chronic Absenteeism (2024-2025) CUSD - 4.5% Chatom- 1.9% Mountain View- 8.4% For information Only: Stanislaus County - 18.4% California - 19.4% (2024-2025 Data Quest) Average Daily Attendance - April 2026	State Indicator - Suspension Rate CUSD - Yellow Chatom- Yellow Mountain View- Yellow State Indicator - Chronic Absenteeism (2022-2023) CUSD - Yellow 10% or below Chatom- Yellow 10% or below Mountain View- Yellow 10% or below Average Daily Attendance - ADA CUSD - 97% ADA Chatom: 98% ADA Mountain View: 96%	State Indicator - Suspension Rate CUSD - Increased .7% Chatom- Increased .7% Mountain View- Increased 2.2% State Indicator - Chronic Absenteeism CUSD - Decreased 9.2% Chatom- Decreased 9.2% Mountain View- Decreased 7.5% Average Daily Attendance - April 2026 ADA CUSD - Increased 2.38% ADA Chatom: Increased 2.95% ADA Mountain View: Increased 1.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			ADA Chatom: 99.4% ADA Mountain View: 95.92% Chatom Union is a TK-8th grade District. High School metrics are not applicable.	ADA CUSD - 98.27% ADA Chatom: 99.34% ADA Mountain View: 95.72% Chatom Union is a TK-8th grade District. High School metrics are not applicable.		
3.5	Expulsion Rate Dropout Rate	Expulsion Rate: Chatom: 0% Mountain View: 0% Dropout Rate: Mountain View: 0% (SARC January 2024)	Expulsion Rate: Chatom: 0% Mountain View: 0% Dropout Rate: Mountain View: 0% (SARC January 2025) Chatom Union is a TK-8th grade District. High School metrics are not applicable.	Expulsion Rate: Chatom: 0% Mountain View: 0% Middle School Dropout Rate: 0% (SARC January 2026) Chatom Union is a TK-8th grade District. High School metrics are not applicable.	State Indicator - Suspension Rate CUSD - Yellow Chatom- Yellow Mountain View- Yellow Expulsion Rate: Maintain Chatom: 0% Mountain View: 0% Dropout Rate: Maintain Mountain View: 0%	Expulsion Rate: Maintained Chatom: 0% Mountain View: 0% Dropout Rate: Maintained Mountain View: 0%
3.6	Local - Safety Survey	Percent who agree that the school is safe: Chatom 3-5 94% Mountain View 6-8 95.6%	Percent who agree that the school is safe: Chatom 3-5 94.0% Mountain View 6-8 95.6%	Percent who agree that the school is safe: Chatom 3-5 97.8% Mountain View 6-8 95.5%	Percent who agree that the school is safe: Chatom 3-5 94.5% or higher Mountain View 6-8 96.1%	Based on 2025-26 data Percent who agree that the school is safe: Chatom 3-5 increased 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percent who agree that they are connected to the school District baseline Chatom 3-5 97.3% Mountain View 6-8 95.0% Baseline to be determined by 2024-2025 data collection on safety survey	Percent who agree that they are connected to the school District baseline Chatom 3-5 97.3% Mountain View 6-8 95.0% 2024-2025 data collection on safety survey	Percent who agree that they are connected to the school Chatom 3-5 96.2% Mountain View 6-8 92.9%	Percent who agree that they are connected to the school Chatom 3-5 97.8% Mountain View 6-8 95.5%	Mountain View 6-8 decreased .1% Percent who agree that they are connected to the school Chatom 3-5 decreased 1.1% Mountain View 6-8 decreased 2.1%

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 made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

3.1 Parent Involvement- Successful implementation district-wide.
3.2 Guest Speakers & Presentations- Successful implementation district-wide.
3.3 Counseling Support- Successful implementation district-wide.
3.4 Positive Behavior and Increased Attendance- Successful Implementation of the original and modified action district-wide.
3.5 Campus Safety- Successful Implementation district-wide.

