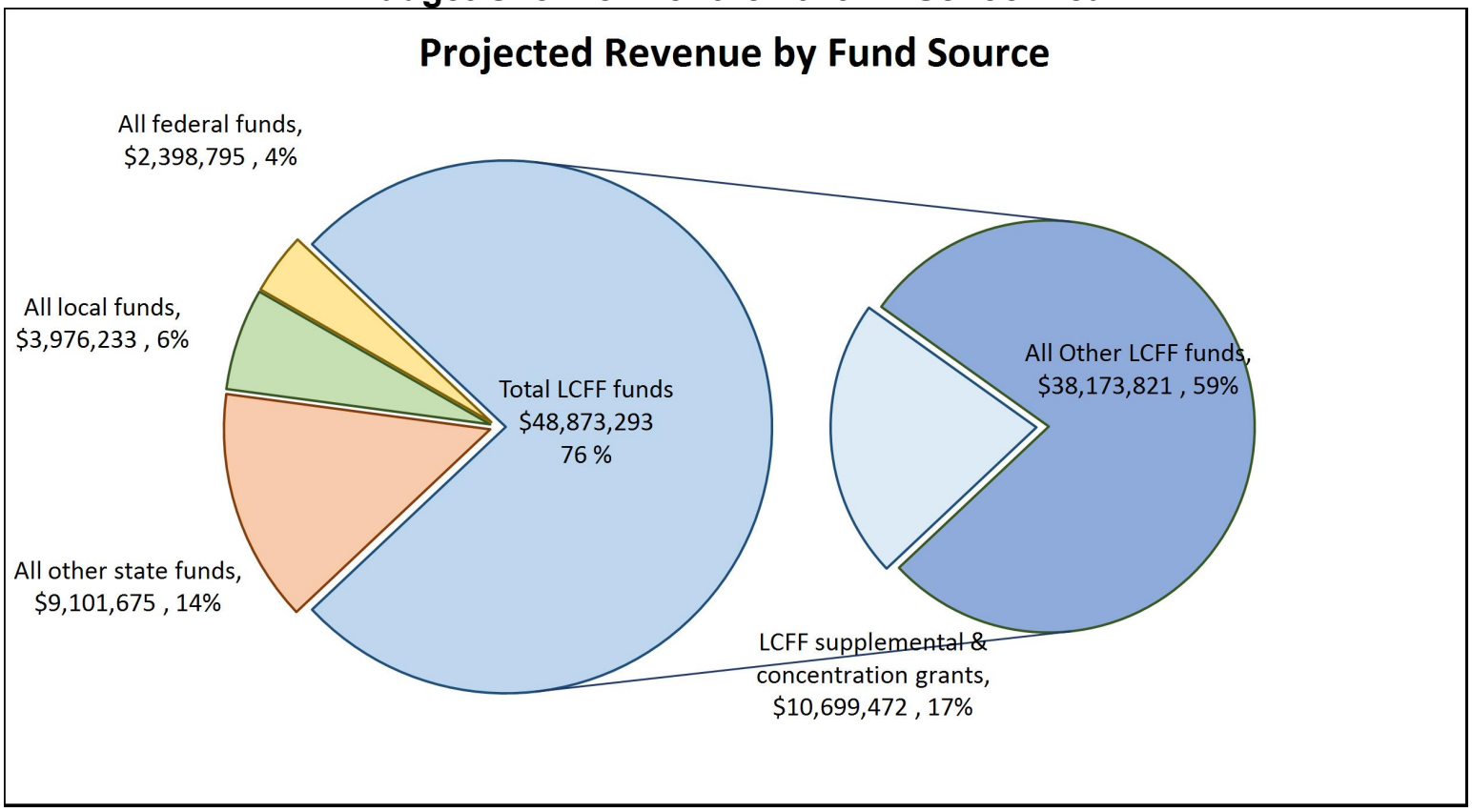
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stanislaus Union School District
CDS Code: 50 71282 0000000
School Year: 2026-27
LEA contact information:
Shannon Sanford
Superintendent
ssanford@stanunion.k12.ca.us
209-529-9546

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

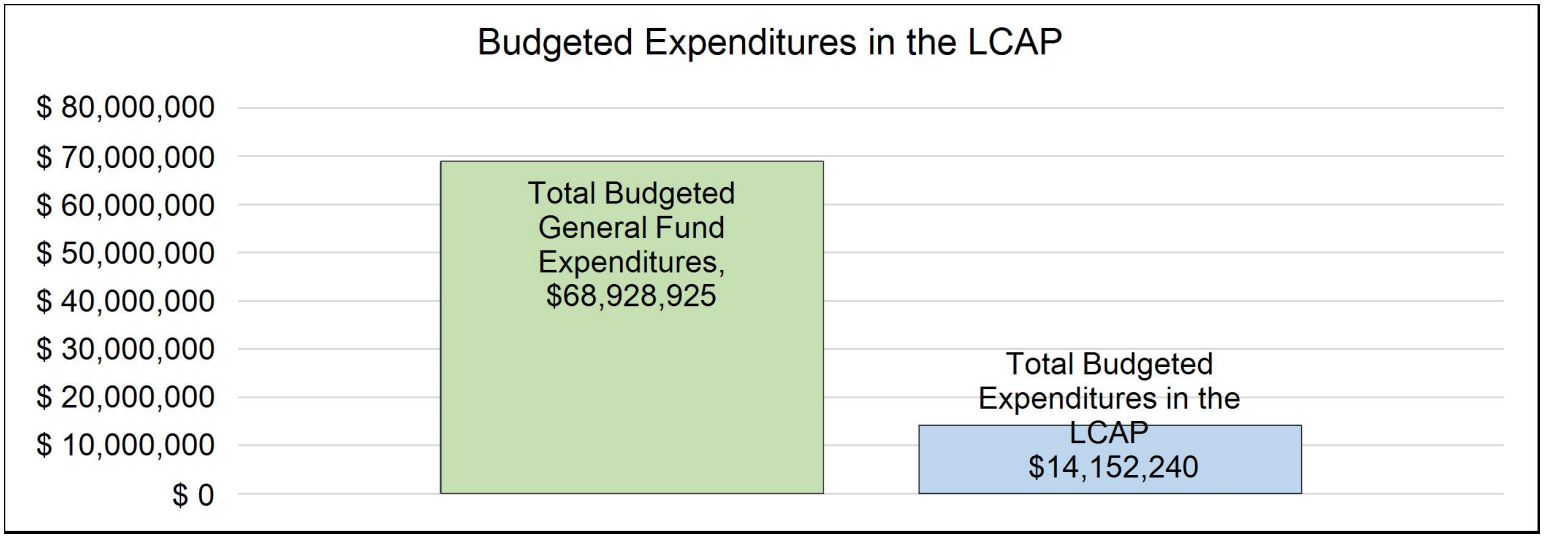


This chart shows the total general purpose revenue Stanislaus Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stanislaus Union School District is $64,349,996, of which $48,873,293 is Local Control Funding Formula (LCFF), $9,101,675 is other state funds, $3,976,233 is local funds, and $2,398,795 is federal funds. Of the $48,873,293 in LCFF Funds, $10,699,472 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 Stanislaus 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: Stanislaus Union School District plans to spend $68,928,925 for the 2026-27 school year. Of that amount, $14,152,240 is tied to actions/services in the LCAP and $54,776,685 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

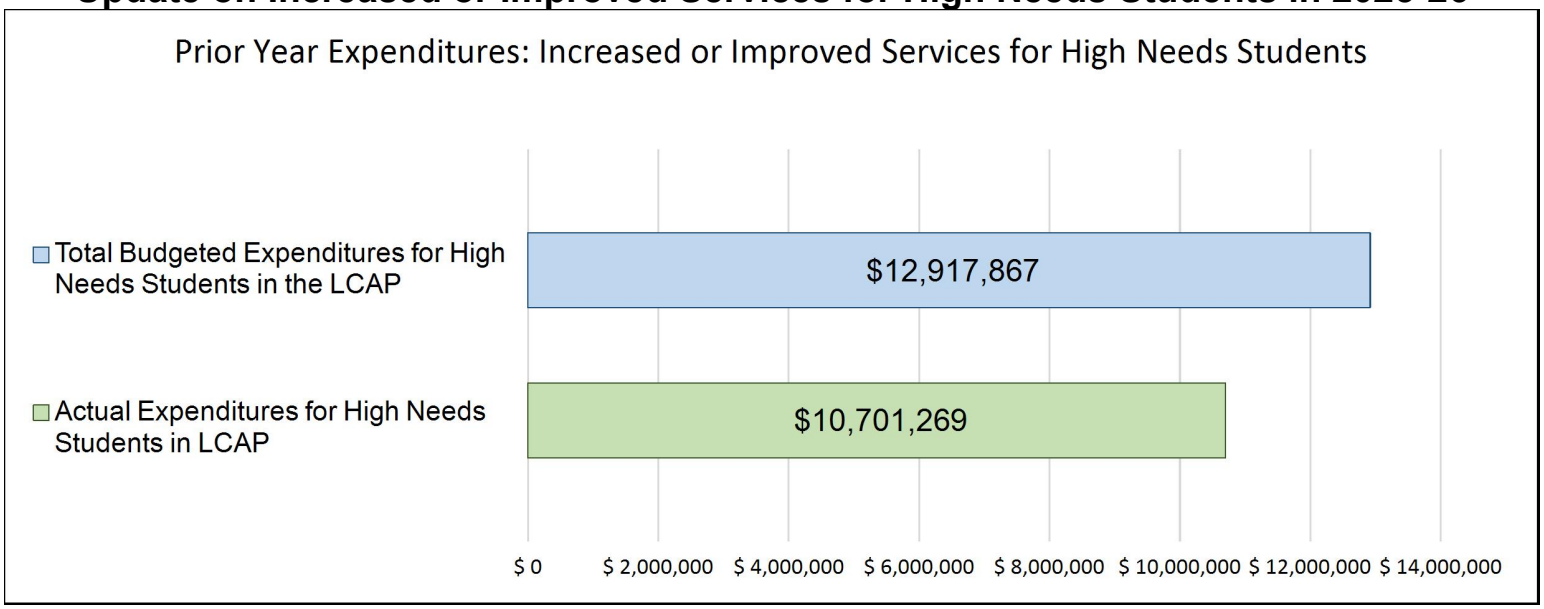
The District's LCAP is specifically intended to support increases and improvements in services and does not account for baseline operational or staffing costs.

