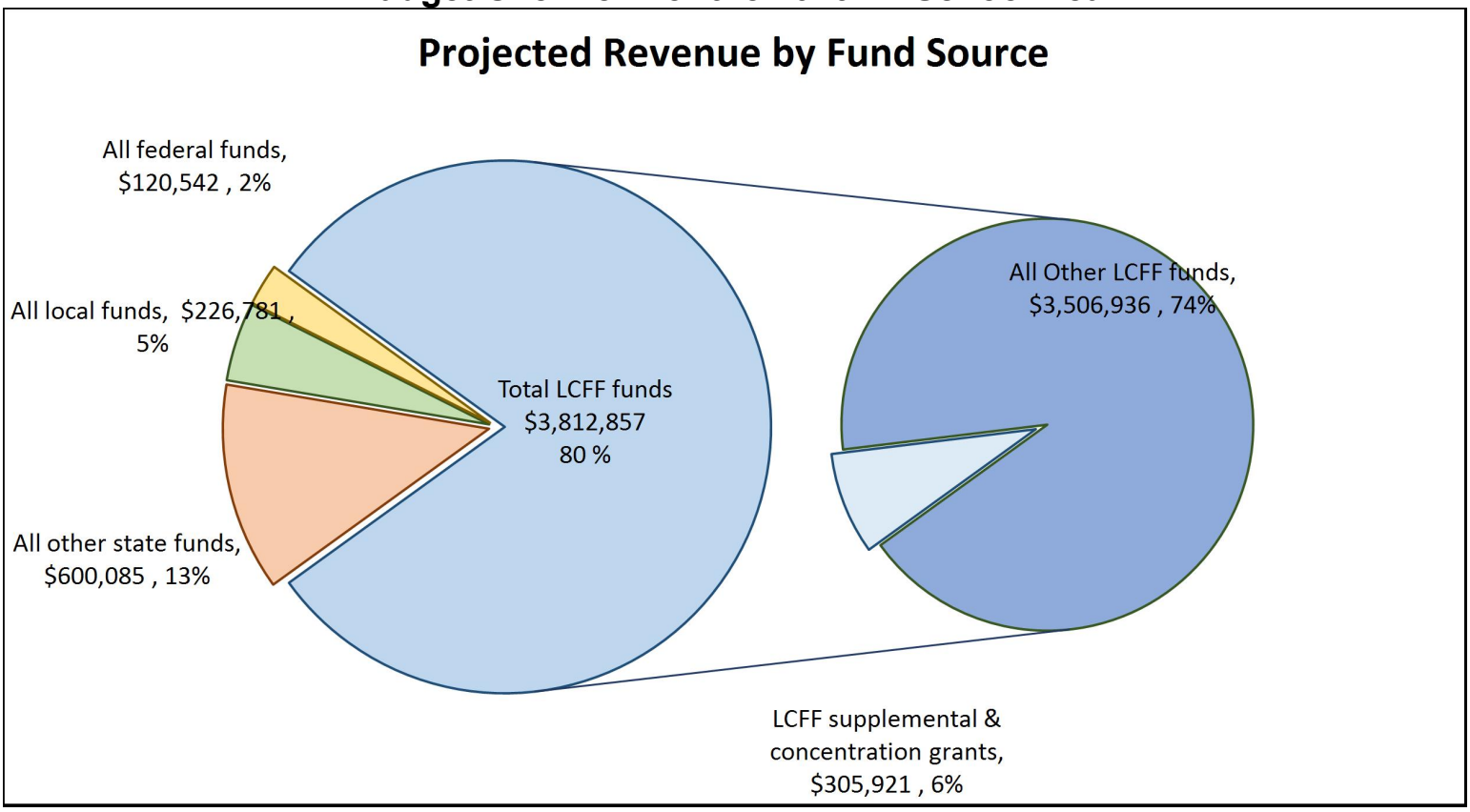
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Janesville Union Elementary School District
CDS Code: 18-64105
School Year: 2026-27
LEA contact information:
Jamie Lewis
Superintendent/Principal
jlewis@janesvilleschool.org
530-253-3660

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

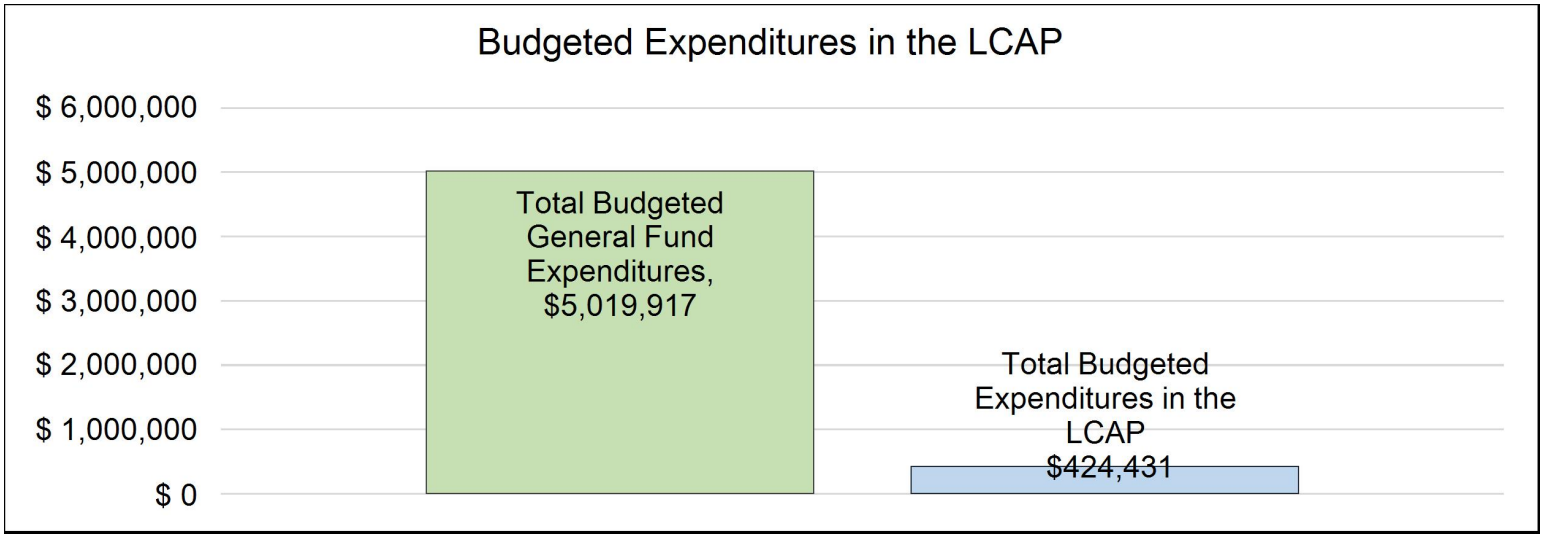



This chart shows the total general purpose revenue Janesville Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Janesville Union Elementary School District is $4,760,265, of which $3,812,857 is Local Control Funding Formula (LCFF), $600,085 is other state funds, $226,781 is local funds, and $120,542 is federal funds. Of the $3,812,857 in LCFF Funds, $305,921 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 Janesville Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Janesville Union Elementary School District plans to spend $5,019,917 for the 2026-27 school year. Of that amount, $424,431 is tied to actions/services in the LCAP and $4,595,486 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

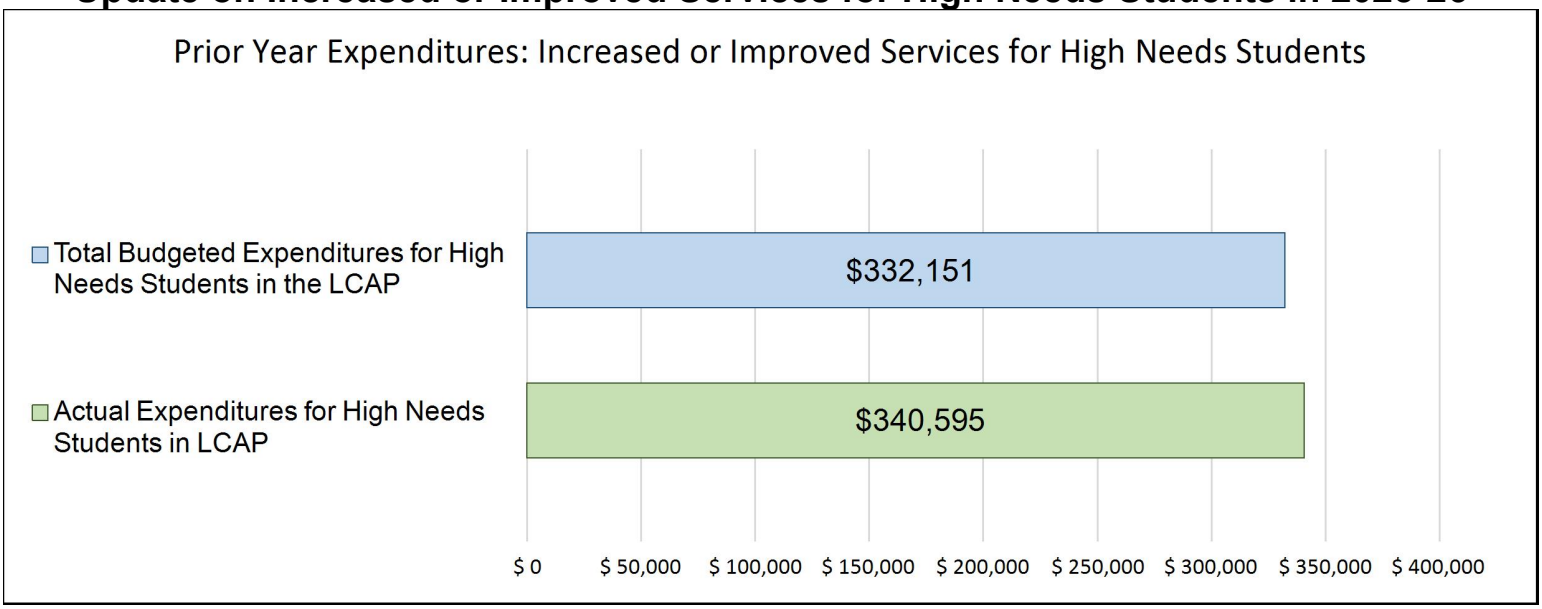
Salaries for all teaching staff and classified staff, curriculum, utilities, maintenance, classroom supplies etc.