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.

3.5 Campus safety was budgeted for $100,000 but was not spent becasue the high priority safety features (security fence and cameras) were completed last year. Instead the focus moved to the need for ELOP facilities due to expanding the ELOP program to serve more students. The ELOP program needed to move to their own classrooms in order to allow Chatom to utilize their classrooms for other programs such as the Proop 28 Art and Music program.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 3, as demonstrated by both quantitative data and qualitative indicators.

3.1 Parent Involvement- Emerging effectiveness. There was a slight increase in building partnerships for student outcomes from 4.6 to 4.75. There was also a slight .25 increase in seeking input for decision making.
3.2 Guest Speakers & Presentations- Strong effectiveness. The District met the target outcome in year one.
3.3 Counseling Support- Increased resources - Strong Effectiveness. The District maintained school counselor hours and increased the mental health clinician from 3 days to 5 days through a grant.
3.4 Positive Behavior and Increased Attendance- Strong effectiveness. Chatom held monthly attendance incentives and weekly behavior incentives. Mountain View increased attendance incentives from one to three times a year. The use of positive incentives for increased attendance and appropriate behavior was effective. Suspension rates dropped in all areas except SWD at Chatom Elementary. (The SWD subgroup is less than 50 participants.)
3.5 Campus Safety- Effective. Responses on the safety survey were all greater than 90%.

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.

Action 3.4 - No changes were made

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	Parent Involvement	Increase parent academic classes, mental health classes and attendance (Classes, workshops, and trainings). Increase home/school academic communication and build home-school connectedness	$25,000.00	Yes
3.2	Guest Speakers & Presentations	Provide guest speakers and presentations based on parent, staff, and student needs and input Some topics may include college, careers, motivation, and mental health	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Build school and career partnerships		
3.3	Counseling Support	Maintain increased counseling services to maintain safety and involvement where students are supported academically, socially, emotionally and develop positive healthy behaviors. Include review of social and emotional resources, tools and training.	$46,280.00	Yes
3.4	Positive Behavior and Increased Attendance	Review discipline procedures in the District to reduce the number of suspensions and referrals. Focus on strengthening Positive Behavior Interventions and Support (PBIS) implementation to address the disproportionate suspension rate for all students, including students with disabilities, white, homeless, and EL. The District will allocate funding to increase regular attendance and school connectedness through incentives, motivation, and activities at each site. LREBG Action: Through the use of LREBG funding, regular attendance will be supported by an attendance clerk working closely with families on the importance of attending school every day. In an effort to sustain the program, funding will be spent over three years, allocating approximately $25,000 per year. Research indicates that having an attendance clerk who supports families and students can help improve regular attendance, which is strongly linked to better academic performance and overall student success. Metric: 3.4 Dashboard Suspension Indicator Dashboard Chronic Absenteeism Indicator	$35,000.00	Yes
3.5	Campus Safety	We will review yard duty procedures and camera placement, to ensure all school areas are well-supervised and monitored, creating a safer environment for students.	$100,000.00	Yes

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
$1,857,218	$203,002

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
27.879%	3.635%	$234,865.00	31.514%

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:** Study Trips **Need:** Study trips offer EL and SED students valuable opportunities to engage with real-world contexts, enhancing their understanding of academic concepts. Our academic indicators demonstrate the need to provide multiple ways to engage our students in learning and increase student outcomes.	Field trips provide SED, EL and SWD students with hands-on, experiential learning opportunities that cannot be replicated within the classroom, enriching their understanding of academic concepts and fostering a deeper connection to their studies, that may not have access to beyond school. Offering field trips LEA-wide ensures equitable access to these enriching experiences for all students, regardless of their school or background,	1.2 Field Trip Request Form