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

In 2026-27, Stanislaus Union School District is projecting it will receive $10,699,472 based on the enrollment of Foster Youth, English learner, and low-income students. Stanislaus Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stanislaus Union School District plans to spend $12,624,442 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 Stanislaus 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 Stanislaus 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, Stanislaus Union School District's LCAP budgeted $12,917,867 for planned actions to increase or improve services for high needs students. Stanislaus Union School District actually spent $10,701,269 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,216,598 had the following impact on Stanislaus Union School District’s ability to increase or improve services for high needs students:

Federal and state funds were utilized to support the implementation of these goals and actions. As a result, all efforts to increase and improve services were successfully achieved and, in some cases, exceeded the 2025–26 budget. However, LCAP Supplemental and Concentration funds were intentionally reserved to ensure the ongoing stability and sustainability of programs.

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
Stanislaus Union School District	Shannon Sanford Superintendent	ssanford@stanunion.k12.ca.us 209-529-9546

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.

Stanislaus Union School District serves students in transitional kindergarten through eighth grade and is located in northwest Modesto.

The district has five elementary schools serving students in kindergarten through sixth grade:
Agnes Baptist Elementary
Chrysler Elementary
Eisenhut Elementary
Mary Lou Dieterich Elementary
Stanislaus Elementary

There is one junior high in the district, Prescott, serving seventh and eighth graders.

The district is comprised of approximately 3,400 students and 450 staff members.

As of 2025 CBEDS reporting , the general makeup of the student population is listed below:
Ethnic breakdown:
Hispanic 55.96%
White 16.12%
Asian 11.41%

African American 2.28%
Pacific Islander 1.50%
Other 5.70%
2 or more races 5.52%

Primary language:
English 64%
Spanish 21%
Other 15%

Unduplicated Count (low income/ English Learners/ Foster Youth): 76.64%
Free, Reduced Meal Program qualification is 74.99%
Foster Youth 0.39%
English Learners 21.52%

Homeless 2.67%

Students with disabilities 12.42%

The district does not have any sites that qualify for Equity Multiplier money.

It is important to note that the district has growth in the form of construction to the north at this time. Many subdivisions containing single family homes and multi family apartments are under construction.

Reflections: Annual Performance

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

Goal 1- Leadership
All actions were effective to make progress to achieve the overall goal to increase leadership skills to build highly effective students who are leaders of their own choices in their school and community by:
-Building multi tiered systems of supports
-Teaching The 7 Habits of Highly Effective People
-Using Positive Behavioral Intervention Supports (PBIS)

According to the 2025 California School Dashboard in the area of Suspension:
-District wide rates have declined.
-1 student group was in "red" status: African American
-The Foster Youth group is no longer in "orange" status declining by 7.6% into "yellow" status.
-English Learner group increased 0.6% and moved from "yellow" to "orange" status.
-Socioeconomically Disadvantaged student group declined 0.5% and moved from "orange" status to "yellow" status.

-Long Term English Learner group declined by 1%.
-African American student group increased 2.4% and moved from "yellow" status to "red" status.
-Students with Disabilities group declined 1.1% and moved from "yellow" status to "green" status.

According to Local Data Sources as of March 1, 2026:
-1 student was expelled compared to 0 the previous year.

According to the Winter 2026 Measurable Results Assessment:
-District-wide, Leadership has increased by .34 points
-School Safety and Connectedness through Family Engagement Parent Rating increased by .33 points

Goal 2- Culture
All actions were effective to make progress to achieve the overall goal to provide a safe, nurturing and positive school culture and climate that ensures:
-Multi tiered systems of support for student wellness
-Collective Efficacy
-Student Empowerment
-Student Belonging
-Trusting Relationships

According to the 2025 California School Dashboard in the area of Chronic Absenteeism:

- Chronically absent students overall decreased by 2.1%
- Two student groups are in "red" status: Homeless and Students with Disabilities
- Asian student group (green) declined 0.6%
- Pacific Islander student group (green) declined 3.8%
- African American (orange) student group declined by 7.9%
- LTEL student group (yellow) declined by 1%
- Hispanic student group (yellow) declined by 1.4%
- Homeless student group (red) increased by 6.9%
- Students with Disabilities (red) increased by 0.6%
- English Learners (yellow) declined by 3.2%
- Two or More Races (yellow) declined by 5%
- Socioeconomically Disadvantaged (yellow) declined by 2.3%
- White student group (yellow) declined by 0.6%

-Filipino student group (green) declined 9%
-American Indian (no color) declined by 24.6%
-Foster Youth (no color) increased by 19%

According to the Winter 2026 Measurable Results Assessment:
-Culture Overall Rating decreased by 1.16 points
-School Safety and Connectedness through a Supportive Environment:
Student Rating maintained
Staff Rating decreased by 2.34 points
-Overall Leadership, Culture and Academics Rating maintained a "Satisfactory" rank.

According to Local Data sources as of March 1, 2026:
-Student Drop Out Rate maintained at 0 students.
-Average Daily Attendance Rate decreased by .03%.

According to the FIT facilities reporting tool:
-All school sites were rated as "good" or above.

Goal 3- Academics

All actions were effective to make progress to achieve the overall goal to increase academic outcomes and individual goal achievement for all students:
-ensure multitiered systems of support to address student academic needs
-focus on early literacy skills and developmentally appropriate practice
-provide a guaranteed viable curriculum and instruction
-provide co-teaching settings for SPED students

According to the 2025 California Dashboard :
-Language Arts status (orange) was maintained with 2.8 increase toward meeting standard
-Math status maintained with 0.9 point increase toward meeting standard, color indicator changed to "orange"
-Science 5th & 7th grade students maintained at 48.7 science points
-English Learner Progress Indicator: English Learners decreased progress by 6.4%

According to Local Measures:
-English Learner Reclassification Rate increased by 0.08% in the 2025-26 school year compared to the 2024-25 school year.
-Long Term English Learner Reclassification Rate increased by 0.23% in the 2025-26 school year compared to the 2024-25 school year.

According to the Winter 2026 Measurable Results Assessment:
- Academics Overall Rating maintained.

The district provides a broad course of study aligned to state standards including embedded and designated English Learner Development instruction, all students are provided curriculum and materials that are aligned to state standards, and all teachers are appropriately assigned.

Of particular note:
-The district no longer qualifies for Differentiated Assistance

Opportunities for Improvement for 26-27 from 25-26:

According to the 2025 Dashboard:
-English Learners decreased progress by 6.4%
-Long-Term English Learners decreased progress by 8.2%
-Long Term English Learners moved from "red" to "orange" for Math by increasing 13 points; however, they still scored significantly lower than their peers at 133.8 points below standard.

According to local measures:
-English Learner Reclassification Rate increased 0.08%
-Long Term English Learner Reclassification Rate increased by 0.23%

According to the 2025 California Dashboard:

Schools within the LEA that received the lowest performance level on one or more state indicators:
-Chrysler in the areas of English Language Arts
-Dieterich in the area of English Learner Progress

Student groups within the LEA that received the lowest performance level on one or more state indicators:
-African American in the area of Mathematics and Suspension
-Homeless in the area of Chronic Absenteeism
-Students with Disabilities in the area of Chronic Absenteeism

Student groups at a school within the LEA that received the lowest performance level on one or more of the 2025 state indicators:

Chrysler
-Homeless students in the area of Chronic Absenteeism
-Socioeconomically Disadvantaged in the area of English Language Arts
-Students with Disabilities in the area of Chronic Absenteeism and Math

-Hispanic in the area of English Language Arts
-English Learners in the area of English Language Arts

Eisenhut
-Students with Disabilities in the area of Chronic Absenteeism
-English Learners in the area of Suspension

Dieterich
-Socioeconomically Disadvantaged in the area of Chronic Absenteeism

Prescott
-Socioeconomically Disadvantaged in the area of Math
-Students with Disabilities in the area of Chronic Absenteeism
-Hispanic in the area of Math
-English Learners in the area of Suspension

For more detailed information on each school and student subgroup performance data, including metrics and actions to address students' needs in the 2024/2025 LCAP, please see the chart on the last page.

LREBG Funds
-The district does have unexpended LREBG funds and has conducted a needs assessment by analyzing data from the 2025 California School Dashboard.

Funds will be spent on the following goals for the 26-27 school year:
-Goal 1 Action 1.1 Campus Supervisors
Rationale: Based on unduplicated student group 2025 Dashboard suspension rate data, there is a need to increase student leadership skills and engagement and to reduce suspension and discipline issues. Campus Supervisors are supports to implement The 7 Habits of Highly Effective People and Leader in Me program during unstructured time. They also ensure safety of all students campus wide. This action is aligned to the allowable uses of LREBG funds under Education Code Section 32526(c)(2), as it supports student engagement, school climate, and social behavioral supports necessary for learning recovery.

Suspension Dashboard Rate Red Status
-African American Students- 7.6%

Suspension Dashboard Rate Orange Status
-Asian Students- 3.8%
-Filipino Students- 2.6%
-Native Hawaiian or Pacific Islander Students- 4%

-White Students- 3.5%
-English Learner Students- 3.3%
-Long-term English Learner Students- 10.1%

-Goal 3 Action 3.1 Intervention Teachers and Intervention Paras
Rationale: Based on unduplicated student group 2025 Dashboard academic data, there is a need to increase student academic outcomes. Additional Intervention Teachers and Intervention Paras provide academic support to students through multi tiered systems of support to increase academic achievement. This action is aligned to the allowable uses of LREBG funds under Education Code Section 32526(c)(2), as it provides academic supports and targeted interventions to address unfinished learning and improve student achievement.