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

In 2026-27, Janesville Union Elementary School District is projecting it will receive $305,921 based on the enrollment of Foster Youth, English learner, and low-income students. Janesville Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Janesville Union Elementary School District plans to spend $336,661 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 Janesville Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Janesville Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Janesville Union Elementary School District's LCAP budgeted $332,151 for planned actions to increase or improve services for high needs students. Janesville Union Elementary School District actually spent $340,595 for actions to increase or improve services for high needs students in 2025-26.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Janesville Union Elementary School District | Jamie Lewis<br>Superintendent/Principal | jlewis@janesvilleschool.org<br>530-253-3660 |

# 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.

School Setting & Mission
Janesville Elementary School is a small, rural TK-8 school nestled on the eastern slope of the majestic Sierra Nevada Mountains, serving 302 students from the communities of Janesville and Milford along the Interstate 395 corridor. The school's mission — to prepare our students to be productive citizens and confident authors of their future — is reflected in programs that promote academically challenging instruction and inspire a culture of integrity and empathy. Janesville School places a high value on relationships among staff, students, and the community, and intentionally maintains a small student-to-teacher ratio of 20:1 schoolwide and 18:1 in grades TK-3 to support individualized learning.

Demographics
Janesville celebrates the diversity of its student body, which is 75% White, 16% Hispanic, 4% Native American, and 5% from other racial backgrounds. The largest unduplicated student group is socio-economically disadvantaged students, who comprise 43% of the student population. The school currently serves no foster youth, one English language learner, and no students experiencing homelessness.

Faculty & Staffing
The school is staffed by sixteen teachers (including one resource specialist) and one full-time counselor. The district is geographically large and supports a rural population across two communities.

Educational Program & Culture

Janesville School fosters a well-rounded, inclusive educational experience rooted in strong academic instruction and a focus on the whole child. The school provides learning opportunities beyond the classroom through field trips, school dances, and an extensive array of enrichment and leadership activities.

Extracurricular offerings include:

Clubs: Gardening Club, Band, Chess Club, Coding Club, Geography Bowl Team, Spelling Bee

Athletics: Flag Football, Girls Basketball, Boys Basketball, Cheerleading Squad, Wrestling, Track and Field, Girls Volleyball, Cross Country

Extended Learning: Numerous ELOP academic and enrichment opportunities are offered on weekends and non-school days in the arts, music, dance, reading, and other subject areas.

Janesville maintains a strong focus on Social-Emotional Learning (SEL), fostering an environment where students and staff collaborate to build effective communication, relationships, and teamwork.

Student Voice & Family Engagement
Student voice is valued through an active student council that meets monthly to discuss school issues and plan student-centered events. Parent and family engagement is a priority, supported through:

An extensive classroom volunteer program (VIP)

The School Site Council (SSC)

A district commitment to hosting a minimum of four well-attended school-community events annually, these events are growing in number of attendance since we have started them back up in the 23-24 school year. Continuing to build community engagement and parent partnerships is a focus.

Technology & Library Resources
Janesville School has invested in robust technology infrastructure and modern classroom resources, including a fully equipped computer lab. A dedicated technology staff member ensures that teachers and students can effectively integrate technology into instruction and learning, promoting responsible and safe digital citizenship.

The school library is a bright, modern, and welcoming space supported by a knowledgeable library technician. All classes visit the library weekly, with students able to access resources throughout the school day.

Funding Notes
Janesville Elementary School does not receive Equity Multiplier funding.

# Reflections: Annual Performance

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

Consider changing to: Janesville Elementary School was identified in 2025 for Differentiated Assistance and is currently in Year 2.

Janesville Elementary School has faced a variety of challenges over the past several years including the frequent turnover of school administration up until the 23/24 school year, yearly change in special education teaching staff, some natural disasters including wild fires which have causes stressors for our families and staff and the pandemic; however, through the dedication of district staff and the support of the broader school community, the school is celebrating several notable areas of growth and success:

Improved School Culture and Student Well-Being
(Goal 2: Safe and Productive Learning Environment, Meaningfully Engaged in Learning)
Based on multiple sources of stakeholder feedback including the annual school-based parent survey and input from staff and community partners, Janesville School has observed measurable improvements in overall school culture and the social-emotional well-being of students. The school continues to prioritize the creation of a safe, supportive, and inclusive learning environment where all students can thrive.

As part of this commitment, the school is implementing targeted strategies to address chronic absenteeism, with a specific focus on students with disabilities and socioeconomically disadvantaged students, recognizing the disproportionate impact of attendance barriers on these populations. Through increased family outreach, enhanced access to support services, and individualized attendance interventions, Janesville School aims to ensure all students are present, engaged, and supported in their learning.

Expanded Professional Development and Data-Driven Instruction
(Goal 1: Broad Course of Study; Goal 3: Students Will Make Significant Progress in Meeting or Exceeding State Standards in ELA and Math)
The school has increased dedicated professional development time for both certificated and classified staff. This time is used to analyze academic achievement, attendance, and student engagement data, as well as to deepen instructional and curricular expertise. The ongoing focus on data-driven instructional practices is strengthening the school's ability to make informed decisions that enhance student learning outcomes across all subject areas.

Enhanced Family and Community Engagement
(Goal 2: Safe and Productive Learning Environment, Meaningfully Engaged in Learning)
Through systematically planned family involvement events and strategically designed after-school Extended Learning Opportunities Program (ELOP) activities, Janesville has successfully increased engagement with families, parents, and community partners. These strengthened partnerships are enriching both the academic and extracurricular experiences available to students, providing additional opportunities for learning and connection.

In addition, the school is actively working to reduce suspension rates, particularly among students with disabilities, socioeconomically disadvantaged students, and white students, by implementing restorative practices, behavior supports, and early intervention strategies to promote positive student behavior and equitable disciplinary outcomes.

Demonstrated Success in Math Intervention

(Goal 3: Students Will Make Significant Progress in Meeting or Exceeding State Standards in ELA and Math)
In response to analysis of the California School Dashboard, classroom observations, and teacher feedback, Janesville School implemented a systematic math intervention program during the 2024–25 school year. The program contributed to measurable gains in student performance on the 2024–25 CAASPP math assessment. Given this success, the math intervention program will be continued and further enhanced in the coming school year to support continued growth in mathematics achievement.

To close persistent achievement gaps, the school is also focusing on improving CAASPP scores in both math and ELA for students with disabilities and socioeconomically disadvantaged students through targeted instruction, data-informed interventions, and ongoing progress monitoring.

Expanded Counseling Services Supporting Student Well-Being
(Goal 2: Safe and Productive Learning Environment, Meaningfully Engaged in Learning)
Janesville School expanded its counseling services to a full-time model in the current school year to further support student social-emotional well-being and school climate. Over 70 students have accessed or are actively participating in counseling services this year. Based on this strong level of student engagement and the positive impact observed across the school community, the full-time counseling program will be continued in the upcoming school year.

Consider Adding:
All Student Group: Improved from Red to Yellow for Suspension (-1.7%).
SED: Improved Red to Yellow for Chronic Absenteeism (-2.9%) and improved from Red to Yellow for Suspension (-1.2%).
SWD: Improved from Red to Orange for Chronic Absenteeism (- 1.4%), Improved from Red to Yellow for Suspension (-3.6%), and Improved from Red to  Orange in ELA (+51 points) & improved from Red to Yellow for Math (+45.7 points)
HI: Improved from Red to Orange for Suspension (-2.1%)
WH: Improved from Red to Yellow in Suspension (-5.9%).

Janesville School had no "red" categories in the Dashboard.

Janesville School does not have any unexpended LREBG funds.

# Reflections: Technical Assistance

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

Janesville Elementary School is currently identified for Differentiated Assistance based on California School Dashboard indicators. The Janesville Union School District continues to actively support the school through a structured and collaborative improvement process focused on addressing the needs of identified student groups. The school was identified in the areas of chronic absenteeism and suspension rates for students with disabilities and socioeconomically disadvantaged students, as well as in the areas of English Language Arts and Mathematics for students with disabilities.

Comprehensive Needs Assessment

The District worked collaboratively with school leadership, certificated and classified staff, and the Lassen County Office of Education (LCOE) to conduct a comprehensive needs assessment. This process included analysis of California School Dashboard indicators, 2024–2025 CAASPP performance data, local assessment results, attendance data, suspension data, and school climate information. Through this process, the District identified ongoing needs in foundational literacy and mathematics achievement, student attendance and engagement, and behavioral and social-emotional supports for students. The analysis also identified a need for continued targeted intervention support for identified student groups and strengthened MTSS systems to ensure timely academic and behavioral interventions.

Stakeholder Engagement

Stakeholder engagement continues to be an essential component of the Differentiated Assistance process at Janesville Elementary School. The District gathered input through School Site Council (SSC) meetings, parent meetings, staff collaboration and PLC discussions, and consultation with certificated and classified staff. Student input was also considered through student leadership opportunities and survey feedback. This collaborative process ensured that the identified needs, priorities, and actions reflect the perspectives of the broader school community and align with the goals of continuous improvement.