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
	ELA - Overall 19.4 points below standard ELs: 56.7 points below standard SED: 31.8 points below standard Math - Overall 40.7 points below standard ELs 68.1 points below standard SED: 52.7 points below standard ELPI - 51.2% making progress **Scope:** LEA-wide	promoting a more inclusive and comprehensive educational experience across the district.	
1.2	**Action:** Instructional Materials and Supplemental Materials **Need:** Based on our academic indicators it is evident that we need to ensure that our instructional materials and supplemental materials are standards aligned, and provide high quality resources to support their individual learning needs. ELA - Overall 19.4 points below standard ELs: 56.7 points below standard SED: 31.8 points below standard Math - Overall 40.7 points below standard ELs 68.1 points below standard SED: 52.7 points below standard ELPI - 51.2% making progress	Adopting new standards-aligned materials and supplemental learning software will support our EL, SED and SWD academic achievement by providing students with high-quality resources that meet their individual learning styles and paces. Providing these resources LEA-wide promotes consistency in instruction and ensures equitable access to high-quality education for every student across the district.	1.3 All students will be provided standards-aligned materials and will be asked to exhibit the materials within the first eight weeks of school to take a physical count to ensure sufficiency of materials

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
	Scope: LEA-wide		
1.4	**Action:** Highly Qualified Staff **Need:** Academic Indicators demonstrate the need to ensure staff are supporting students in meeting state standards. In ELA, EL (-56.7), SED (-31.8) points below standard. In math the deficit increases to EL (-68.1) and SED (-52.7) subgroups being even further below standard. Having highly qualified staff at schools ensures that students receive the best possible education, because they possess the expertise and skills necessary to effectively facilitate learning, foster student growth, and create a supportive academic environment. **Scope:** LEA-wide	Ensuring highly qualified staff can benefit both English learners and SED students by providing effective instruction (differentiating instruction, using visuals and small groups), and providing a supportive learning environment conducive to academic success. District-wide investment in highly qualified staff ensures equitable access to a quality education for all students and promotes consistency in effective teaching practices.	1.5 Measured by SARC on the number of teachers properly credentialed and assigned
1.6	**Action:** Technology **Need:** Improving technology at schools is crucial for enhancing educational delivery, facilitating modern teaching methods, and preparing students with the digital skills necessary for success in an increasingly technology-driven society. In particular, our EL and SED students.	By ensuring equitable access for our English Learners and SED students to digital resources and promoting a technologically enriched learning environment, we are preparing them for future academic and professional endeavors. Providing these improvements LEA-wide guarantees consistency in access to technology across all schools, and leveling the educational playing field for all students within the district.	1.7 Annual technology walks thrus

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
	ELA - Overall 19.4 points below standard ELs: 56.7 points below standard SED: 31.8 points below standard Math - Overall 40.7 points below standard ELs: 68.1 points below standard SED: 52.7 points below standard ELPI - 51.2% making progress **Scope:** LEA-wide		
2.1	**Action:** Data Systems **Need:** Although growth was made in 2025-2026, we will continue to monitor our academic indicators to identify learning gaps and strengths of our EL and SED students. In ELA, EL (-56.7), SED (-31.8) points below standard. In math EL (-68.1) and SED (-52.7) below standard. **Scope:** LEA-wide	Data systems and diagnostic tools can pinpoint the specific learning gaps and strengths of EL and SED students, allowing teachers to tailor instruction and interventions to their unique needs. By providing these resources LEA-wide, all schools within the district can benefit from standardized practices, ensuring that every student, regardless of their school, receives the support they need to succeed academically	2.1 Academic Indicator Data
2.2	**Action:** Instructional Support **Need:** Our EL and SED students need extra support to address individual learning needs and	Instructional support is essential to accelerate student progress because it provides EL and SED students with targeted guidance and scaffolding necessary to bridge gaps in understanding, leading to improved academic performance.	2.2 Academic Indicator: ELA for 3rd-5th grades Local Indicator - I-Ready Diagnostics and/or BPST