English Language Arts Orange Dashboard
-Homeless Students
-Students with Disabilities
-White Students
-Socioeconomically Disadvantaged Students
-Long-term English Learners

Math Orange Dashboard
-Homeless Students
-Socioeconomically Disadvantaged Students
-Students with Disabilities
-Hispanic Students
Native Hawaiian or Pacific Islander
-English Learners
-Long-term English Learners

English Learner Progress
Orange 50.7%

According to the 23-24 Dashboard: Schools within the LEA that received the lowest performance level on one or more state indicators:
-Chrysler in the area of English Language Arts
-Prescott in the area of Suspension
Student groups within the LEA that received the lowest performance level on one or more state indicators:
-Students with Disabilities (10.59% of total student population in the district) in the Area of Language Arts and Math,
-African American Students (2.76% of total student population in the district) in the Areas of English Language Arts, Math and Suspension Rate
-Foster Students (0.3% of total student population in the district) in the Area of Suspension Rate
Student groups within a school within the LEA that received the lowest performance level on one or more state indicators:

Agnes Baptist -Students with Disabilities in the area of English Language Arts, Two or More Races in the area of Chronic Absenteeism Chrysler -English Learners in the area of Language Arts, Students with Disabilities in the areas of Language Arts and Math, Homeless students in the areas of Language Arts and Math, Socioeconomic Disadvantaged students in the area of Language Arts, White students in the areas of Language Arts and Math Eisenhut, Students with Disabilities in the areas of Language Arts and Math, Asian students in the area of Chronic Absenteeism, Two or More Races students in the area of Chronic Absenteeism

Reflections: Technical Assistance

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

The district no longer qualifies for Differentiated Assistance.

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.

The district does not have any schools that have been identified for comprehensive support and improvement.

Support for Identified Schools

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

The district does not have any schools that have been identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

The district does not have any schools that have been identified for comprehensive support and improvement.

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
Principals, Vice Principals, Teachers including Bargaining Units	2025-2026 Monthly District Strategic Plan Steering Committee and Action Team Meetings, Weekly Site Staff Meetings, and Measurable Results Assessment (MRA) Surveys from Leader in Me Program
Core, Support, Site, Department Administrators	2025-2026 Weekly District Cabinet Meetings, Monthly Administration Professional Learning Team Meetings and Measurable Results Assessment (MRA) Surveys from Leader in Me Program
Classified Employees including Bargaining Units	2025-2026 Monthly Department Meetings, Quarterly DLAC Meetings, Quarterly Title 1 Committee Meetings, and Measurable Results Assessment (MRA) Surveys from Leader in Me Program
Students	2025-2026 Superintendent's Visit Classroom Discussions and Measurable Results Assessment (MRA) Surveys from Leader in Me Program
Parents	2025-2026 Site Council Meetings, Quarterly DLAC Meetings, Quarterly Title 1 Committee Meetings, LCAP Parent Advisory Committee Meetings and Measurable Results Assessment (MRA) Surveys from Leader in Me Program
Stanislaus County Office of Education	2025-2026 Regular Planning/ Update Meetings with Differentiated Assistance Technical Team
Stanislaus County Special Education Local Plan Area (SELPA)	2025-2026 Consultation with Director and participation in SELPA Superintendents' Council as well as Committee Meetings
Board of Trustees and Public	2025-2026 Monthly Regular Board Meetings

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

Due to the increases in metrics districtwide and for specific student groups, discussions contained favorable feedback listed below and included staying the course:

Continue focus for Goal 1 Leadership:
-improving multitiered systems of support for students to improve leadership skills and make good choices
-continue to implement Professional Learning Communities to improve student Leadership skills
-improving student leadership skills
-teaching The 7 Habits of Highly Successful People
-advancing throughout the district

Continue focus for Goal 2 Culture:
-improve multi tiered systems of support for student wellness
-continue to implement Professional Learning Communities to improve student wellness and culture
-foster staff, student and family collective efficacy
-promote student voice and empowerment
-ensure student safety, inclusion and belonging
-build trusting relationships
-continue to implement the Master Facilities Improvement Plan

Continue focus for Goal 3 Academics:
-improve multitiered systems of support to address student academic needs
-continue to implement Professional Learning Communities to improve student Academic outcomes
-focus on early literacy skills and developmentally appropriate practice
-provide a guaranteed viable curriculum and instruction
-provide co-teaching settings for SPED students

The district does not have any schools that qualify for the Equity Multiplier funding.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Leadership Increase leadership skills to build highly effective students who are leaders of their own choices in their school and community by: -Building multi tiered systems of supports -Teaching The 7 Habits of Highly Effective People -Using Positive Behavioral Intervention Supports (PBIS)	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through increasing engagement of students and families, culture and climate are improved leading to increasing student academic outcomes. This goal has been developed to decrease student suspensions and discipline issues and increase student leadership skills to fulfill the following state priorities:
Priority 3 Parental Involvement (Engagement)
Priority 5 Pupil Engagement (Engagement)
Priority 6 School Climate (Engagement)
Priority 8 Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Required- State Metric Dashboard Suspension Rate	2023-2024 School Year Orange 3.3% of students suspended for at least one day	2024-2025 School Year Orange	2025-2026 School Year Green	Green Suspension 1% of students or less	Student suspensions decreased by .3% Dashboard indicator color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Status increased 1.1%	3.5% of students suspended for at least one day Status maintained .1% No student groups in Red	3% of students suspended for at least one day Status decreased 0.5%		improved by 2 levels.
1.2	State Required- Local Metric Expulsion Rate	2023-2024 School Year 5 students expelled as of May 1, 2024	2024-2025 School Year 0 students expelled	2025-2026 School Year 1 student expelled	0 students expelled	Reduced by 4 students to 1 student expelled
1.3	Local Metric- Measurable Results Assessment (MRA) Area of Leadership	2023-2024 School Year Leadership Overall Rating- 75.33 "Satisfactory" School Safety and Connectedness through Family Engagement: Parent Rating 74.33 "Satisfactory" as of Oct. 1, 2023	2024-2025 School Year Leadership Overall Rating- 76.83 "Satisfactory" School Safety and Connectedness through Family Engagement: Parent Rating 75.17	2025-2026 School Year Leadership Overall Rating- 77.17 "Satisfactory" School Safety and Connectedness through Family Engagement: Parent Rating 78.67	Leadership Overall Rating of 80 "Exemplary" or above	Leadership Overall Rating increased by 1.84 points for "Satisfactory" School Safety and Connectedness through Family Engagement: Parent Rating increase of 4.34 points

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.

Action 1.1 Personnel: Student Leadership Skills and Engagement
All actions were completed.

Action 1.2 Professional Development: Student Leadership Skills and Engagement
All actions were completed.

Action 1.3 Family Education: Student Leadership Skills and Engagement, Parent Engagement

This action was partially executed. Some of the school sites have begun family education nights around the Leader in Me program. More sites will implement evening events in the 26-27 school year.

Action 1.4 Student Incentives: Student Leadership Skills and Engagement
This action was completed.

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.

Action 1.1 There was a decrease in the actual expenditures due to mental health staff categorized incorrectly during the initial budget. They have been allocated correctly withing the budget and LCAP Goal/Action 2.1. The decrease was also attributed to the fact that yard duty positions were difficult to fill in the 25-26 fiscal year.

Action 1.3 There was a decrease in the actual expenditures due to the fact that no all schools have begun implementing the 7 Habits education nights for families.

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

Action 1.1: Personnel – Student Leadership Skills and Engagement
Effective. The full implementation of Vice Principals and campus supervisors supporting the implementation of The 7 Habits of Highly Effective People and the Leader in Me program during unstructured time at each site resulted in a 4 student reduction in expulsions since baseline and only one student group in the “red” suspension status indicate a generally positive trend.

Action 1.2: Professional Development – Student Leadership Skills and Engagement
Effective. The full implementation of professional development initiatives coincided with a 1.84 point increase in the district-wide Leadership rating, suggesting progress in building student leadership capacity.

Action 1.3: Family Education – Student Leadership Skills and Engagement, Parent Engagement
Partially effective. Although not fully executed, initial implementation contributed to a 4.34-point increase in Family Engagement scores, indicating improvement with room for growth as more formal sessions are planned at the site level.

Action 1.4: Student Incentives – Student Leadership Skills and Engagement
Effective. Completed in full, this action aligned with improvements in school connectedness and declining suspension rates across most student groups, suggesting positive influence on student engagement and behavior.

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.

No changes planned for the goal, metrics, or targeted outcomes.