Evidence-Based Interventions

Based on the needs assessment and stakeholder feedback, Janesville Elementary School continues to implement evidence-based strategies and supports aligned to identified areas of need. These actions include:

Continued implementation of targeted math and literacy intervention programs focused on foundational skills and support for students performing below grade-level standards.
Increased use of progress monitoring tools, local assessments, and PLC data analysis to guide instructional practices and intervention placement.
Continued expansion of MTSS supports, including academic, behavioral, and social-emotional interventions for struggling students and identified student groups.
Ongoing implementation of PBIS, restorative practices, and counseling services to improve school climate, student engagement, and behavioral outcomes.
Attendance improvement efforts including increased family communication, positive attendance incentives, individualized attendance interventions, and regular monitoring through SST and SARB processes when appropriate.
Ongoing professional development for staff focused on data-driven instruction, differentiated instruction, behavior supports, trauma-informed practices, and targeted interventions in ELA and mathematics.

Janesville Elementary School and the District will continue to monitor progress regularly through data review, stakeholder feedback, and ongoing collaboration with LCOE to evaluate the effectiveness of implemented actions and make adjustments to support continuous improvement and improved outcomes for all student groups.

# 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.

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Teachers, School Staff and Students | Monthly Staff Meetings, Surveys, Input from Bargaining Units both JTA and the local CSEA chapter. A whole staff meeting to discuss final actions and services based on needs identified in the Student Survey, Annual Parent Survey and personal insight. Consult with Student Council |
| School Board Member | Monthly School Board Meeting Discussion Items |
| Parents and Community Members | School Site Council Meetings, Parent Advisory Council, Family Engagement Nights |
| Special Education | Monthly SELPA Meetings with County Office of Education, Meetings with Special education parents and families, Meetings with site special education staff |

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

Janesville Union School District is committed to a continuous improvement cycle that ensures the Local Control and Accountability Plan (LCAP) is informed by ongoing and meaningful engagement of educational partners. Throughout the 2025–2026 school year, the District's administrative team proactively created multiple pathways for inclusive input into the LCAP process, fostering shared responsibility for student success across all segments of the school community.

In the context of a small, rural, single-school district, a significant portion of educational partner input was gathered through authentic, relationship-based conversations with parents, teachers, community organizations, local business owners, and county support agencies. These informal but meaningful dialogues occurred throughout the year at school and community events, including athletic events, performances, and school gatherings.

In addition to informal engagement, the District ensured that structured, transparent opportunities for input were embedded in district governance and school operations:
-Monthly School Site Council (SSC)/Parent Advisory Committee (PAC) meetings, with agenized LCAP discussions designed to guide and inform the District's ongoing LCAP work. These meetings were attended by district leadership, the CBO, teachers, classified staff, parents, and community members.
-Monthly Board of Trustees meetings and budget workshops, where LCAP priorities and fiscal alignment were discussed publicly.
-In-house professional learning, monthly teacher meetings, and bi-annual all-staff meetings, where certificated and classified staff provided feedback on instructional practices, classroom engagement, and school climate strategies.
-Student Council meetings, providing an avenue for student voice to inform school climate and engagement-related actions.
-Collective bargaining meetings, where union representatives contributed perspectives on staffing and student support needs.
-Community engagement events such as Open House, TK/Kindergarten Round-Up, and Back to School Night, where feedback was gathered from families in accessible settings.

Given the very small number of English Learners in the district, Janesville does not currently maintain an English Learner Parent Advisory Committee (ELPAC); however, individual engagement with parents of English Learners was conducted through personalized meetings.

Consistent with statutory requirements and principles of transparency and accountability:
A public notice was published on June 16, 2026, inviting comments on proposed LCAP actions and expenditures.
A Public Hearing was held on June 17, 2026, during a regular Board meeting, where the draft LCAP and proposed budget were presented and additional public input was solicited.
The Board of Trustees formally adopted the 2026–27 LCAP on June 17, 2026, following stakeholder review.
As part of the District's commitment to alignment of resources with student needs and to responsive, data-driven decision-making, several key actions in the adopted LCAP were directly shaped by educational partner feedback:
-Action 2.2 was increased to fund a full-time counselor position, addressing strong stakeholder requests for enhanced student mental health services.
-Action 2.5 was expanded to include funding for schoolwide assemblies, supporting positive school culture and engagement as requested by staff, students, and families.
-Action 2.3 was prioritized to address student attendance and engagement, a need identified through local data analysis and highlighted by multiple stakeholder groups.

While additional LCAP actions were also informed by stakeholder feedback, these examples illustrate the District's commitment to ensuring educational partner voice drives continuous improvement and that the LCAP remains a dynamic tool for supporting student learning and well-being.
Janesville Union School District will continue to refine its stakeholder engagement strategies and monitoring practices to ensure that its LCAP remains responsive, transparent, and aligned to the evolving needs of its students and community.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | All Janesville students will have access to a broad course of study and will be taught by highly qualified staff. All curriculum will be aligned to CCSS. All facilities will be maintained in a good to excellent standard.<br><br>Priority 1: Basic<br>Priority 2: Implementation of State Standards<br>Priority 7: Course Access | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Janesville Union School District developed Goal 1 to address clear student needs in foundational literacy and numeracy, as identified through MAP and CAASPP data and stakeholder feedback. A significant number of students are not meeting grade-level expectations, and instructional practices across classrooms lack consistency in materials, assessment, and expectations. Staff and stakeholder input prioritized professional learning and instructional collaboration to strengthen coherence and improve student outcomes. Goal 1 supports these priorities and is a core component of the District's three-goal strategic plan for school-wide improvement.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Priority 1A: CALPADS - Percent of teaching staff are fully credentialed | 2023/24 88.24% | 2024/25 94.12% | 2025/26 94.21% | 2026/27<br><br>100% | 5.97% increased |
| 1.2 | Priority 1A: CALPADS - Percent of teachers are appropriately assigned | 2023/24 88.24% | 2024/25 94.12% | 2025/26 98.75% | 2026/27<br><br>100% | 10.51% increased |
| 1.3 | Priority 1B: Williams Report - Percentage of | 100% Percent of pupils have access to | 100% Percent of pupils have access | 100% Percent of pupils have access | 2026/27 | No difference from baseline for ELA, |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | pupils who have access to standards-aligned instructional materials. | standards-aligned instructional materials for English/Language Arts, Mathematics and History/Social Science.<br><br>0% Percent of pupils have access to standards-aligned instructional materials for Science (NGSS) | to standards-aligned instructional materials for English/Language Arts, Mathematics and History/Social Science and Science. | to standards-aligned instructional materials for English/Language Arts, Mathematics and History/Social Science and Science. | 100% | Math and History Social Science.<br><br>100% increase for Science |
| 1.4 | Priority 1C: FIT Report - Percentage of facilities maintained in good repair | 2023/24 98.62% of facilities are in good repair | 2024/25 98.67% of facilities are in good repair. | 2025/26 98.75% of facilities are in good repair. | 2026/27<br><br>100% | 0.13% |
| 1.5 | Priority 2A: Local Performance Indicator Self-Reflection Tool<br><br>Rating on the district's implementation of state board adopted academic content and performance standards for all students<br><br>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability | 2023/24<br>English Language Arts - 3.19<br><br>English Language Development 2.64<br><br>Mathematics 3.10<br><br>Next Generation Science Standards 2.76<br><br>History Social Science 2.71 | 2024/25<br>English Language Arts 3.33 – Initial Implementation<br><br>English Language Development 3.33 – Initial Implementation<br><br>Mathematics 2.67 – Beginning Development<br><br>Next Generation Science Standards 2.4 – Beginning Development | 2025/26<br>English Language Arts<br>3.27 – Initial Implementation<br>English Language Development 3.13 – Initial Implementation<br>Mathematics 3.53 – Initial Implementation<br>Next Generation Science Standards 3.13 – Initial Implementation<br>History Social Science<br>3.53 – Full Implementation | 2026/27<br><br>English Language Arts - 4.5<br><br>English Language Development 3.5<br><br>Mathematics 4.1<br><br>Next Generation Science Standards 3.75<br><br>History Social Science 3.5 | English Language Arts - +1.31<br><br>English Language Development - +.49<br><br>Mathematics - +1.00<br><br>Next Generation Science Standards - +.99<br><br>History Social Science -+.82 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | History Social Science 2.4 – Beginning Development | | | |
| 1.6 | Priority 2B: Local Performance Indicator - Self Reflection Tool<br><br>Rating on the district's programs and services enabling English learners access to CCSS and ELD standards<br><br>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability | 2023/24<br><br>A measure of Local Performance Indicators measuring the district's programs and services enabling English learners access to CCSS and ELD standards was 2.64 | 2024/25<br>3.33 – Initial Implementation | 2025/26<br>3.13 – Initial Implementation | 2026/27<br><br>3.5 | +.49 |
| 1.7 | Priority 7A: Local Performance Indicator - Self Reflection Tool<br><br>Extent to which students have access to and are enrolled in a broad course of study<br><br>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; | 2023/24<br><br>A measure of Local Performance Indicators measuring the extent to which students have access to and are enrolled in a broad course of study was not conducted in the 2023/24 school year. | 2024/25<br>2.42 – Beginning Development | 2025/26<br>2.36 – Initial Implementation | 2026/27<br><br>4 - Full Implementation | Baseline data was not available. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | 2 – Beginning Development;<br>3 – Initial Implementation;<br>4 – Full Implementation;<br>5 – Full Implementation and Sustainability | | | | | |
| 1.8 | Priority 7B: Rosters and sign-in sheets<br><br>Extent to which students have access to and are enrolled in programs and services developed and provided to low income, English learner and Foster youth students. | 2023/24 75% | 2024/25 100% | 2025/26 100% | 2026/27<br><br>100% | 25% |
| 1.9 | Priority 7C: SEIS<br><br>Extent to which students have access to and are enrolled in programs and services developed and provided to students with disabilities | 2023/24 100% | 2024/25 100% | 2025/26 100% | 2026/27<br><br>100% | No difference from baseline |

# Goal Analysis [2025-26]

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

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

During the 2025–2026 school year, Janesville Union School District made strong progress in implementing the actions outlined under Goal 1. All Janesville students had access to a broad course of study, with all core curriculum aligned to the Common Core State Standards (CCSS). Students were taught by highly qualified and appropriately assigned staff, and the District maintained its commitment to recruiting and retaining effective teachers and paraeducators.