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
	overcome challenges, ensuring they can succeed academically and reach their full potential. ELA - Overall 19.4 points below standard ELs: 56.7 points below standard SED: 31.8 points below standard Math - Overall 40.7 points below standard ELs 68.1 points below standard SED: 52.7 points below standard ELPI - 51.2% making progress **Scope:** LEA-wide	Offering support LEA-wide ensures equitable access to resources and opportunities, benefiting all students across the district regardless of their school or background.	
2.3	**Action:** Expanded Learning **Need:** Academic indicators underscore the importance of ensuring there are multiple opportunities for our unduplicated students to close academic gaps to attain grade level proficiency and acquiring English language proficiency. SED and EL students need increased instructional time to prevent learning loss, reinforce academic skills, and close learning gaps. ELA - Overall 19.4 points below standard ELs: 56.7 points below standard SED: 31.8 points below standard	Extending after-school programs with transportation removes barriers for EL and SED students, allowing them to participate in enriching activities that can boost language skills, social interaction, and academic achievement. Extending after-school programs and offering transportation benefits all students by providing equitable access to enriching activities that can improve social skills, develop new interests, and reinforce classroom learning.	2.3 Participant numbers

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
	Math - Overall 40.7 points below standard ELs 68.1 points below standard SED: 52.7 points below standard ELPI - 51.2% making progress **Scope:** LEA-wide		
2.4	**Action:** EL Support **Need:** Increase the number of students making progress in language proficiency and decrease the number of LTELS Academic Indicator: ELA for EL's CUSD- 56.7 pbs Chatom-61.5 pbs Mountain View- 50.1 pbs Academic Indicator: ELPI Progress CUSD- 51.2% making progress Chatom- 46.4% making progress Mountain View- 61.8% making progress **Scope:** LEA-wide	Increasing instructional support for English Learners is crucial for fostering language proficiency and ensuring their academic success, while collaborative planning and professional learning opportunities empower educators to effectively implement Designated and Integrated English Language Development (ELD) strategies. Providing these resources LEA wide ensures consistency and equity in English language instruction across all schools, benefiting every English Learner within the district.	2.4 Academic indicator: Language Proficiency LTEL Data
2.5	**Action:** SPSA - Site Goals **Need:**	Increasing student achievement through goals identified at each site within the SPSA will lead to improved academic performance, language proficiency, and positive behavior, fostering a	2.1 Academic Indicators

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
	The school sites at Chatom Union have different needs and require flexibility to support the unique identified needs of their EL and SED students through the implementation of their school goals. The academic indicators for each school are: Academic Indicator: Math Chatom- 8.5 pbs Mountain View- 71.9 pbs Academic Indicator: ELA for all Chatom-24.4 pbs Mountain View- 10.9 pbs **Scope:** LEA-wide	conducive learning environment for EL and SED students. Providing this approach LEA-wide ensures that every school within the district is equipped to address specific needs and priorities, promoting consistency and equity in student outcomes across the entire district	
2.6	**Action:** Increase Academic Accountability and Engagement **Need:** Based on our academic indicators our EL and SED students can benefit from hands-on engaging instruction to support students who may not have the same resources or background knowledge as their peers. ELA - Overall 19.4 points below standard ELs: 56.7 points below standard SED: 31.8 points below standard Math - Overall 40.7 points below standard ELs 68.1 points below standard	Hands-on, engaging instruction benefits EL and SED students by making learning more active and relatable, fostering deeper understanding and engagement. Will provide professional development to support high-quality instruction that supports hands-on engagement instructional practices. Offering these opportunities LEA-wide ensures that all educators and students have access to resources that develop active and engaged learners.	2.1 Academic Indicators