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	Personnel- Student Leadership Skills and Engagement	The district will provide additional personnel support to increase student leadership skills and increase student engagement through the following: a. Vice Principal for each elementary site and one additional Vice Principal at the junior high b. Campus Supervisor at each elementary site and additional 2 Campus Supervisors at the junior high Paid for using LREBG funds for 2026-27 in the amount of $501,114 Campus Supervisors are supports to implement The 7 Habits of Highly Effective People and Leader in Me program during unstructured time. They also ensure safety of all students campus wide. When students learn and practice making good choices to lead self and then model or others, a more positive and safe school culture of belonging is achieved which increases attendance, engagement and ultimately academics. Metrics 1.1, 1.2 and 1.3 serve as indicators of progress. c. ActVNet services and contract d. Yard Duties districtwide e. 1 BCBA districtwide	$2,831,927.00	Yes
1.2	Professional Development- Student Leadership	The district will provide staff with the following opportunities for professional development and curriculum to support increasing student leadership skills and engagement:	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Skills and Engagement	a. The 7 Habits of Highly Effective People b. The 4 Disciplines of Execution c. Leader in Me d. De-escalation Training e. Strategies to intervene during physical altercations f. Classroom Management Strategies g. Positive Behavioral Intervention System Training h. ProAct Training		
1.3	Family Education-Student Leadership Skills and Engagement Parent Engagement	The district will provide The 7 Habits of Highly Effective Families training for families to increase student leadership skills and engagement as well as to increase family engagement.	$50,000.00	Yes
1.4	Student Incentives-Student Leadership Skills and Engagement	The district will provide each site with $3,333.00 total to purchase incentives for students to support increasing student leadership skills and engagement.	$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Culture Provide a safe, nurturing and positive school culture and climate that ensures: -Multi tiered systems of support for student wellness -Collective Efficacy -Student Empowerment -Student Belonging -Trusting Relationships	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through increasing engagement of students and families, culture and climate are improved leading to increasing student academic outcomes. This goal has been developed to increase and support student attendance and engagement to fulfill the following state priorities:
Priority 3 Parental Involvement (Engagement)
Priority 5 Pupil Engagement (Engagement)
Priority 6 School Climate (Engagement)
Priority 8 Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Required Measure - State Metric Dashboard Chronic Absenteeism	2023-2024 school year Yellow 22% chronically absent	2024-2025 school year Yellow	2024-2025 school year Yellow	2026-2027 school year Green	Chronically absent students decreased by 4.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			17.9% chronically absent Declined 4.2% No student groups in Red	15.8% chronically absent Declined 2.1%	Less than 15% chronically absent	Dashboard indicator color maintained.
2.2	Local Measure- Local Metric Tool for Parent Involvement with specific focus on parents of students in EL, SPED, FY and SWD programs Measurable Results Assessment Area- Culture and Overall	2023-2024 school year Culture Overall Rating- 77.17, "Satisfactory" School Safety and Connectedness through a Supportive Environment: Student Rating 75.83 "Satisfactory" Staff Rating 79.5 "Satisfactory" Overall Leadership, Culture and Academics Rating- 75.78, "Satisfactory" as of Oct. 1, 2024	2024-2025 school year Culture Overall Rating- 79.83, "Satisfactory" School Safety and Connectedness through a Supportive Environment: Student Rating 77.5 "Satisfactory" Staff Rating 82.67 "Exemplary" Overall Leadership, Culture and Academics Rating- 77 "Satisfactory"	2025-2026 school year Culture Overall Rating- 78.67, "Satisfactory" School Safety and Connectedness through a Supportive Environment: Student Rating 77.5 "Satisfactory" Staff Rating 80.33 "Exemplary" Overall Leadership, Culture and Academics Rating- 77 "Satisfactory"	2026-2027 school year Culture-80 indicating "Exemplary" or higher Overall-80 indicating "Exemplary" or higher	Measurable Results Assessment of Culture Overall Rating increased by 1.5 points School Safety and Connectedness through a Supportive Environment: Student Rating increased by 1.67 points Staff Rating increased by 0.83 points from "Satisfactory" to "Exemplary" Overall Leadership, Culture and Academics Rating increased by 1.22 points
2.3	State Required Measure- State Metric Tool	2023-2024 school year Met	2024-2025 school year	2025-2026 school year	2026-2027 school year	Metric discontinued due to addition of Leader in Me

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Locally administered survey Local Indicator Self Reflection Tool for Parent Involvement with specific focus on parents of students in EL, SPED, FY and SWD programs	4.06 average rating out of 5 possible	Metric discontinued due to addition of Leader in Me Measurable Results Local Tool	Metric discontinued due to addition of Leader in Me Measurable Results Local Tool	Metric discontinued due to addition of Leader in Me Measurable Results Local Tool	Measurable Results Local Tool
2.4	State Required Measure- Local Metric Student Drop Out Rate	2023-2024 school year 9 junior high students	2024-2025 school year 0 students	2025-2026 school year 0 junior high students	2026-2027 school year 0 junior high students	Drop out rate is 0 students which is a decrease of 9 students
2.5	Local Measure- Local Metric Average Daily Attendance Rate	2023-2024 school year 95% as of May 1, 2024	2024-2025 school year 95.38% as on May 1, 2025	2025-2026 school year 94.78% as of May 1, 2026	2026-2027 school year 97%	Daily attendance rate is 94.78% which is a decrease of .22%
2.6	State Required- Local Metric Facility Inspection Tool (FIT) Report	2023-2024 school year All sites are rated as "good"	2024-2025 school year All sites are rated as "good"	2025-2026 school year All sites are rated as "good"	2026-2027 school year All sites rated as "good" or above	All sites rated as "good" or above

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.

Action 2.1 Personnel- Student Attendance and Engagement
All actions were successfully completed.

Action 2.2 Communication and Education- Student Attendance and Engagement Parent Engagement
All actions were successfully completed.

Action 2.3 Professional Development- Student Attendance and Engagement Parent Engagement

Action was not completed.
Explanation of Non-Implementation of Action 2.3: Unconscious Bias training for staff, was not completed during the 2025-26 school year. Professional development time and resources were redirected to address several high-priority, time-sensitive district initiatives, including the implementation of a new assessment platform, the integration of effective instructional strategies, and the adoption of a new math curriculum. Given the significant training demands associated with these initiatives, the district made the intentional decision to prioritize these areas to ensure successful implementation and minimize disruption to instructional continuity. Unconscious Bias training remains a district priority and will be rescheduled and incorporated into the professional development plan for the 2026-27 school year.

Action 2.4 Data Platform- Student Attendance and Engagement
Action was successfully completed.

Action 2.5 Transportation- Student Attendance and Engagement
Action was successfully completed.

Action 2.6 Facilities- Student Attendance and Engagement
Action was successfully completed.

Action 2.7 Student Incentives- Student Attendance and Engagement
Action successfully completed.

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.

Action 2.1 There was an increase in actual expenditures due to some mental health staff that were categorized incorrectly (see Goal/Action 1.1) and we hired four additional Mental Health Clinicians mid-year.
Action 2.3 There was a decrease in actual expenditures due to the fact that the district has not implemented Unconscious Bias Training yet.
Action 2.5 There was an increase in actual expenditures due to the cost of our transportation contract with our bussing company increasing.

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

Action 2.1 Personnel- Student Attendance and Engagement, Action 2.2 Communication and Education- Student Attendance and Engagement Parent Engagement, Action 2.4 Data Platform- Student Attendance and Engagement,
Action 2.5 Transportation- Student Attendance and Engagement, and Action 2.7 Student Incentives- Student Attendance and Engagement Effective. Districtwide, chronically absent students have decreased by 6.2% from baseline with two student groups in the "red" status: Homeless and Students with Disabilities who declined in status color. African American student group declined by 10.9%, Hispanic student group declined by 6.6%, English Learners declined by 5%, Two or More Races declined by 9.4%, Socioeconomically Disadvantaged students declined by 7.2% and the White student group declined by 4.6%. Further, the student drop out rate declined by 8 students compared to baseline.

The Leader in Me Measurable Results Survey increased by 1.5 points for the overall Culture rating. School Safety and Connectedness through a supportive environment student rating increased by 1.67 points and staff rating increased by 0.83 points and remains "exemplary." Overall Leadership, Culture and Academics Rating increased by 1.22 points from baseline.

Action 2.3 Professional Development- Student Attendance and Engagement Parent Engagement
Ineffective due to the fact that the action was not completed. Scheduled for 2026-2027

Action 2.6 Facilities- Student Attendance and Engagement
Effective. All school sites were rated as "good" or above.

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.

No changes planned for the goal, metrics, or targeted outcomes.