District facilities were consistently maintained at a good to excellent standard. Regular maintenance and improvements were completed throughout the year to ensure that all students and staff worked and learned in safe, clean, and well-maintained environments. The school community expressed satisfaction with the condition of the campus and learning spaces.

Professional learning and instructional collaboration remained a priority. The District provided targeted professional development opportunities for both certificated and classified staff, supporting instructional alignment and promoting best practices in foundational literacy, numeracy, and other academic content areas. Collaboration among grade-level teams strengthened during the year, and the use of aligned instructional materials became more consistent across classrooms. Staff reported that professional learning efforts positively impacted classroom practice, particularly in literacy instruction.

Several challenges and areas for growth were also identified during implementation. While a systematic math intervention program was introduced this year and contributed to positive student gains, both student performance data and stakeholder feedback highlighted a continuing need to expand math intervention supports across all grade levels. In addition, the District recognized the need to adopt and implement a new, comprehensive math curriculum to ensure consistency, rigor, and full alignment with state standards. Addressing math achievement will remain a high priority in the coming year.

Other challenges included the ongoing effort to achieve full alignment in instructional practices and expectations across all classrooms, and the need to balance time for instructional collaboration with other operational and instructional demands. Staffing limitations also impacted the District's ability to deliver all planned professional learning sessions as originally scheduled.

Overall, implementation of Goal 1 was strong, with notable successes in collaboration, curriculum alignment, and facility maintenance. Moving forward, the District is committed to expanding math intervention services, adopting new math curriculum materials, and continuing to strengthen instructional consistency and coherence across all grade levels.

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

For Goal 1, actual expenditures were generally aligned with budgeted amounts; however, some material differences were noted during the 2025-2026 school year.

Action 1.1 increased by 11.9% due to a higher salary placement.
Action 1.2 Due to staffing shortages and scheduling constraints, not all planned professional development activities and instructional collaboration time were implemented to the full extent originally budgeted. Therefore, the District chose to delay some planned instructional material purchases to allow for the adoption of a new, more comprehensive math curriculum in the upcoming year, which resulted in a deferral of certain curriculum-related expenditures.
These adjustments did not significantly impact the District's ability to provide improved services to unduplicated pupils under Goal 1, as efforts to strengthen foundational literacy and numeracy instruction continued through other targeted strategies. The District remains committed to aligning future expenditures with identified student needs, and to ensuring that implementation under Goal 1 continues to support equitable access to a broad, high-quality course of study for all students.

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

The actions implemented under Goal 1 have been partially effective in making progress toward the goal of ensuring that all Janesville students have access to a broad course of study, taught by highly qualified staff, with curriculum aligned to CCSS and facilities maintained to a high standard. Action 1.1 was effective by allowing more manageable class sizes, which led to stronger student-teacher relationships, increased student engagement, improved classroom behavior, and greater academic and social-emotional support for all learners. Action 1.2 has been partially effective as professional development and collaboration time supported improvements in instructional consistency and strengthened foundational literacy instruction, contributing to positive trends in ELA performance. However, progress in numeracy and math instruction was less consistent across grade levels. While the math intervention program introduced this year produced encouraging results on CAASPP scores, a clear need remains for additional math supports and a new, aligned math curriculum across all grades. The District was effective in maintaining facilities and in ensuring that all students had equitable access to a broad range of academic offerings. Moving forward, the District will prioritize adoption of new math curriculum materials and expansion of intervention services to address ongoing needs in math achievement. Strengthening instructional coherence and consistency across all classrooms also remains a critical area for continued work under this goal. Action 1.3 was effective in providing consistent, targeted assistance to students with disabilities, resulting in improved access to services, increased participation in the general education setting, and better academic and behavioral outcomes.

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.

Reflections on prior practice and the review of student achievement data under Goal 1 prompted several key adjustments to planned actions for the coming year. Based on analysis of CAASPP and MAP data, as well as stakeholder feedback, it was determined that mathematics achievement remains an area of significant need. As a result, the District will prioritize the adoption and implementation of a new, comprehensive math curriculum across all grade levels in the coming year. Additionally, the District will expand targeted math intervention services to build on the success of this year's program and to address persistent gaps in foundational numeracy skills. Metrics and target outcomes related to math proficiency will be adjusted to reflect these renewed priorities. While professional development remains a core action under Goal 1, its focus will shift more explicitly toward building instructional capacity in both literacy and mathematics. No changes were made to the goal statement itself, but planned actions and outcome measures have been refined to ensure that the District continues to make meaningful progress toward providing all students with equitable access to a broad, rigorous course of study.

**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** | 1.0 FTE Teacher | The District will continue to employ a 1.0 FTE teacher to reduce the number of multi-grade classrooms, reduce overall class size and allow for more differentiated instruction and improve student/teacher relationships, mental health, engagement, reduced suspensions, and feelings of success. | $91,170.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.2** | High quality professional development | The Superintendent/Principal will work with staff to design a Professional Learning Plan for both certificated and classified staff which directly correlates to data-supported identified needs of the district's Title 1 students, including student sub-groups. The Professional Learning Plan expenditures will include fees for trainers/coaches and pay for professional learning that falls outside the employee's contracted work day. | $6,380.00 | |
| **1.3** | Special Education Paraeducators | The district will maintain employment of one .74 FTE special education paraprofessional to ensure that Janesville students have access to and are enrolled in programs and services developed and provided to students with disabilities. | $59,964.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Janesville will continue to improve and promote a safe, positive and productive learning environment where students are meaningfully engaged in academics as well as a wide variety of co-curricular activities. Parents will feel welcomed and valued as partners in this educational process. Parents will work cooperatively with school personnel to establish priorities and meet goals.<br><br>Priority 3: Parental Involvement<br>Priority 5: Pupil Engagement<br>Priority 6: School Climate | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

District data points and stakeholder indicate the school community climate is a high priority for the district. Attendance is low, chronic absenteeism is high and these two factors have significant impacts on student academic performance and social emotional development. Recognizing that the learning environment strongly influences student and family engagement, school climate, and staff morale, the district has developed the following actions focused on designing a system of engagement through events, multi-directional communication, stakeholder education, mental health supports and expanded learning opportunities.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Priority 3A: CHKS Parent Survey -<br><br>Percentage of parents/guardians who agree/strongly agree that the school district seeks parent input in making | 2023/24 45% | 2024/25 47% of parents/guardians agree/strongly agree that the school district seeks parent input in making | 2025/26 79.31% of parents/guardians agree/strongly agree that the school district seeks parent input in making decisions for | 2026/27<br><br>82% | +34.31% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | decisions for the school district | | decisions for the school district | the school district. | | |
| 2.2 | Priority 3B: CHKS Parent Survey -<br><br>Percentage of parents/guardians who agree/strongly agree that the district promotes parental participation in programs for low income, English learner and foster youth students | 2023/24 Disaggregated data from the CHKS Parent Survey is unavailable | 2024/25 No parent of an English learner, or parent of a student with an IEP completed the survey. Low income students are not disaggregated. | 2025/26 The CHKS survey is no longer administered and the replacement survey does not provide this information. | N/A | N/A |
| 2.3 | Priority 5A: Attendance Rate as measured by Schoolwise | 2023/24 93.78% of attendance at P-2 | 2024/25 94.71% of attendance at P-2 | 2025/26 94.21% at P-2 | 2026/27<br><br>96% | +0.43% |
| 2.4 | Priority 5B: Chronic Absenteeism as measure by Schoolwise | 2023/24 19.42% of students are identified as chronic absentees | 2024/25 13.47% of students are identified as chronic absentees | 2025/26 8.36% of students are identified as chronic absentees | 2026/27<br><br>10% | -11.06% |
| 2.5 | Priority 5C: Percentage of middle school dropouts | 0% of students are middle school dropouts | 2024/25 0% of students are middle school dropouts | 2025/26 0% of students are middle school dropouts | 2026/27<br><br>0% | No difference from baseline |
| 2.6 | Priority 5D: Percentage of high school dropouts | Not relevant since we are a K-8 District | Not relevant since we are a K-8 District | Not relevant since we are a K-8 District | 2026/27<br><br>Not relevant since we are a K-8 District | N/A |
| 2.7 | Priority 5E: Percentage of high school graduation rates | Not relevant since we are a K-8 District | Not relevant since we are a K-8 District | Not relevant since we are a K-8 District | 2026/27<br><br>Not relevant since we are a K-8 District | N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.8 | Priority 6A: Percentage of suspensions | 2023/24 3% of students have been suspended | 2024/25 7.12% of students have been suspended | 2025/26 4.64% of students have been suspended | 2026/27<br><br>1% | +1.64% |
| 2.9 | Priority 6B: Percentage of expulsions | 0% of students who have been expelled | 2024/25 0% of students who have been expelled | 2025/26 0.03% of students who have been expelled | 2026/27<br><br>0% | +0.03% |
| 2.10 | Priority 6C: Percentage of suspensions for students with special needs | 2023/24 3% of suspensions for students with special needs | 2024/25 8.70% of suspensions for students with special needs | 2025/26 1.21% of suspensions for students with special needs | 2026/27<br><br>1% | -1.79% |
| 2.12 | 3C - Local Performance Indicator - Self Reflection Tool<br><br>Rating of the school district's promotion of parental participation in programs for students with disabilities | Disaggregated data from the Local Performance Indicator is unavailable | Disaggregated data from the Local Performance Indicator is unavailable | 2025/26 Due to the extremely small population of special education students at JUSD, releasing this data to the public would compromise student confidentiality. | 2026/27 Increase participation by 10% | N/A |

# 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.

During the 2025–2026 school year, Janesville Union School District implemented the majority of planned actions under Goal 2 with a high degree of fidelity. The District prioritized creating a safe and productive learning environment where students are meaningfully engaged in learning. A major success was the expansion of counseling services to a full-time counselor position, which exceeded the original plan and was in direct response to stakeholder input and identified student needs. Over 70 students accessed counseling services this year, and both student and staff feedback indicated that this support had a positive impact on overall school climate and individual student well-being.