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
	SED: 52.7 points below standard ELPI - 51.2% making progress **Scope:** LEA-wide		
2.7	**Action:** DA Support - Academic Indicators **Need:** DA is a two-year process. Chatom Union is in year two for DA for academic indicators of ELA and math. Our academic indicators demonstrated that we need to identify the specific learning gaps and strengths of our EL and SED students. In ELA, EL (-56.7), SED (-31.8) points below standard. In math, the data indicates EL (-68.1) and SED (-52.7). **Scope:** LEA-wide	Targeted professional development in the following areas will support our EL's, and SED: a) Small group instruction b) Universal Design for Learning (UDL) principles c) Effective scaffolding practices for EL d) Additionally, paraprofessionals will receive professional development to enhance their ability to support these strategies. District-wide implementation ensures equitable access to a quality education for all students and promotes consistency in effective teaching practices.	2.1 Academic Indicator: Math Academic Indicator: ELA Academic Indicator: English Learner Progress
2.8	**Action:** Professional Learning **Need:** Academic Indicators demonstrate the need to ensure staff are supporting students in meeting state standards through high-quality instruction, with specific attention to our unduplicated student groups. ELA - Overall 19.4 points below standard ELs: 56.7 points below standard	Professional learning is essential for both teachers and paraeducators to stay abreast of evolving instructional methods and best practices, ensuring they can effectively meet the diverse needs of our English Learners, SED and SWD. Continuous professional development enhances their skills, fosters collaboration, and ultimately improves student outcomes. Providing professional learning LEA-wide ensures consistency in teaching approaches and promotes	2.1 Academic Indicators Academic Indicator: Math Academic Indicator: ELA Academic Indicator: English Learner Progress

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
	SED: 31.8 points below standard Math - Overall 40.7 points below standard ELs 68.1 points below standard SED: 52.7 points below standard ELPI - 51.2% making progress **Scope:** LEA-wide	a unified vision for success for all students and across all schools.	
3.1	**Action:** Parent Involvement **Need:** We need to increase parent involvement and attendance in DELAC/ELAC meetings and continue to promote classes and events to support our families. **Scope:** LEA-wide	Increasing parent academic classes, mental health classes, and attendance at workshops is crucial for empowering parents to support their SED, EL and SWD children's academic success and mental well-being, fostering a strong home-school partnership. Providing these resources LEA-wide ensures that all families have access to valuable support services, promoting equity and enhancing overall student outcomes across the district.	3.1 Local Indicator - Parent Involvement CDE Tool
3.2	**Action:** Guest Speakers & Presentations **Need:** Based on educational partnership feedback, we have emphasized the importance of exposing students (EL/ SED) to a variety of career paths fostering their exploration of future careers. **Scope:**	Guest speakers and presenters can be a powerful tool for EL and low-income students, exposing them to different backgrounds and careers, and making learning more engaging and relatable. This can broaden their horizons and inspire them to pursue their own academic and professional goals. Providing this opportunity LEA-wide ensures equitable access for all students, fostering inclusivity and broadening educational horizons district-wide.	3.3 Monitor data on the number of presenters and presentations provided through newsletters, Board reports and social media.

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		
3.3	**Action:** Counseling Support **Need:** In response to feedback from our educational partners, continue to ensure that EL/SED students are supported academically, socially and emotionally to develop positive healthy behaviors. **Scope:** LEA-wide	Maintaining increased counseling services ensures EL/SED students receive comprehensive support academically, socially, and emotionally, fostering the development of positive, healthy behaviors. Providing tools and resources for staff promotes a safe and inclusive learning environment for all students. Providing these services LEA-wide ensures equitable access and enhances the overall well-being and success of all students across the district.	3.5 In addition to providing individual sevices, provide monthly newsletters which include tips, tools and resources to support social and emotional learning.
3.4	**Action:** Positive Behavior and Increased Attendance **Need:** Chatom Union will continue to monitor and improve attendance, behavior, and suspension rates across the district with an added focus on SWD at Chatom Elementary. Based on the District Chronic Absenteeism indicator, EL has a rate of 4.6%, and SED has rate of 5.2%. Based on the Suspension Indicator, EL has a rate of 1.7%, SED has a rate of 2.3%, and SWD has a rate of 7.6%. If students are not in school, they cannot close achievement gaps, acquire language proficiency, or receive services that improve their academic outcomes. **Scope:**	Reviewing discipline procedures, increasing motivation, and strengthening Positive Behavior Interventions and Support (PBIS) can reduce the number of suspensions and referrals of SED, EL and SWD students by promoting a supportive and proactive approach to behavior management. Implementing these strategies LEA-wide ensures consistent and fair discipline practices, fosters a positive school culture, and maximizes the potential for student success across the entire district.	3.4 Dashboard Suspension Indicator Dashboard Chronic Absenteeism Indicator