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	Personnel- Student Attendance and Engagement	The district will provide additional personnel support to increase student attendance and engagement through the following: a. Three Health Clerks b. One Clinician c. Three Contracted Student Assistance Specialists d. One Districtwide Social Worker e. Student Attendance Review Board Contract districtwide f. Addition of three attendance clerks	$1,392,486.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Communication and Education- Student Attendance and Engagement Parent Engagement	The district will provide additional resources for parent education and communication to support and increase parent engagement, student attendance and student engagement: a. One District Communication Specialist b. Parent Square Communication Platform with built in translation c. One District Bilingual Liaison d. Contract for additional translating services e. Learning Quest Contract	$460,008.00	Yes
2.3	Professional Development- Student Attendance and Engagement Parent Engagement	The district will provide Unconscious Bias training opportunities for staff to increase student attendance and engagement and parent engagement.	$50,000.00	Yes
2.4	Data Platform- Student Attendance and Engagement	The district will purchase and use Unified Sights Stats Platform to increase student attendance and engagement.	$28,593.00	Yes
2.5	Transportation- Student Attendance and Engagement	The district will provide home to school transportation through a contract with First Student to increase student attendance and engagement.	$600,000.00	Yes
2.6	Facilities- Student Attendance and Engagement	The district will maintain facilities for programs to increase student attendance and engagement.	$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Student Incentives-Student Attendance and Engagement	The district will provide each site with $3,333.00 total to purchase incentives for students to support increasing student attendance and engagement.	$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Academics Increase academic outcomes and individual goal achievement for all students. -ensure multitiered systems of support to address student academic needs -focus on early literacy skills and developmentally appropriate practice -provide a guaranteed viable curriculum and instruction -provide co-teaching settings for SPED students	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through increasing engagement of students and families, culture and climate are improved leading to increasing student academic outcomes. This goal has been developed to increase and support student academic outcomes to fulfill the following state priorities:
Priority 1- Basic (Conditions of Learning) To provide textbooks and materials to all students, to correctly assigned teachers
Priority 2- State Standards (Conditions of Learning) To provide textbooks and materials that are aligned with state standards and have embedded English Learner Development strategies
Priority 4- Pupil Achievement (Pupil Outcomes) To increase student academic achievement for all in the area of Language Arts, Math and Science
Priority 7- Course Access (Conditions of Learning) To provide opportunities for a broad course of study to all students
Priority 8- Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Required Measure- State Dashboard Language Arts Math Science	2023-2024 school year Language Arts Orange 35.1 points below standard Math Orange 56.3 points below standard Science (Status Only) CAST Reporting 5th grade students 22% Standards Met or Exceeded 8th grade students 25% Standards Met or Exceeded	2024-2025 school year Language Arts Orange 33.4 points below standard Status maintained 1.7 points No student groups in Red Math Yellow 53 points below standard Status increased 3.3 points One student group in Red (Long Term English Learners LTEL) Science (Status Only) CAST Reporting 5th grade students 22.19% Standards Met or Exceeded 8th grade students 25.58% Standards Met or Exceeded	2025-2026 school year Language Arts Orange 30.6 points below standard Math Orange 52.1 points below standard Science Yellow 48.7 Science Points 5th grade students 26% Standards Met or Exceeded 8th grade students 26% Standards Met or Exceeded	2026-2027 school year Language Arts Yellow decrease points below standard Math Yellow decrease points below standard Science (Status Only) CAST Reporting Standard Met or Exceeded 35%.	Language Arts- Status improved with 4.5 increase from baseline toward meeting standard. Dashboard indicator maintained at Orange. Math- Status improved with 4.2 point increase from baseline toward meeting standard. Dashboard indicator at Orange. Science 5th grade students increased from baseline by 4% toward Standards Met or Exceeded 8th grade students increased from baseline by 1% toward Standards Met or Exceeded. Dashboard indicator at Yellow.
3.2	State Required Measure- State	2023-2024 school year Yellow	2024-2025 school year	2025-2026 school year	2026-2027 school year	English Learners decreased progress by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard, English Learner Progress Local Measure- English Learner English Learner (EL) Reclassification Rate Reclassification Rate and LTEL	56.4% of English Learners are making progress English Learner (EL) Reclassification Rate 14% (109 students reclassified out of 778 students) Long Term English Learner (LTEL) Reclassification Rate 39% (43 were LTEL students out of the 109 reclassified) as of May 1, 2024	Orange 47.7% of English Learners are making progress Status declined by 6.9% English Learner (EL) Reclassification Rate 9% (72 students reclassified out of 789) Long Term English Learner (LTEL) Reclassification Rate 33% (24 were LTEL students out of the 72 reclassified)	Orange 41.3% of English Learners are making progress English Learner (EL) Reclassification Rate 8% (59 students reclassified out of 715 students) Long Term English Learner (LTEL) Reclassification Rate 23% (36 were LTEL students out of the 59 reclassified)	Green 63% of English Learners are making progress English Learner (EL) Reclassification Rate 20% Long Term English Learner (LTEL) Reclassification Rate 45%	15.1%. Dashboard indicator maintained at Orange. English Learner Reclassification Rate decreased from baseline by 6% Long Term English Learner Reclassification Rate decreased from baseline by 16%
3.3	Local Measure- Local Tool Measurable Results Assessment (MRA) Area- Academics	2023-2024 school year Academics Overall Rating- 74.8, Satisfactory as of Oct. 1 2024	2024-2025 school year Measurable Results Assessment Academics Overall Rating- 75.5 "Satisfactory"	2025-2026 school year Measurable Results Assessment Academics Overall Rating- 75.5 "Satisfactory"	2026-2027 school year Academics Overall Rating of 80 indicating "effective" or above	Measurable Results Assessment Academics Overall Rating increased by .7 points from baseline.
3.4	State Required Measure- State Metric CALPADS	2023-2024 school year 100% of Teachers are appropriately assigned	2024-2025 school year	2025-2026 school year	2026-2027 school year	100% decrease of Teachers are appropriately

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Appropriate Teacher Assignment		100% of Teachers are appropriately assigned	100% of Teachers are appropriately assigned	100% of Teachers are appropriately assigned	assigned from baseline
3.5	State Required Measure- State Metric SARC Provide Students with curriculum and materials that are aligned to state standards	2023-2024 school year Met 100% of students are provided curriculum and materials that are aligned to state standards	2024-2025 school year Met 100% of students are provided curriculum and materials that are aligned to state standards	2025-2026 school year Met 100% of students are provided curriculum and materials that are aligned to state standards	2026-2027 school year Met 100% of students are provided curriculum and materials that are aligned to state standards	Met 100% of students are provided curriculum and materials that are aligned to state standards
3.6	State Required Measure- State Dashboard Implementation Survey Tool administered locally Provide a Broad Course of Study Aligned to State Standards including embedded and designated English Learner Development instruction	2023-2024 school year Met The district provides a broad course of study aligned to state standards including embedded and designated English Learner Development instruction.	2024-2025 school year Met The district provides a broad course of study aligned to state standards including embedded and designated English Learner Development instruction.	2025-2026 school year Met The district provides a broad course of study aligned to state standards including embedded and designated English Learner Development instruction.	2026-2027 school year Met The district provides a broad course of study aligned to state standards including embedded and designated English Learner Development instruction.	Met The district provides a broad course of study aligned to state standards including embedded and designated English Learner Development instruction.

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.

3.1 Personnel- Student Academic Outcomes

All actions were successfully completed.

3.2 Professional Development- Student Academic Outcomes
All actions were successfully completed.

3.3 Materials- Student Academic Outcomes
All actions were successfully completed.

3.4 Student Incentives-Student Academic Outcomes
All actions were successfully completed.

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.

Action 3.1 There was an increase in the actual expenditures due to the fact that the LCAP Annual update includes salaries for teachers for class size reduction. The cost was not included when the budget and LCAP were adopted/approved in June 2025.

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

3.1 Personnel- Student Academic Outcomes, 3.2 Professional Development- Student Academic Outcomes, and 3.4 Student Incentives-Student Academic Outcomes
Partially Effective. Districtwide, the Language Arts status increased 4.5 points from baseline toward meeting the standard. Math status increased from 4.2 points from baseline toward meeting the standard. In the area of Science, 5th grade students increased by 4% and 8th grade students increased by 1% from baseline toward Standards Met or Exceeded. However, English Learners decreased progress by 13.3% from baseline, English Learner Reclassification Rate decreased by 6% from baseline. Long Term English Learner Reclassification Rate decreased by 16% from baseline and Long Term English Learners had a status of "red" for Science. The district did see an increase of .7% in the Measurable Results Assessment administered to parents, staff and students.

3.3 Materials- Student Academic Outcomes
Partially Effective. The district provides a broad course of study aligned to state standards including embedded and designated English Learner Development instruction, all students are provided curriculum and materials that are aligned to state standards, and all teachers are appropriately assigned. Districtwide, the Language Arts status was maintained with a 4.5 point increase from baseline toward meeting the standard. Math status improved 4.2 points from baseline toward meeting the standard. In the area of Science, 5th grade students increased by 4% and 8th grade students increased by 1% from baseline toward Standards Met or Exceeded. However, English Learners decreased progress by 15.1% from baseline, English Learner Reclassification Rate decreased by 6% from baseline. Long Term English Learner Reclassification Rate decreased by 13.3% from baseline and Long Term English Learners had a status of "red" for Science. The district did see an increase of .7% in the Measurable Results Assessment administered to parents, staff and students.

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.

No changes planned for the goal, metrics, or targeted outcomes.

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	Personnel- Student Academic Outcomes	The district will provide additional personnel support to increase student academic outcomes through the following: a. One Intervention Teacher per site Additional trained personnel provide academic support to students through multi tiered systems of support to increase academic achievement. Multi tiered systems of support meet the student where they are with current skills to provide targeted assistance for maximum growth. Measured by metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 b. One Intervention Paraprofessional per site Paid for by LREBG funding for 26-27 in the amount of $220,219 Additional trained personnel provide academic support to students through multi tiered systems of support to increase academic achievement. Multi tiered systems of support meet the student where they are with current skills to provide targeted assistance for maximum growth. Measured by metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 c. One Transitional Kindergarten Paraprofessional per classroom d. One Kindergarten Paraprofessional per classroom e. EL Paraprofessional per site f. 1 District Teachers on Special Assignment (TOSA) g. 3 Multi Media Technicians districtwide	$6,977,226.00	Yes

Action #	Title	Description	Total Funds	Contributing
		h. 3 District Technology Support Personnel i. Staffing for class size reduction		
3.2	Professional Development- Student Academic Outcomes	The district will provide staff with professional development opportunities to increase student academic outcomes through the following: a. Response to Intervention at Work b. Professional Learning Communities c. Behavioral Solutions- Behavior Academies d. Benchmark Language Arts Training- Elementary e. Universal Design Lesson Training f. Co Teaching Training g. Depth and Complexity Training h. GLAD Training i. Districtwide Guiding Coalition Release Subs j. Guaranteed Viable instruction- Best Tier 1 practices, districtwide instructional norms k. ELD Standards and Implementation	$350,000.00	Yes
3.3	Materials- Student Academic Outcomes	The district will provide additional support materials to increase student outcomes through the following: a. Library Refresh Materials b. STEAM Materials	$202,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		c. Supplemental Materials for Teachers		
3.4	Student Incentives-Student Academic Outcomes	The district will provide each site with $3,333.00 total to purchase incentives for students to increase academic outcomes.	$20,000.00	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
$10,699,472	$1,183,588

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
28.790%	3.257%	$1,178,486.54	32.047%

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:** Personnel- Student Leadership Skills and Engagement **Need:** Based on unduplicated student group suspension rate data, there is a need to increase student leadership skills and engagement and to reduce suspension and discipline issues:	Additional personnel, health personnel and mental health personnel will help to provide a multi tiered system of supports to increase student leadership skills and engagement in the following ways: Vice Principals are supports to implement The 7 Habits of Highly Effective People and Leader in Me program. They review and monitor discipline and attendance data and adjust tiered supports to match individual student needs. Vice Principals administer programs schoolwide with special	1.1 Suspension Rate 1.2 Expulsion Rate 1.3 Measurable Results Assessment (MRA)-Leadership