Efforts to promote family and community engagement through planned family involvement nights, Extended Learning Opportunities Program (ELOP) activities, and schoolwide events were also well implemented and contributed to stronger relationships between the school and families. The District observed improved attendance and participation at school events, which further supported its engagement goals.

In addressing chronic absenteeism, the District experienced success through the targeted use of its SART (School Attendance Review Team) and SARB (School Attendance Review Board) processes. The SART/SARB team facilitated structured engagement with parents of chronically absent students, fostering more productive conversations and collaborative problem-solving regarding barriers to attendance. These efforts resulted in improved attendance outcomes for a number of students and strengthened communication between the school and families around the importance of regular attendance.

Targeted interventions have also been implemented to address chronic absenteeism among students with disabilities and socioeconomically disadvantaged students, who are disproportionately affected by barriers to regular school attendance. These efforts include increased communication with families, personalized support plans, and coordination with special education and student support staff to ensure attendance-related issues are addressed proactively and with equity.

In addition, the District has worked to reduce suspensions across all student groups by implementing restorative practices and positive behavior supports. Special attention has been given to reducing suspensions among students with disabilities, socioeconomically disadvantaged students, and white students, based on local suspension data trends. These efforts are aimed at ensuring disciplinary practices are fair, supportive, and focused on keeping students engaged in learning.

However, despite these successes, chronic absenteeism remains an ongoing challenge, and additional efforts are needed to further reduce absenteeism rates. Limited staffing and time constraints also impacted the full implementation of certain planned activities, including the frequency and scope of student leadership opportunities and schoolwide assemblies.

Overall, implementation of Goal 2 produced notable gains in mental health supports, family engagement, and the use of the SART/SARB process to address attendance concerns. The District remains committed to building on these successes in the coming year while continuing to focus on strengthening student connection to school and reducing chronic absenteeism.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 2 during the 2025–2026 school year were primarily related to increased transportation startup costs and lower-than-anticipated expenditures for the Wildcat Card program.

The District’s full-time counseling services remained consistent with prior years, as the counselor position has been maintained at full-time status for several years in order to provide ongoing social-emotional, behavioral, and mental health supports for students. Expenditures in this area remained aligned with the District’s continued commitment to student well-being and school climate improvement.

A significant increase in expenditures occurred within the home-to-school transportation program due to startup costs associated with transitioning to a district-operated transportation system. The District incurred higher-than-anticipated costs related to the purchase of buses, equipment, licensing, insurance, and implementation needs necessary to establish the program. While these initial expenditures exceeded the original budgeted amount, the District anticipates increased long-term efficiency, greater control over transportation services, and improved access for all students, including unduplicated pupils.

Additionally, expenditures for the Wildcat Card program were lower than originally budgeted. The 2025–2026 school year was the first year the District budgeted for this program, and projected costs were overestimated during the planning process. Although actual expenditures were lower than anticipated, the program was successfully implemented and continued to support student engagement, positive behavior incentives, and school connectedness.

Overall, the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services remained substantially aligned with the District's intended goals. The District will continue refining budget projections and expenditure planning based on implementation outcomes and program needs as part of its ongoing continuous improvement process.

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

The actions implemented under Goal 2 have been largely effective in supporting progress toward creating a safe and productive learning environment where students are meaningfully engaged in learning. Action 2.1 was effective in increasing parent participation, providing valuable stakeholder input to guide school decisions, and ensuring that diverse family voices were represented in the planning and evaluation process. Action 2.2 has continued to be highly effective in the expansion of counseling services to a full-time counselor position and well-received, with over 70 students accessing services throughout the year. This increased capacity provided critical support for student mental health and contributed positively to overall school climate and individual student well-being. Action 2.4 and 2.5 were effective, family engagement efforts in strengthening relationships between the school and families, though actual expenditures for family nights were lower than planned, as the events were successfully delivered using fewer resources than initially anticipated. Action 2.3 was partially effective the District also saw success in the use of the SART/SARB process to improve communication and collaboration with families of students experiencing chronic absenteeism, helping some students return to more regular school attendance.

Despite these successes, chronic absenteeism remains a persistent challenge and continues to impact student engagement and academic progress. While the SART/SARB process improved outcomes for some students, additional strategies will be needed to further reduce absenteeism district-wide. In addition, limited staffing and scheduling constraints impacted the scope of certain student engagement activities, such as schoolwide assemblies and leadership opportunities. Moving forward, the District will continue to refine its efforts under Goal 2 to build upon successes and address remaining challenges, with a strong focus on fostering positive school climate, increased attendance, and meaningful engagement for all students.

Action 2.6 was effective during the 2025–2026 school year by increasing student access to reliable home-to-school transportation through the implementation of the District's new transportation program. Although startup costs were higher than originally anticipated, the addition of district-operated transportation services improved the District's ability to provide consistent transportation access for all students, including unduplicated pupils, and increased flexibility in meeting student attendance and participation needs. Action 2.7, the Wildcat Card program, was effective in promoting positive student behavior, engagement, and school connectedness. The program provided students with incentives and recognition for demonstrating positive behaviors and meeting school expectations, contributing to ongoing PBIS and school climate efforts. While expenditures were lower than originally budgeted during the program's first year of implementation, the program was successfully established and supported student engagement throughout the school year.

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

Reflections on prior practice, student outcome data, and stakeholder input led to several adjustments to the planned actions, metrics, and focus areas under Goal 2 for the 2025–2026 school year. The District will continue maintaining the full-time counselor position, which has remained an effective support for student social-emotional well-being, behavioral interventions, and school climate improvement.

Based on attendance and engagement data, the District will strengthen its focus on reducing chronic absenteeism through earlier identification of attendance concerns, increased family communication, individualized attendance support plans, and more consistent monitoring through SST and SARB processes when appropriate.

The District will also expand efforts to improve student engagement and school connectedness through increased student leadership opportunities, schoolwide assemblies, enrichment activities, and continued implementation of the Wildcat Card incentive program. Family engagement activities and family nights will continue to be expanded based on stakeholder feedback supporting stronger school-family partnerships and increased parent involvement opportunities.

Additionally, the District will continue strengthening PBIS, restorative practices, and behavioral intervention supports in an effort to reduce suspensions and better address the social-emotional and behavioral needs of students, particularly for identified student groups. Expanded transportation services through the District-operated transportation program will also continue to support improved student access, attendance, and participation.

Metrics and target outcomes related to attendance, student engagement, family participation, school climate, and behavior supports were reviewed and refined to better align with these updated priorities and the District's continuous improvement efforts. While the overall goal remains unchanged, these adjustments reflect the District's commitment to improving student outcomes and maintaining a safe, supportive, and engaging educational environment for all students.