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		
3.5	**Action:** Campus Safety **Need:** Based on a review of our referral and suspension data, there is a need to review yard supervision expectations to reduce behavior incidents and suspensions, amongst our unduplicated student groups. **Scope:** LEA-wide	This action will support a safer school environment, which can be especially beneficial for EL and SED students who might face additional vulnerabilities. A safer environment can help them feel more comfortable and increase their focus on learning. Implementing these measures LEA-wide ensures consistent safety protocols across all campuses, fostering a secure learning environment conducive to student well-being and academic success.	3.4 Suspension Rate Indicator

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.

Not 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.

Additional funding has been utilized to increase the number of staff providing certificated intervention support to students in addition to classified para-educators to provide further support to students within the classroom under the direction of the certificated teacher. Some para-educators have also participated in professional learning with the teachers to learn instructional strategies to support foster youth, English learners, low-income students and at-risk students who are performing below grade level.

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		1:41.49
Staff-to-student ratio of certificated staff providing direct services to students		1:21.63

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	$6,661,599	1,857,218	27.879%	3.635%	31.514%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,442,894.00	$591,928.00	$0.00	$181,496.00	$2,216,318.00	$1,502,679.00	$713,639.00

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	Study Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$65,000.00	$65,000.00				$65,000.00	
1	1.2	Instructional Materials and Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$173,639.00	$173,639.00				$173,639.00	
1	1.3	Facilities	All	No			All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.4	Highly Qualified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$454,301.00	$0.00	$454,301.00				$454,301.00	
1	1.5	Playgrounds and Equipment	All	No			All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.6	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$165,000.00	$165,000.00				$165,000.00	
2	2.1	Data Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
2	2.2	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$261,092.00	$0.00	$80,139.00	$180,953.00			$261,092.00	
2	2.3	Expanded Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$385,975.00	$0.00		$385,975.00			$385,975.00	
2	2.4	EL Support	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$47,048.00	$0.00	$47,048.00				$47,048.00	

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	**2.5**	SPSA - Site Goals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$282,983.00	$0.00	$101,487.00			$181,496.00	$282,983.00	
2	**2.6**	Increase Academic Accountability and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	**2.7**	DA Support - Academic Indicators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 and 2025-2026								1.11
2	**2.8**	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
3	**3.1**	Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
3	**3.2**	Guest Speakers & Presentations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	**3.3**	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$46,280.00	$0.00	$46,280.00				$46,280.00	14.58
3	**3.4**	Positive Behavior and Increased Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$25,000.00	$10,000.00	$10,000.00	$25,000.00			$35,000.00	
3	**3.5**	Campus Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	

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
$6,661,599	1,857,218	27.879%	3.635%	31.514%	$1,367,894.00	15.690%	36.224 %	**Total:**	$1,367,894.00
								LEA-wide Total:	$1,367,894.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

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**	Study Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
1	**1.2**	Instructional Materials and Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$173,639.00	
1	**1.4**	Highly Qualified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$454,301.00	
1	**1.6**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$165,000.00	
2	**2.1**	Data Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
2	**2.2**	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,139.00	
2	**2.3**	Expanded Learning	Yes	LEA-wide	English Learners Foster Youth	All Schools		