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
	Suspension Dashboard Rate Orange Status -Long Term English Learners 10.1% -English Learner Students 3.3% **Scope:** LEA-wide	attention to Tier 3 interventions for those students that need intensive assistance. Campus Supervisors are supports to implement The 7 Habits of Highly Effective People and Leader in Me program during unstructured time. They also ensure safety of all students campus wide. Yard duties help to remind and demonstrate The 7 Habits of Highly Effective People as well as ensure campus safety. BCBA's assist teachers and students with strategies to mold and practice desired productive behavior. The action is LEA wide due to the following dashboard results for other student groups: Suspension Dashboard Rate Red Status -African American Students- 7.6% Suspension Dashboard Rate Orange Status -Long Term English Learners 10.1% -English Learner Students 3.3% -Asian Students 3.8% -Filipino Students 2.6% -Native Hawaiian or Pacific Islander Students 4% -White Students 3.5%	
1.2	**Action:** Professional Development- Student Leadership Skills and Engagement **Need:**	Professional Development for staff helps to support a multi tiered system of supports for students to increase leadership skills and engagement in the following ways: • Tier 1 teaching expectations • strategies to address behavior issues	1.1 Suspension Rate 1.2 Expulsion Rate 1.3 Measurable Results Assessment (MRA)-Leadership

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
	Based on unduplicated student group suspension rate data, there is a need to increase student leadership skills and engagement and to reduce suspension and discipline issues: Suspension Dashboard Rate Orange Status -Long Term English Learners 10.1% -English Learner Students 3.3% **Scope:** LEA-wide	• general classroom management • de escalation strategies • cycles of improvement and goal attainment The action is LEA wide due to the following dashboard results for other student groups: Suspension Dashboard Rate Red Status -African American Students- 7.6% Suspension Dashboard Rate Orange Status -Long Term English Learners 10.1% -English Learner Students 3.3% -Asian Students 3.8% -Filipino Students 2.6% -Native Hawaiian or Pacific Islander Students 4% -White Students 3.5%	
1.3	**Action:** Family Education- Student Leadership Skills and Engagement Parent Engagement **Need:** Based on unduplicated student group suspension rate data, there is a need to increase student leadership skills and engagement and to reduce suspension and discipline issues: Suspension Dashboard Rate Orange Status -Long Term English Learners 10.1% -English Learner Students 3.3% **Scope:**	Parent education regarding The 7 Habits of Highly Effective People will assist parents to support their students more effectively and promote parent engagement. The action is LEA wide due to the following dashboard results for other student groups: Suspension Dashboard Rate Red Status -African American Students- 7.6% Suspension Dashboard Rate Orange Status -Long Term English Learners 10.1% -English Learner Students 3.3% -Asian Students 3.8% -Filipino Students 2.6% -Native Hawaiian or Pacific Islander Students 4%	1.1 Suspension Rate 1.2 Expulsion Rate 1.3 Measurable Results Assessment (MRA)-Leadership

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	-White Students 3.5%	
1.4	**Action:** Student Incentives- Student Leadership Skills and Engagement **Need:** Based on unduplicated student group suspension rate data, there is a need to increase student leadership skills and engagement and to reduce suspension and discipline issues: Suspension Dashboard Rate Orange Status -Long Term English Learners 10.1% -English Learner Students 3.3% **Scope:** LEA-wide	Student incentive allocation will be used by each site to purchase items or activities to be used as rewards for increasing student leadership skills and decreasing disciplines issues. The action is LEA wide due to the following dashboard results for other student groups: Suspension Dashboard Rate Red Status -African American Students- 7.6% Suspension Dashboard Rate Orange Status -Long Term English Learners 10.1% -English Learner Students 3.3% -Asian Students 3.8% -Filipino Students 2.6% -Native Hawaiian or Pacific Islander Students 4% -White Students 3.5%	1.1 Suspension Rate 1.2 Expulsion Rate 1.3 Measurable Results Assessment (MRA)-Leadership
2.1	**Action:** Personnel- Student Attendance and Engagement **Need:** Based on unduplicated student group chronic absenteeism rate data and average attendance rate data, there is a need to increase student attendance and engagement: Chronic Absenteeism Rate Red Dashboard Status -Homeless Students 28.8%	Additional health personnel and attendance clerks will help to address physical and mental health student needs as well as help to provide a multi tiered system of support to increase student attendance, wellness and engagement which include the following: • make contact with families to encourage student attendance and wellness • provide accountability • assist to identify obstacles and form a plan for student attendance • work in conjunction with site admin and teachers Student Attendance Review Board personnel and	2.1 Chronic Absenteeism Rate 2.2 Measurable Results Assessment (MRA) Culture and Overall 2.3 Parent Involvement Rate 2.4 Drop Out Rate 2.5 Average Daily Attendance Rate

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
	Chronic Absenteeism Rate Yellow Dashboard Status -Socioeconomically Disadvantaged Students 18% -English Learner Students 15.4% -Long Term English Learner Students 19.7% **Scope:** LEA-wide	contract provide duties to ensure student attendance and engagement as well as parent engagement. The action is LEA wide due to the following dashboard results for other student groups: Chronic Absenteeism Rate Red Dashboard Status -Homeless Students 28.8% -Students With Disabilities 23.1% Chronic Absenteeism Rate Orange Dashboard Status -African American Students 21.6% Chronic Absenteeism Rate Yellow Dashboard Status -Hispanic Students 18.4% -Students with Two or More Races 14.1% -Districtwide All Students 15.8% -White Students 12.2% -English Learner Students 15.4% -Long Term English Learners 19.7& -Socioeconomically Disadvantaged Students 18% Average Daily Attendance Rate for All Students Districtwide 94.97%	
2.2	**Action:** Communication and Education- Student Attendance and Engagement Parent Engagement **Need:** Based on unduplicated student group chronic absenteeism rate data and average	Personnel, platforms and contracts help to increase communication to families and increase student attendance, engagement and family engagement in the following ways: • organization of one major form of districtwide communication with built in translation capabilities • keep parents informed through a variety of media including social media	2.1 Chronic Absenteeism Rate 2.2 Measurable Results Assessment (MRA) Culture and Overall 2.3 Parent Involvement Rate 2.4 Drop Out Rate

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
	attendance rate data, there is a need to increase student attendance and engagement: Chronic Absenteeism Rate Red Dashboard Status -Homeless Students 28.8% Chronic Absenteeism Rate Yellow Dashboard Status -Socioeconomically Disadvantaged Students 18% -English Learner Students 15.4% -Long Term English Learner Students 19.7% **Scope:** LEA-wide	• assist with translation needs -Learning Quest assists parents with English/ conversational skills and general life skills to support their student's education The action is LEA wide due to the following dashboard results for other student groups: Chronic Absenteeism Rate Red Dashboard Status -Homeless Students 28.8% -Students With Disabilities 23.1% Chronic Absenteeism Rate Orange Dashboard Status -African American Students 21.6% Chronic Absenteeism Rate Yellow Dashboard Status -Hispanic Students 18.4% -Students with Two or More Races 14.1% -Districtwide All Students 15.8% -White Students 12.2% -English Learner Students 15.4% -Long Term English Learners 19.7& -Socioeconomically Disadvantaged Students 18% Average Daily Attendance Rate for All Students Districtwide 94.97%	2.5 Average Daily Attendance Rate
2.3	**Action:** Professional Development- Student Attendance and Engagement Parent Engagement **Need:** Based on unduplicated student group chronic absenteeism rate data and average	Unconscious Bias training will assist staff with cultural awareness to better support and build relationships with the diverse student and parent population. Stronger relationships will increase student attendance and engagement as well as parent engagement.	2.1 Chronic Absenteeism Rate 2.2 Measurable Results Assessment (MRA) Culture and Overall 2.3 Parent Involvement Rate 2.4 Drop Out Rate

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
	attendance rate data, there is a need to increase student attendance and engagement: Chronic Absenteeism Rate Red Dashboard Status -Homeless Students 28.8% Chronic Absenteeism Rate Yellow Dashboard Status -Socioeconomically Disadvantaged Students 18% -English Learner Students 15.4% -Long Term English Learner Students 19.7% **Scope:** LEA-wide	The action is LEA wide due to the following dashboard results for other student groups: Chronic Absenteeism Rate Orange Dashboard Status -African American Students 32.5% -Pacific Islander Students 10.2% Chronic Absenteeism Rate Yellow Dashboard Status -Students with Disabilities 31.2% -Homeless Students 26.9% -Hispanic Students 25.0% -Students with Two or More Races 24.1% -Districtwide All Students 22% -White Students 16.8% -Asian Students 12.3% Average Daily Attendance Rate for All Students Districtwide 94.97%	2.5 Average Daily Attendance Rate
2.4	**Action:** Data Platform- Student Attendance and Engagement **Need:** Based on unduplicated student group chronic absenteeism rate data and average attendance rate data, there is a need to increase student attendance and engagement: Chronic Absenteeism Rate Red Dashboard Status -Homeless Students 28.8%	The use of the stats platform helps to provide easy access to each site and the district to track data and identify trends and aide in decision making regarding behavior, attendance and academic student data to increase student attendance and engagement. The action is LEA wide due to the following dashboard results for other student groups: Chronic Absenteeism Rate Red Dashboard Status -Homeless Students 28.8% -Students With Disabilities 23.1%	2.1 Chronic Absenteeism Rate 2.2 Measurable Results Assessment (MRA) Culture and Overall 2.3 Parent Involvement Rate 2.4 Drop Out Rate 2.5 Average Daily Attendance Rate