**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** | Annual Parent/Guardian Survey | The School Site Council and Superintendent/Principal will collaborate on the review and develop a parent survey that will be available online and in paper to ensure the largest response from parents/guardians. The survey will be provided in other languages based on family needs. The Superintendent/Principal will ensure that the survey is ready for distribution each Spring and the CBO will tally survey results. The District will consider using a free survey platform in the 2026/27 school year. | $468.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.2** | 1.0 FTE Counselor | The District will retain a 1.0 FTE counselor. Priority will be given to unduplicated students, however, the services are available to all students in need of counseling. | $71,114.00 | Yes |
| **2.3** | Communication and Re-Engagement Plan to Support Student Attendance | The Superintendent/Principal will facilitate the development of a Communication and Re-Engagement Plan, including parent education and parent outreach explaining the importance of attendance several times throughout the year. This information will also be included in monthly newsletters and other communications. School Attendance Review Team (SART) meetings with parents and student will take place for each student who has an absence rate of 10% or more. Expenditures for this action will fund a portion of the Superintendent/Principal's salary personnel). This action supports the district's technical assistance efforts by directly targeting chronic absenteeism and reducing suspension rates through proactive, personalized parent engagement and early intervention for students at risk of disengagement. | $3,125.00 | Yes |
| **2.4** | Family Outreach Program | The staff member in charge of public relations coordination will facilitate monthly newsletter mailings to parents/guardians, encourage participation in upcoming events and share important information such as resources available to students and families. Expenditures fund stipend for staff member coordinating public relations. | $1,329.00 | Yes |
| **2.5** | Community Events | The Superintendent/Principal will work with teaching and classified staff, School Site Council members and community members to facilitate a variety of events for student, parents/guardians and the community throughout the year to improve school and family connectedness, including Back to School Night, Science Night, Math Night, Family Game Night and other similar events. Expenditures for this action will fund actual costs of events. | $10,239.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **2.6** | Home to School Transportation | Beginning in the 2025/26 school year, the District will be providing transportation in house. Supplemental funds will be used for funding salary and benefits for bus drivers. | $89,813.00 | Yes |
| **2.7** | Wildcat Card Program | The District will continue the "Wildcat Card" Program where students receive a wild card when they exhibit behaviors that are exemplary whether that is behaviorally or academically. | $7,305.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Janesville students will make significant progress in meeting or exceeding state standards in ELA and mathematics.<br><br>Priority 4: Pupil Achievement<br>Priority 8: Other Pupil Outcomes | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Janesville Union School District developed this goal to ensure that all students make significant progress in meeting or exceeding state standards in English Language Arts (ELA) and mathematics. Analysis of CAASPP and local assessment data shows that while the district experienced growth in both ELA and mathematics scores from the 2023–24 to the 2024–25 school year, overall performance remains below district expectations and state targets. Educational partner input and local data further highlight the need to accelerate progress, particularly for students with disabilities and socioeconomically disadvantaged students. This goal reflects the district's commitment to continuous improvement through high-quality instruction, targeted interventions, and equitable access to academic supports—ensuring that all students are prepared to achieve grade-level standards and future success.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Priority 4A: CAASPP assessment for students in grades 3-8<br><br>% of students who met or exceeded standards in ELA and mathematics for all students and socioeconomically disadvantaged students. | 2023/2024<br><br>ELA<br>All Students: 37.25%<br><br>Socioeconomically Disadvantaged: 29.54%<br><br>MATH<br>All Students: 33.99% | 2024/25<br><br>3rd Grade Math:<br>Exceeded/Met 17%<br>Nearly Met 37%<br>Not Met 45%<br><br>4th Grade Math: | 2024/25 CAASPP assessments for students in grades 3-8<br><br>English Language Arts<br>All Students: 45.37% | 2026/27<br><br>ELA<br>All Students: 57%<br><br>Socioeconomically Disadvantaged: 49%<br><br>MATH | Due to leadership changes, inconsistent measurements were used to report test scores. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | The way of reporting CAASPP results has changed due to the continued embargo of data. | Socioeconomically Disadvantaged: 26.44% | Exceeded/Met 16%<br>Nearly Met 58%<br>Not Met 24%<br><br>5th Grade Math:<br>Exceeded/Met 25%<br>Nearly Met 51%<br>Not Met 22%<br><br>6th Grade Math:<br>Exceeded/Met 35%<br>Nearly Met 38%<br>Not Met 25%<br><br>7th Grade Math:<br>Exceeded/Met 36%<br>Nearly Met 25%<br>Not Met 37%<br><br>8th Grade Math:<br>Exceeded/Met 35%<br>Nearly Met 22%<br>Not Met 41%<br><br>3rd Grade ELA:<br>Exceeded/Met 11%<br>Nearly Met 41%<br>Not Met 46%<br><br>4th Grade ELA: | English Language Arts<br>Socioeconomically disadvantaged: 38.15%<br>Math<br>All Students: 36.89%<br>Math<br>Socioeconomically disadvantaged: 24.49% | All Students: 53%<br><br>Socioeconomically Disadvantaged: 46% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Exceeded/Met 41%<br>Nearly Met 20%<br>Not Met 37%<br><br>5th Grade ELA:<br>Exceeded/Met 39%<br>Nearly Met 28%<br>Not Met 31%<br><br>6th Grade ELA:<br>Exceeded/Met 38%<br>Nearly Met 16%<br>Not Met 45%<br><br>7th Grade ELA:<br>Exceeded/Met 44%<br>Nearly Met 25%<br>Not Met 28%<br><br>8th Grade ELA:<br>Exceeded/Met 35%<br>Nearly Met 35%<br>Not Met 29% | | | |
| 3.2 | Priority 8: MAP Assessments<br><br>percentage of students with average or above proficiency in Reading, Language Usage and Mathematics | Spring 2024<br><br>Reading<br>1st - 42%<br>2nd - 34%<br>3rd - 24%<br>4th - 25%<br>5th - 25% | Spring 2025<br><br>Reading<br>1st - 38%<br>2nd - 54%<br>3rd - 39%<br>4th - 51%<br>5th - 41% | Fall 2025/26<br>Reading<br>1st- 28%<br>2nd- 28%<br>3rd- 46%<br>4th- 48%<br>5th- 27%<br>6th- 33% | 2026/27<br><br>Reading<br>1st - 62%<br>2nd - 54%<br>3rd - 54%<br>4th - 55%<br>5th - 51% | <br>Reading<br>1st - -14%<br>2nd - -6%<br>3rd - +22%<br>4th - +23%<br>5th - +2%<br>6th - +2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | ("progress" notations reflect cohort progress) | 6th - 31%<br>7th - 25%<br>8th - 37%<br><br>Language Usage<br>3rd - 17%<br>4th - 33%<br>5th - 34%<br>6th - 49%<br>7th - 36%<br>8th - 34%<br><br>Mathematics<br>1st - 38%<br>2nd - 58%<br>3rd - 36%<br>4th - 13%<br>5th - 17%<br>6th - 29%<br>7th - 28%<br>8th - 40% | 6th - 52%<br>7th - 32%<br>8th - 27%<br><br>Language Usage<br>3rd - 31%<br>4th - 34%<br>5th - 41%<br>6th - 51%<br>7th - 46%<br>8th - 50%<br><br>Mathematics<br>1st - 47%<br>2nd - 65%<br>3rd - 42%<br>4th - 42%<br>5th - 9%<br>6th - 47%<br>7th - 43%<br>8th - 33% | 7th- 36%<br>8th- 47%<br><br>Language usage<br>1st- no data<br>2nd- 30%<br>3rd- 43%<br>4th- 27%<br>5th- 41%<br>6th- 49%<br>7th- 62%<br>8th- 46%<br>Math<br>1st- 37%<br>2nd- 41%<br>3rd- 35%<br>4th- 29%<br>5th- 10%<br>6th- 25%<br>7th- 42%<br>8th- 43% | 6th - 51%<br>7th - 55%<br>8th - 57%<br><br>Language Usage<br>3rd - 47%<br>4th - 53%<br>5th - 54%<br>6th - 70%<br>7th - 56%<br>8th - 54%<br><br>Mathematics<br>1st - 58%<br>2nd - 70%<br>3rd - 56%<br>4th - 43%<br>5th - 47%<br>6th - 49%<br>7th - 48%<br>8th - 60% | 7th - +11%<br>8th - +10%<br><br>Language Usage<br>3rd - +26%<br>4th - -6%<br>5th - +7%<br>6th - no change from baseline<br>7th - +26%<br>8th - +12%<br><br>Mathematics<br>1st - -1%<br>2nd - -17%<br>3rd - -1%<br>4th - +16%<br>5th - -7%<br>6th - -4%<br>7th - +14%<br>8th - +3% |
| 3.6 | Priority 4B: the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University | Not relevant since we are K-8 District. | Not relevant since we are K-8 District. | Not relevant since we are K-8 District. | 2026/27<br><br>Not relevant since we are K-8 District. | N/A |
| 3.7 | Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or | Not relevant since we are K-8 District. | Not relevant since we are K-8 District. | Not relevant since we are K-8 District. | 2026/27<br><br>Not relevant since we are K-8 District. | N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | programs of study that align with SBE-approved career technical education standards and frameworks | | | | | |
| 3.8 | Priority 4D: The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C) | Not relevant since we are K-8 District. | Not relevant since we are K-8 District. | Not relevant since we are K-8 District. | 2026/27<br><br>Not relevant since we are K-8 District. | N/A |
| 3.9 | Priority 4E: The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California | 2023/24 0% | The District had one mid-year enrollment of one EL student. Student will take the summative ELPAC assessment in the Spring of 2025. | 2025/26 The District had one mid-year enrollment of one EL student. Student will take the summative ELPAC assessment in the Spring of 2026. | 2026/27<br><br>0% | No differernce |
| 3.10 | Priority 4F: The English learner reclassification rate | 2023/24 0% | The District had one mid-year enrollment of one EL student. Student will take the summative ELPAC assessment in the Spring of 2025. | 2025/26 The District had one mid-year enrollment of one EL student. Student will take the summative ELPAC assessment in the Spring of 2026. | 2026/27<br><br>0% | No difference |
| 3.11 | Priority 4G: The percentage of pupils who have passed an advanced placement | Not relevant since we are K-8 District. | Not relevant since we are K-8 District. | Not relevant since we are K-8 District. | 2026/27 | N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | examination with a score of 3 or higher | | | | Not relevant since we are K-8 District. | |
| 3.12 | Priority 4H: The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness | Not relevant since we are K-8 District. | Not relevant since we are K-8 District. | Not relevant since we are K-8 District. | 2026/27<br><br>Not relevant since we are K-8 District. | N/A |

# 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.

During the 2025–2026 school year, Janesville Union School District made notable progress in implementing the actions outlined under Goal 3, which focuses on ensuring that students make significant progress in meeting or exceeding state standards in ELA and math. Professional development efforts supported improvements in literacy instruction, and targeted intervention services were provided to students in need of additional support. The introduction of a systematic math intervention program was a key area of focus and contributed to measurable gains in math achievement on the 2024–25 CAASPP assessment. This action was implemented successfully and will be further expanded in the coming year based on its initial effectiveness.

One substantive difference between planned and actual implementation was the decision to delay adoption of a new comprehensive math curriculum in order to allow for additional review and alignment work. While this decision was necessary to ensure a thoughtful selection of high-quality materials, it also meant that existing math instructional materials remained in use this year, which may have limited the consistency of Tier I math instruction across classrooms. In addition, although professional development in literacy was successfully delivered, math-specific professional learning will need to be strengthened in the coming year to support full implementation of the new curriculum and intervention program.

Overall, implementation of Goal 3 actions yielded encouraging results, particularly in math intervention and literacy instruction. However, the continued need for consistent, high-quality math instruction across all grade levels and further development of math-related professional learning were identified as key areas for growth. The District remains committed to building on this year's successes while addressing these areas to ensure continued progress toward achieving the goals of academic excellence in both ELA and math.

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

For Goal 3, actual expenditures during the 2025–2026 school year were generally aligned with budgeted amounts, with some material differences resulting from adjustments in funding sources and implementation costs for planned actions. The District continued implementation of academic intervention supports and instructional programs designed to improve student outcomes in English Language Arts and Mathematics, particularly for unduplicated pupils and identified student groups.

For Action 3.5, the District budgeted $10,000 but expended $2,831. The lower-than-anticipated expenditures were primarily due to the availability of additional allocated funds and grant funding received during the school year, which supported portions of the planned activities and reduced the need to utilize the full budgeted amount within this action.