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 (%)
					Low Income			
2	2.4	EL Support	Yes	LEA-wide	English Learners	All Schools	$47,048.00	
2	2.5	SPSA - Site Goals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$101,487.00	
2	2.6	Increase Academic Accountability and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.7	DA Support - Academic Indicators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		1.11
2	2.8	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
3	3.1	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
3	3.2	Guest Speakers & Presentations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.3	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,280.00	14.58
3	3.4	Positive Behavior and Increased Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
3	3.5	Campus Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,676,600.00	$2,280,801.00

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**	Study Trips	Yes	$25,000.00	$65,000.00
1	**1.2**	Instructional Materials and Supplemental Materials	Yes	$150,000.00	$297,815.00
1	**1.3**	Facilities	No	$50,000.00	$396,389.00
1	**1.4**	Highly Qualified Staff	Yes	$326,808.00	$369,620.00
1	**1.5**	Playgrounds and Equipment	No	$25,000.00	$0.00
1	**1.6**	Technology	Yes	$165,525.00	$62,000.00
2	**2.1**	Data Systems	Yes	$40,000.00	$45,000.00
2	**2.2**	Instructional Support	Yes	$301,646.00	$212,632.00
2	**2.3**	Expanded Learning	Yes	$173,785.00	$391,977.00
2	**2.4**	EL Support	Yes	$45,900.00	$20,345.00
2	**2.5**	SPSA - Site Goals	Yes	$130,000.00	$276,081.00

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)
2	**2.6**	Increase Academic Accountability and Engagement	Yes	$0.00	$0.00
2	**2.7**	DA Support - Academic Indicators	Yes		
2	**2.8**	Professional Learning	Yes	$40,300.00	$61,545.00
3	**3.1**	Parent Involvement	Yes	$25,000.00	$10,000.00
3	**3.2**	Guest Speakers & Presentations	Yes	$3,000.00	$1,000.00
3	**3.3**	Counseling Support	Yes	$43,636.00	$42,845.00
3	**3.4**	Positive Behavior and Increased Attendance	Yes	$31,000.00	$28,552.00
3	**3.5**	Campus Safety	Yes	$100,000.00	$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)
1,757,669.00	$1,469,407.00	$1,522,804.00	($53,397.00)	15.690%	0.000%	-15.690%

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	1.1	Study Trips	Yes	$25,000.00	$47,000.00		
1	1.2	Instructional Materials and Supplemental Materials	Yes	$150,000.00	$297,815.00		
1	1.4	Highly Qualified Staff	Yes	$326,808.00	$369,620.00		
1	1.6	Technology	Yes	$165,525.00	$62,000.00		
2	2.1	Data Systems	Yes	$40,000.00	$45,000.00		
2	2.2	Instructional Support	Yes	$194,453.00	$197,000.00		
2	2.3	Expanded Learning	Yes	$173,785.00	$269,000.00		
2	2.4	EL Support	Yes	$45,900.00	$0.00		
2	2.5	SPSA - Site Goals	Yes	$130,000.00	$176,524.00		
2	2.6	Increase Academic Accountability and Engagement	Yes	$0.00	$0.00		
2	2.7	DA Support - Academic Indicators	Yes			1.11	
2	2.8	Professional Learning	Yes	$40,300.00	$0.00		
3	3.1	Parent Involvement	Yes	$25,000.00	$10,000.00		

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)
3	3.2	Guest Speakers & Presentations	Yes	$3,000.00	$1,000.00		
3	3.3	Counseling Support	Yes	$43,636.00	$42,845.00	14.58	
3	3.4	Positive Behavior and Increased Attendance	Yes	$6,000.00	$5,000.00		
3	3.5	Campus Safety	Yes	$100,000.00	$0.00		

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)
$6,461,195.00	1,757,669.00	0.000%	27.203%	$1,522,804.00	0.000%	23.568%	$234,865.00	3.635%

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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