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
	Chronic Absenteeism Rate Yellow Dashboard Status -Socioeconomically Disadvantaged Students 18% -English Learner Students 15.4% -Long Term English Learner Students 19.7% **Scope:** LEA-wide	Chronic Absenteeism Rate Orange Dashboard Status -African American Students 21.6% Chronic Absenteeism Rate Yellow Dashboard Status -Hispanic Students 18.4% -Students with Two or More Races 14.1% -Districtwide All Students 15.8% -White Students 12.2% -English Learner Students 15.4% -Long Term English Learners 19.7& -Socioeconomically Disadvantaged Students 18% Average Daily Attendance Rate for All Students Districtwide 94.97%	
2.5	**Action:** Transportation- Student Attendance and Engagement **Need:** Based on unduplicated student group chronic absenteeism rate data and average attendance rate data, there is a need to increase student attendance and engagement: Chronic Absenteeism Rate Red Dashboard Status -Homeless Students 28.8% Chronic Absenteeism Rate Yellow Dashboard Status -Socioeconomically Disadvantaged Students 18% -English Learner Students 15.4% -Long Term English Learner Students 19.7%	Home to School Transportation contract provides transportation for students to and from school increasing student attendance and engagement. The action is LEA wide due to the following dashboard results for other student groups: Chronic Absenteeism Rate Red Dashboard Status -Homeless Students 28.8% -Students With Disabilities 23.1% Chronic Absenteeism Rate Orange Dashboard Status -African American Students 21.6% Chronic Absenteeism Rate Yellow Dashboard Status -Hispanic Students 18.4% -Students with Two or More Races 14.1% -Districtwide All Students 15.8%	2.1 Chronic Absenteeism Rate 2.2 Measurable Results Assessment (MRA) Culture and Overall 2.3 Parent Involvement Rate 2.4 Drop Out Rate 2.5 Average Daily Attendance Rate

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	-White Students 12.2% -English Learner Students 15.4% -Long Term English Learners 19.7& -Socioeconomically Disadvantaged Students 18% Average Daily Attendance Rate for All Students Districtwide 94.97%	
2.6	**Action:** Facilities- Student Attendance and Engagement **Need:** Based on unduplicated student group chronic absenteeism rate data and average attendance rate data, there is a need to increase student attendance and engagement: Chronic Absenteeism Rate Red Dashboard Status -Homeless Students 28.8% Chronic Absenteeism Rate Yellow Dashboard Status -Socioeconomically Disadvantaged Students 18% -English Learner Students 15.4% -Long Term English Learner Students 19.7% **Scope:** LEA-wide	Maintaining facilities will assist to house and provide additional services for students. It will also assist to update facilities for student programs. This will aid to create a safe, inviting and inclusive climate and culture to increase student attendance and engagement. The action is LEA wide due to the following dashboard results for other student groups: Chronic Absenteeism Rate Red Dashboard Status -Homeless Students 28.8% -Students With Disabilities 23.1% Chronic Absenteeism Rate Orange Dashboard Status -African American Students 21.6% Chronic Absenteeism Rate Yellow Dashboard Status -Hispanic Students 18.4% -Students with Two or More Races 14.1% -Districtwide All Students 15.8% -White Students 12.2% -English Learner Students 15.4% -Long Term English Learners 19.7& -Socioeconomically Disadvantaged Students 18%	2.6 Facilities Inspection Status

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
		Average Daily Attendance Rate for All Students Districtwide 94.97%	
2.7	**Action:** Student Incentives- Student Attendance and Engagement **Need:** Based on unduplicated student group chronic absenteeism rate data and average attendance rate data, there is a need to increase student attendance and engagement: Chronic Absenteeism Rate Red Dashboard Status -Homeless Students 28.8% Chronic Absenteeism Rate Yellow Dashboard Status -Socioeconomically Disadvantaged Students 18% -English Learner Students 15.4% -Long Term English Learner Students 19.7% **Scope:** LEA-wide	Student incentive allocation will be used by each site to purchase items or activities to be used as rewards for increasing student leadership skills and decreasing disciplines issues. The action is LEA wide due to the following dashboard results for other student groups: Chronic Absenteeism Rate Red Dashboard Status -Homeless Students 28.8% -Students With Disabilities 23.1% Chronic Absenteeism Rate Orange Dashboard Status -African American Students 21.6% Chronic Absenteeism Rate Yellow Dashboard Status -Hispanic Students 18.4% -Students with Two or More Races 14.1% -Districtwide All Students 15.8% -White Students 12.2% -English Learner Students 15.4% -Long Term English Learners 19.7& -Socioeconomically Disadvantaged Students 18% Average Daily Attendance Rate for All Students Districtwide 94.97%	2.1 Chronic Absenteeism Rate 2.2 Measurable Results Assessment (MRA) Culture and Overall 2.3 Parent Involvement Rate 2.4 Drop Out Rate 2.5 Average Daily Attendance Rate
3.1	**Action:** Personnel- Student Academic Outcomes **Need:**	Additional personnel provide academic support to students through multi tiered systems of support to increase academic achievement. Additional TOSA's provide coaching and professional development	3.1 Language Arts, Math, Science Student Outcomes 3.2 English Learner Student Outcomes

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
	Based on unduplicated student group academic data there is a need to increase student academic outcomes: English Language Arts Orange Dashboard -Long Term English Learners -Homeless Students -Socioeconomically Disadvantaged Students Math Orange Dashboard -English Learners -Long Term English Learners -Homeless Students -Socioeconomically Disadvantaged Students Science Red Dashboard -Long Term English Learners English Learner Progress Yellow 41.3% **Scope:** LEA-wide	for teaching staff to deliver instruction more effectively to student groups and use a multi tiered system of support to increase student academic achievement. Additional Multi Media Techs provide more access to supplemental materials and support for students and teachers to increase student academic achievement. Additional district technology support staff provide increased and enhanced technology access and services to students, staff and families to increase student academic achievement. The action is LEA wide due to the following dashboard results for other student groups: English Language Arts Orange Dashboard -Districtwide Student Status -Homeless Students -Socioeconomically Disadvantaged Students -Long Term English Learners -Students with Disabilities -White Students Math Red Dashboard -African American Students Math Orange Dashboard -Districtwide Student Status -Hispanic Students -Homeless Students -English Learners -Long Term English Learners	3.3 Measurable Results Assessment (MRA) 3.4 Appropriate Teacher Assignment 3.5 Aligned Curriculum 3.6 Broad Course of Study

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
		-Socioeconomically Disadvantaged Students -Native Hawaiian or Pacific Islander Science Red Dashboard -Long Term English Learners -Students With Disabilities Science Orange Dashboard -English Learners -Homeless Students -Hispanic Students 22% met or exceeded standard	
3.2	**Action:** Professional Development- Student Academic Outcomes **Need:** Based on unduplicated student group academic data there is a need to increase student academic outcomes: English Language Arts Orange Dashboard -Long Term English Learners -Homeless Students -Socioeconomically Disadvantaged Students Math Orange Dashboard -English Learners -Long Term English Learners -Homeless Students -Socioeconomically Disadvantaged Students Science Red Dashboard -Long Term English Learners English Learner Progress	Professional development to support staff with providing the following to increase student academic outcomes: • practice PLC's • create and improve multi tiered systems of academic support • provide a guaranteed viable curriculum • provide guaranteed viable instruction • provide embedded and designated English Learner development strategies • use universal lesson design strategies • provide inclusion strategies The action is LEA wide due to the following dashboard results for other student groups: English Language Arts Orange Dashboard -Districtwide Student Status -Homeless Students -Socioeconomically Disadvantaged Students -Long Term English Learners -Students with Disabilities -White Students	3.1 Language Arts, Math, Science Student Outcomes 3.2 English Learner Student Outcomes 3.3 Measurable Results Assessment (MRA) 3.4 Appropriate Teacher Assignment 3.5 Aligned Curriculum 3.6 Broad Course of Study

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
	Yellow 41.3% **Scope:** LEA-wide	 Math Red Dashboard -African American Students Math Orange Dashboard -Districtwide Student Status -Hispanic Students -Homeless Students -English Learners -Long Term English Learners -Socioeconomically Disadvantaged Students -Native Hawaiian or Pacific Islander Science Red Dashboard -Long Term English Learners -Students With Disabilities Science Orange Dashboard -English Learners -Homeless Students -Hispanic Students	
3.3	**Action:** Materials- Student Academic Outcomes **Need:** Based on unduplicated student group academic data there is a need to increase student academic outcomes: English Language Arts Orange Dashboard -Long Term English Learners -Homeless Students -Socioeconomically Disadvantaged Students Math Orange Dashboard -English Learners	Supplemental materials are provided to enhance the curriculum and meet the individual needs of the learner to increase student academic outcomes. The action is LEA wide due to the following dashboard results for other student groups: English Language Arts Orange Dashboard -Districtwide Student Status -Homeless Students -Socioeconomically Disadvantaged Students -Long Term English Learners -Students with Disabilities -White Students	3.1 Language Arts, Math, Science Student Outcomes 3.2 English Learner Student Outcomes 3.3 Measurable Results Assessment (MRA) 3.4 Appropriate Teacher Assignment 3.5 Aligned Curriculum 3.6 Broad Course of Study

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
	-Long Term English Learners -Homeless Students -Socioeconomically Disadvantaged Students Science Red Dashboard -Long Term English Learners English Learner Progress Yellow 41.3% **Scope:** LEA-wide	Math Red Dashboard -African American Students Math Orange Dashboard -Districtwide Student Status -Hispanic Students -Homeless Students -English Learners -Long Term English Learners -Socioeconomically Disadvantaged Students -Native Hawaiian or Pacific Islander Science Red Dashboard -Long Term English Learners -Students With Disabilities Science Orange Dashboard -English Learners -Homeless Students -Hispanic Students	
3.4	**Action:** Student Incentives-Student Academic Outcomes **Need:** Based on unduplicated student group academic data there is a need to increase student academic outcomes: English Language Arts Orange Dashboard -Long Term English Learners -Homeless Students -Socioeconomically Disadvantaged Students	Student incentive allocation will be used by each site to purchase items or activities to be used as rewards for increasing student academic outcomes. The action is LEA wide due to the following dashboard results for other student groups: English Language Arts Orange Dashboard -Districtwide Student Status -Homeless Students -Socioeconomically Disadvantaged Students -Long Term English Learners -Students with Disabilities	3.1 Language Arts, Math, Science Student Outcomes 3.2 English Learner Student Outcomes 3.3 Measurable Results Assessment (MRA) 3.4 Appropriate Teacher Assignment 3.5 Aligned Curriculum 3.6 Broad Course of Study

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 Orange Dashboard -English Learners -Long Term English Learners -Homeless Students -Socioeconomically Disadvantaged Students Science Red Dashboard -Long Term English Learners English Learner Progress Yellow 41.3% **Scope:** LEA-wide	-White Students Math Red Dashboard -African American Students Math Orange Dashboard -Districtwide Student Status -Hispanic Students -Homeless Students -English Learners -Long Term English Learners -Socioeconomically Disadvantaged Students -Native Hawaiian or Pacific Islander Science Red Dashboard -Long Term English Learners -Students With Disabilities Science Orange Dashboard -English Learners -Homeless Students -Hispanic Students	

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.