For Action 3.6, the District budgeted $10,000 but expended $3,250. This difference occurred because student body funds raised for reading incentive activities were utilized to support portions of the program, reducing expenditures from LCFF supplemental and concentration funding sources. Despite the reduced expenditures, the District was still able to successfully implement reading incentive activities and promote student engagement in literacy.

These expenditure differences did not negatively impact the District's ability to provide improved services for unduplicated pupils under Goal 3, as planned academic supports, interventions, and student engagement activities remained in place and effective. Moving forward, the District will continue refining budget projections and coordinating multiple funding sources to maximize available resources while maintaining effective academic and intervention supports for students.

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

The actions implemented under Goal 3 during the 2025–2026 school year were overall effective in supporting progress toward ensuring students make gains in meeting or exceeding state standards in English Language Arts and Mathematics, though some actions were more effective than others and areas for continued growth remain.
Action 3.1 was partially effective. Professional development in ELA, instructional collaboration, and continued focus on literacy instruction contributed to improved consistency in foundational reading and writing practices across grade levels. Staff continued building capacity in literacy instruction through collaboration, data analysis, and professional learning opportunities. However, additional professional development is still needed to further strengthen instructional practices and improve academic outcomes, particularly in mathematics. The District remains committed to continuing to build staff capacity and strengthening instructional alignment across grade levels and subject areas.
Action 3.2 was effective in strengthening assessment practices and improving teachers' ability to analyze and utilize student data to inform instruction. Regular use of assessment data supported more targeted instructional planning, intervention placement, and progress monitoring across grade levels.
Action 3.3 was effective in supporting early literacy development by providing consistent assessment data used to identify students needing intervention and guide targeted instructional supports. The continued focus on foundational literacy skills contributed to improved reading support systems in the primary grades.

Action 3.4 was effective in providing targeted academic interventions and additional instructional support to students demonstrating academic need. Small-group and individualized interventions helped support struggling learners, reinforce core instruction, and address learning gaps in both ELA and mathematics.
Action 3.5 was partially effective. The District's continued implementation of the systematic math intervention program provided targeted support for students with the greatest academic needs and contributed to improved student outcomes in mathematics. Supplemental math supports and intervention programs helped strengthen intervention systems and student access to additional instructional support. However, continued work is needed to strengthen Tier I core math instruction and ensure consistency of instructional practices across classrooms. The District remains committed to maintaining math intervention supports and supplemental curriculum resources to continue improving student achievement in mathematics.
Action 3.6 was effective in promoting student motivation, engagement, and literacy development through reading incentive programs. Building on prior years' success, the District continued implementing reading incentive activities during the 2025–2026 school year, which contributed to increased student participation in reading activities and continued growth in literacy skills. Student engagement in reading improved through incentive-based programs, and the District plans to continue expanding opportunities that promote literacy development and positive reading habits for students across grade levels.

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.

Reflections on prior practice, stakeholder feedback, and analysis of student achievement data led to several adjustments to the planned actions and focus areas under Goal 3 for the 2025–2026 school year and moving into the following school year. The District identified the continued need to strengthen Tier I core instruction in mathematics while maintaining targeted intervention supports for students performing below grade level. As a result, the District will move forward with the adoption and implementation of a new comprehensive math curriculum designed to improve instructional consistency, rigor, and alignment to California State Standards across all grade levels.
To support successful implementation of the new curriculum, the District will increase math-specific professional development opportunities for instructional staff, including training focused on curriculum implementation, instructional strategies, differentiation, and data-driven instruction. The District will also continue implementation and expansion of math intervention supports and supplemental instructional programs to provide targeted assistance for students with the greatest academic needs.
In ELA, the District will continue prioritizing foundational literacy instruction, differentiated instruction, and targeted intervention supports to strengthen reading comprehension, writing, and overall literacy achievement. Reading incentive programs and literacy engagement activities will continue based on their positive impact on student motivation and reading growth.
Metrics and target outcomes related to math achievement, literacy growth, intervention effectiveness, and student academic progress were reviewed and refined to better measure the impact of the new curriculum adoption, professional development efforts, and intervention supports. While the overall goal remains unchanged, these adjustments reflect the District's ongoing commitment to continuous improvement and ensuring all students make meaningful progress toward mastery of state academic standards in both ELA and mathematics.

**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** | Professional Learning for Certificated and Classified Employees | The Superintendent/Principal will work with staff to design a Professional Learning Plan for both certificated and classified staff which directly correlates to data-supported identified needs of the district's students, including differentiation and MTSS strategies to address existing gaps among student sub-groups. The Professional Learning Plan will include fees for trainers/coaches and pay for professional learning that falls outside the employee's contracted work day. | $11,318.00 | No |
| **3.2** | Assessment Licensing and Testing Coordination | The Assessment Coordinator will ensure that all teachers are trained in MAP and CAASPP assessment administration and data analysis, and will support all teachers in assessing all students in MAP Reading, Language Usage and Mathematics during the Fall and Spring summative assessment windows and CAASPP assessments in the spring. This expenditure includes the cost of NWEA MAP Assessment licensing and a stipend for the Assessment Coordinator. | $9,079.00 | Yes |
| **3.3** | Reading Fluency Monitoring | All TK-3rd grade teachers will assess students quarterly for fluency at their grade level. The percentage of proficiency will be monitored by the Title I Coordinator and shared with teachers using Wonders assessments. | $613.00 | No |
| **3.4** | Paraeducator 0.75 FTE | Maintain general education paraeducator staffing to assist with academic interventions and learning loss mitigation. | $33,748.00 | Yes |
| **3.5** | Supplemental Instructional Resources | The Superintendent/Principal will collaborate with teaching staff on identifying and facilitating the purchase of supplemental programs and additional resources based on data drive student needs. | $10,000.00 | Yes |
| **3.6** | Reading Incentive Program | Students will receive a variety of rewards for meeting reading goals both individually and a class groups. | $10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **3.7** | Indirect Costs - Title I | Indirect costs to operate Title I | $4,256.00 | No |
| **3.8** | High Interest Library Books | A variety of high interest books will be purchased by the librarian. | $4,510.00 | 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 |
|---|---|
| $305,921 | $$0.00 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 8.927% | 0.000% | $0.00 | 8.927% |

**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:**<br>1.0 FTE Teacher<br><br>**Need:**<br>Reducing class sizes or combo classes has been shown to benefit students overall. This was considered the best use of funds to benefit unduplicated students and all other students. In addition it helps target students who are not at grade level by keeping class | Having additional teachers can significantly benefit unduplicated students, who are often students from underserved or high-needs backgrounds, such as those who are low-income, or foster youth.<br><br>1. Smaller Class Sizes: With more teachers, class sizes can be reduced, allowing for more individualized attention. This can help address diverse learning needs and provide additional support to students who may need extra help. | 1.5, 1.6, 1.9 |

| 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 |
|---|---|---|---|
| | sizes small and helping provide smaller student to teacher ratios.<br><br>**Scope:**<br>Schoolwide | 2. Tailored Instruction: Additional teachers enable more specialized instruction. There can be more focus on differentiated instruction, where teaching methods and materials are tailored to meet the varied needs of students, including those who are struggling or need advanced challenges.<br><br>3. Improved Student-Teacher Relationships: Smaller class sizes and more teachers mean that students can build stronger relationships with their educators. This can be especially beneficial for unduplicated students, who may benefit from additional mentorship and support.<br><br>4. Enhanced Support Services: Additional teachers can mean more staff to provide targeted interventions, such as additional literacy or math support, special education services. This can help address specific academic challenges faced by unduplicated students.<br><br>5. Broader Curriculum Opportunities: With more teachers, schools can offer a wider range of subjects and extracurricular activities. This can provide unduplicated students with more opportunities to explore interests, build skills, and engage in enrichment activities.<br><br>6. Better Classroom Management: With more teachers, there can be more effective classroom management and a more supportive learning environment. This can reduce behavioral issues and create a more positive and productive classroom atmosphere. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **2.1** | **Action:**<br>Annual Parent/Guardian Survey<br><br>**Need:**<br>Unduplicated pupils are less likely to have their needs and concerns captured through informal school communication channels, due to barriers such as work schedules, language differences, or lack of consistent contact information. Without a structured, LEA-wide survey, these families' specific concerns around academic support, wellness, and access to services may go unheard, limiting the school's ability to tailor interventions to their needs.<br><br>**Scope:**<br>Schoolwide | An annual parent/guardian survey offers numerous benefits for all students, including unduplicated students, as well as the school as a whole.<br><br>Benefits for Students<br>1. Tailored Support: Feedback from parents and guardians helps schools understand the specific needs and concerns of their students, including unduplicated students who may face unique challenges. This information allows schools to tailor support services and interventions more effectively.<br><br>2. Enhanced Communication: Regular surveys encourage open lines of communication between parents/guardians and the school. This can lead to improved relationships and a better understanding of student needs and progress, which benefits all students.<br><br>3. Addressing Specific Needs: For unduplicated students, surveys can highlight areas where additional support might be needed, special education services, or socio-emotional support. Schools can then target resources more effectively.<br><br>Benefits for the School<br>1. Data-Driven Improvements: The feedback from surveys provides valuable data that schools can use to assess their programs and practices. This helps identify strengths and areas for improvement, leading to more effective school-wide strategies and policies. | 2.1, 2.2 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | 2. Enhanced School Climate: Regularly seeking input from parents/guardians helps build a positive school climate. When families feel their voices are heard, it can foster a more collaborative and supportive school environment.<br><br>3. Strategic Planning: Survey results can inform strategic planning and decision-making processes. Schools can use the data to prioritize initiatives, allocate resources, and develop plans that address the needs of all students.<br><br>4. Community Building: Engaging parents/guardians through surveys can strengthen the school community. It demonstrates a commitment to involving families in the educational process and encourages a collaborative approach to addressing challenges and celebrating successes.<br><br>5. Accountability and Transparency: Surveys provide a way for schools to show accountability and transparency. By acting on feedback, schools can demonstrate their responsiveness to community concerns and their commitment to continuous improvement. | |
| **2.2** | **Action:**<br>1.0 FTE Counselor<br><br>**Need:**<br>Unduplicated pupils are more likely to experience stressors that affect their social-emotional well-being and academic engagement, such as family financial instability, placement changes and disrupted | Having a full-time counselor on staff can provide significant support to unduplicated students, who often face additional challenges due to their specific circumstances, such as being from low-income backgrounds, being in foster care, or having special educational needs.<br><br>1. Individualized Support | 2.1, 2.2, 2.3, 2.4, 2.8, 2.9 |