Districtwide Unduplicated Student Count is 76.73% of total student population.

Additional Concentration Grant Funding is used to support the increase in staff to make progress toward the following outcomes:
-Increase student leadership skills and decrease suspensions and discipline issues
-Increase climate and culture to increase student attendance and engagement
-Increase academic outcomes

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 FTE staff to 61 students
Staff-to-student ratio of certificated staff providing direct services to students		1 FTE staff to 18 students

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$37,164,123	10,699,472	28.790%	3.257%	32.047%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$12,624,442.00	$1,527,798.00	$0.00	$0.00	$14,152,240.00	$11,575,907.00	$2,576,333.00

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	Personnel- Student Leadership Skills and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	$2,831,927.00	$0.00	$1,524,348.00	$1,307,579.00			$2,831,927.00	
1	1.2	Professional Development- Student Leadership Skills and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	$75,000.00	$75,000.00	$150,000.00				$150,000.00	
1	1.3	Family Education- Student Leadership Skills and Engagement Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Every other year	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.4	Student Incentives- Student Leadership Skills and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each Year	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.1	Personnel- Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	$1,381,746.00	$10,740.00	$1,392,486.00				$1,392,486.00	
2	2.2	Communication and Education- Student Attendance and Engagement Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	$310,008.00	$150,000.00	$460,008.00				$460,008.00	
2	2.3	Professional Development- Student Attendance and Engagement Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Once every three years	$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.4	Data Platform- Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	$0.00	$28,593.00	$28,593.00				$28,593.00	
2	2.5	Transportation- Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	$0.00	$600,000.00	$600,000.00				$600,000.00	

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	2.6	Facilities- Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	$0.00	$1,000,000.00	$1,000,000.00				$1,000,000.00	
2	2.7	Student Incentives- Student Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	$0.00	$20,000.00	$20,000.00				$20,000.00	
3	3.1	Personnel- Student Academic Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	$6,977,226.00	$0.00	$6,757,007.00	$220,219.00			$6,977,226.00	
3	3.2	Professional Development- Student Academic Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	$0.00	$350,000.00	$350,000.00				$350,000.00	
3	3.3	Materials- Student Academic Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	$0.00	$202,000.00	$202,000.00				$202,000.00	
3	3.4	Student Incentives-Student Academic Outcomes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Each year	$0.00	$20,000.00	$20,000.00				$20,000.00	

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
$37,164,123	10,699,472	28.790%	3.257%	32.047%	$12,624,442.00	0.000%	33.969 %	**Total:**	$12,624,442.00
								LEA-wide Total:	$12,624,442.00
								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**	Personnel- Student Leadership Skills and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,524,348.00	
1	**1.2**	Professional Development- Student Leadership Skills and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
1	**1.3**	Family Education- Student Leadership Skills and Engagement Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	**1.4**	Student Incentives- Student Leadership Skills and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	**2.1**	Personnel- Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,392,486.00	
2	**2.2**	Communication and Education- Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$460,008.00	

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 (%)
		Parent Engagement						
2	**2.3**	Professional Development- Student Attendance and Engagement Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
2	**2.4**	Data Platform- Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,593.00	
2	**2.5**	Transportation- Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600,000.00	
2	**2.6**	Facilities- Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000,000.00	
2	**2.7**	Student Incentives- Student Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	**3.1**	Personnel- Student Academic Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,757,007.00	
3	**3.2**	Professional Development- Student Academic Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	
3	**3.3**	Materials- Student Academic Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$202,000.00	
3	**3.4**	Student Incentives-Student Academic Outcomes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,690,880.00	$15,362,767.00

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**	Personnel- Student Leadership Skills and Engagement	Yes	$3,368,222.00	$3,073,146.00
1	**1.2**	Professional Development- Student Leadership Skills and Engagement	Yes	$300,000.00	$288,254.00
1	**1.3**	Family Education- Student Leadership Skills and Engagement Parent Engagement	Yes	$50,000.00	$800.00
1	**1.4**	Student Incentives- Student Leadership Skills and Engagement	Yes	$20,000.00	$18,084.00
2	**2.1**	Personnel- Student Attendance and Engagement	Yes	$1,201,579.00	$2,034,677.00
2	**2.2**	Communication and Education- Student Attendance and Engagement Parent Engagement	Yes	$464,140.00	$451,012.00
2	**2.3**	Professional Development- Student Attendance and Engagement Parent Engagement	Yes	$50,000.00	$0
2	**2.4**	Data Platform- Student Attendance and Engagement	Yes	$25,856.00	$25,856.00
2	**2.5**	Transportation- Student Attendance and Engagement	Yes	$577,500.00	$639,174.00
2	**2.6**	Facilities- Student Attendance and Engagement	Yes	$1,000,000.00	

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	**2.7**	Student Incentives- Student Attendance and Engagement	Yes	$20,000.00	$19,258.00
3	**3.1**	Personnel- Student Academic Outcomes	Yes	$7,004,083.00	$8,253,672.00
3	**3.2**	Professional Development- Student Academic Outcomes	Yes	$350,000.00	$324,696.00
3	**3.3**	Materials- Student Academic Outcomes	Yes	$239,500.00	$214,778.00
3	**3.4**	Student Incentives-Student Academic Outcomes	Yes	$20,000.00	$19,360.00

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)
$10,414,985	$12,917,867.00	$10,701,269.00	$2,216,598.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Personnel- Student Leadership Skills and Engagement	Yes	$2,867,162.00	$1,419,542.00		
1	1.2	Professional Development- Student Leadership Skills and Engagement	Yes	$300,000.00	$138,615.00		
1	1.3	Family Education- Student Leadership Skills and Engagement Parent Engagement	Yes	$50,000.00	$0.00		
1	1.4	Student Incentives- Student Leadership Skills and Engagement	Yes	$20,000.00	$18,084.00		
2	2.1	Personnel- Student Attendance and Engagement	Yes	$1,201,579.00	$902,066.00		
2	2.2	Communication and Education- Student Attendance and Engagement Parent Engagement	Yes	$464,140.00	$228,745.00		
2	2.3	Professional Development- Student Attendance and Engagement Parent Engagement	Yes	$50,000.00	$800.00		
2	2.4	Data Platform- Student Attendance and Engagement	Yes	$25,856.00	$25,856.00		
2	2.5	Transportation- Student Attendance and Engagement	Yes	$577,500.00	$639,175.00		
2	2.6	Facilities- Student Attendance and Engagement	Yes	$1,000,000.00			

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)
2	**2.7**	Student Incentives- Student Attendance and Engagement	Yes	$20,000.00	$19,258.00		
3	**3.1**	Personnel- Student Academic Outcomes	Yes	$5,732,130.00	$7,174,085.00		
3	**3.2**	Professional Development- Student Academic Outcomes	Yes	$350,000.00	$3,333.00		
3	**3.3**	Materials- Student Academic Outcomes	Yes	$239,500.00	$112,350.00		
3	**3.4**	Student Incentives-Student Academic Outcomes	Yes	$20,000.00	$19,360.00		

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)
$36,185,043	$10,414,985	4.048%	32.831%	$10,701,269.00	0.000%	29.574%	$1,178,486.54	3.257%

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).

California Department of Education
November 2024

	Stanislaus Union	Agnes Baptist	Eisenhut	Chrysler	Mary Lou Dietrich	Prescott	Metric to Measure Progress	Action(s) to Address Need
English Language Arts (points below standard)	AA – 99.2 SWD – 120.9	SWD – 71.1	SWD – 142.8	ALL – 77.8 EL – 77.6 HIS – 87.7 HL – 95.9 SED – 81.2 SWD – 136.1 WH – 81.3	SWD 80.8	HIS – 78.2 SED – 75.4 SWD – 172.2	3.1 3.2 3.3 3.4 3.5 3.6	3.1 3.2 3.3 3.3
Mathematics (points below standard)	AA – 111.2 SWD – 130.8		SWD – 169.4	HL – 104.1 SWD – 144.5 WH – 101.3		HIS – 105.2 HL – 149.1 SED – 106.1	3.1 3.2 3.3 3.4 3.5 3.6	3.1 3.2 3.3 3.4
Chronic Absenteeism (10% of school year)		TMR – 22.5%	AS – 22.7% TMR – 31.7%				2.1 2.2 2.3 2.4 2.5 2.6	2.1 2.2 2.3 2.4 2.5 2.6 2.7
Suspension Rate (suspended at least one day)	AA – 6.4% FY – 15.8%					ALL – 12.2% EL – 13.2% His – 15% SED – 14.4% SWD – 19.7%	1.1 1.2 1.3	1.1 1.2 1.3 1.4
Key	AA – African American SWD – Students with Disabilities FY – Foster Youth TMR – Two or More Races AS - Asian HIS – Hispanic HL – Homeless SED – Socio Economically Disadvantaged WH – White EL – English Learner							