| 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 |
|---|---|---|---|
| | attachments, or the added social and academic pressures of acculturation and language acquisition. These students often lack consistent access to counseling support outside of school, making on-campus counseling essential to addressing their social, emotional, and academic needs.<br><br>**Scope:**<br>Schoolwide | Personal Counseling: A full-time counselor can offer one-on-one counseling to address personal, social, and emotional issues. This support is crucial for unduplicated students who may face additional stressors, such as family instability or financial difficulties.<br><br>2. Social and Emotional Development<br>Social Skills Training: Counselors can provide programs and interventions to develop social skills, conflict resolution, and self-regulation. This is particularly beneficial for unduplicated students who may need additional support in these areas due to various life challenges.<br><br>3. Crisis Intervention<br>Immediate Support: In times of crisis, such as family emergencies or personal trauma, a full-time counselor can provide immediate support and intervention. This ensures that unduplicated students receive the help they need during critical times, reducing the impact of these crises on their education.<br><br>Referral Services: Counselors can refer students and families to community resources, such as food banks, housing assistance, or healthcare services, which can be particularly important for unduplicated students facing socioeconomic hardships.<br><br>4. Family Engagement and Support<br>Parent and Guardian Collaboration: Counselors can work with parents and guardians to address student needs, provide parenting resources, and facilitate family engagement in the educational | |

| 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 |
|---|---|---|---|
| | | process. This support is vital for unduplicated students, whose families may face additional challenges in supporting their education.<br><br>5. Improving School Climate<br>Positive School Environment: Counselors contribute to a positive and inclusive school climate by promoting respect, understanding, and acceptance among students. This is particularly beneficial for unduplicated students, who may experience marginalization or discrimination.<br><br>Anti-Bullying Programs: Counselors can implement and oversee anti-bullying initiatives, helping to create a safe and supportive environment for all students, including those from high-needs backgrounds. | |
| **2.3** | **Action:**<br>Communication and Re-Engagement Plan to Support Student Attendance<br><br>**Need:**<br>Unduplicated pupils are more likely to experience chronic absenteeism due to barriers such as unreliable transportation, unstable housing or frequent placement changes, family work schedules, or health access challenges. These barriers often go unaddressed without targeted outreach, and the resulting absences compound existing academic gaps for these students.<br><br>**Scope:** | Focusing on a plan for engagement and supporting student attendance is crucial for unduplicated students, who often face unique challenges that can impact their school experience.<br><br>1. Addressing Barriers to Attendance<br>Identification of Challenges: A targeted plan helps identify specific barriers that unduplicated students might face, such as transportation issues, family responsibilities, or health concerns. Understanding these challenges allows schools to develop tailored solutions.<br><br>Support Services: By focusing on attendance, schools can implement support services like transportation assistance, health services, or | 2.3, 2.4 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Schoolwide | family outreach programs to address the root causes of absenteeism.<br><br>2. Enhancing Engagement<br>Relevant Curriculum: Engagement plans often involve creating a curriculum that is relevant and responsive to the diverse backgrounds of unduplicated students. This includes incorporating culturally relevant materials and practices that resonate with students and keep them interested in learning.<br><br>Inclusive Practices: Engaging strategies might include differentiated instruction and personalized learning experiences that cater to the unique needs of unduplicated students, helping them feel more included and motivated.<br><br>3. Improving Academic Outcomes<br>Consistency in Learning: Regular attendance is closely linked to academic success. By supporting student attendance, schools help ensure that unduplicated students receive consistent instruction, which is essential for their academic development and performance.<br><br>Early Intervention: A focus on attendance allows for early identification of students who are at risk of falling behind. Schools can then provide timely interventions to address academic gaps and support the students in catching up.<br><br>4. Enhancing Family Involvement<br>Family Engagement: Engagement plans often include strategies to increase family involvement, such as regular communication, workshops, and | |

| 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 |
|---|---|---|---|
| | | parent-teacher conferences. For unduplicated students, strong family-school partnerships are vital in overcoming challenges and supporting their educational success.<br><br>Resources and Training: Providing families with resources and training on how to support their child's education can help them address issues that affect attendance and engagement, such as navigating school systems or supporting learning at home.<br><br>6. Tracking and Monitoring<br>Data-Driven Insights: Effective attendance and engagement plans involve tracking attendance data and student engagement levels. This data helps schools identify trends, monitor progress, and adjust strategies as needed to better support unduplicated students.<br><br>Accountability and Adjustment: Regular monitoring ensures that the strategies implemented are effective and allows schools to make necessary adjustments to better meet the needs of unduplicated students. | |
| **2.4** | **Action:**<br>Family Outreach Program<br><br>**Need:**<br>Unduplicated pupils are more likely to face barriers to staying informed and connected with the school, such as language differences, unstable housing or frequent contact changes, and limited time or access due to work schedules. Without deliberate, consistent | A family outreach program is instrumental in supporting unduplicated students, who may face various challenges due to their backgrounds or circumstances.<br><br>1. Building Stronger Connections<br>Enhanced Communication: Family outreach programs foster regular and meaningful communication between schools and families. For unduplicated students, clear and consistent | 2.1, 2.2 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | outreach, these families may miss critical information about their child's progress, school resources, and available support services.<br><br>**Scope:**<br>Schoolwide | communication helps ensure that families are informed about their child's progress, school events, and available resources.<br><br>2. Addressing Specific Needs<br>Tailored Support: Family outreach programs can identify and address the specific needs of unduplicated students and their families. This includes providing information about and access to resources like food assistance, health services, or housing support.<br><br>Personalized Assistance: Outreach can involve home visits or personalized support to better understand and address the unique challenges that unduplicated students may face, such as language barriers, financial difficulties, or family instability.<br><br>3. Encouraging Family Engagement<br>Educational Resources: Programs can provide families with educational resources and tools to support their child's learning at home. This is particularly important for unduplicated students, as their families might have less access to such resources.<br><br>Workshops and Training: Outreach programs often include workshops or training sessions for parents and guardians on topics like supporting homework, understanding the school system, or promoting positive behavior. This empowers families to more effectively support their children's education.<br><br>4. Supporting Academic Success | |

| 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 |
|---|---|---|---|
| | | Homework Help and Tutoring: Family outreach programs can connect families with additional academic support, such as tutoring services or homework help. This is valuable for unduplicated students who might need extra assistance to succeed academically. | |
| **2.5** | **Action:**<br>Community Events<br><br>**Need:**<br>Unduplicated pupils are more likely to face barriers to engaging with the school through traditional channels, such as language differences, inconsistent contact due to housing instability, or limited flexibility due to work schedules. Informal, low-barrier events help build the relationships and access to information these families may otherwise miss, strengthening home-school connections that support their child's success.<br><br>**Scope:**<br>Schoolwide | Supporting family involvement nights is a powerful strategy for enhancing the educational experience of unduplicated students. These events foster stronger connections between families and schools, which can be particularly impactful for students who face additional challenges.<br><br>1. Enhancing Family Engagement<br>Building Relationships: Family involvement nights provide opportunities for families to engage with teachers and school staff in a relaxed setting. For unduplicated students, building strong relationships with educators can lead to better support and understanding of their unique needs.<br><br>Increased Communication: These events facilitate open communication between families and schools. This is crucial for unduplicated students whose families may face barriers to regular communication due to language differences, work schedules, or other challenges.<br><br>2. Providing Access to Resources<br>Educational Information: Family nights often include sessions that inform parents about academic programs, resources, and strategies to support their child’s learning at home. This is especially valuable for unduplicated students | 2.12 |

| 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 |
|---|---|---|---|
| | | whose families might have limited access to educational resources or information.<br><br>Support Services: Schools can use these events to introduce families to support services available to their children, such as tutoring, counseling, or after-school programs. For unduplicated students, access to these services can make a significant difference in their educational outcomes.<br><br>3. Promoting School Community<br>Creating a Sense of Belonging: Family involvement nights help foster a sense of community and belonging within the school. For unduplicated students, feeling connected to the school community can improve their overall school experience and motivation.<br><br>Celebrating Diversity: These events can highlight and celebrate the diverse backgrounds of students and families, promoting inclusivity and understanding. This can be particularly important for unduplicated students who might otherwise feel marginalized.<br><br>4. Encouraging Parental Involvement<br>Empowering Parents: Family nights empower parents with knowledge and tools to be more involved in their child's education. For unduplicated students, having engaged and informed parents can enhance their educational experience and support their success.<br><br>5. Enhancing School Climate<br>Positive Environment: Family involvement nights contribute to a positive and supportive school | |

| 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 |
|---|---|---|---|
| | | climate. For unduplicated students, a positive environment helps create a more welcoming and engaging place for learning. | |
| **2.6** | **Action:**<br>Home to School Transportation<br><br>**Need:**<br>Unduplicated pupils are more likely to lack access to reliable transportation to and from school due to family financial constraints, lack of a second household vehicle, or housing instability. Without transportation support, these students are at greater risk of chronic absenteeism and reduced access to the school day, directly impacting their academic progress.<br><br>**Scope:**<br>Schoolwide | Supporting home-to-school transportation is crucial for unduplicated students, who may face additional barriers to accessing education.<br><br>1. Improving School Attendance<br>Reducing Absenteeism: Reliable transportation helps ensure that unduplicated students attend school regularly. Students who struggle with transportation are more likely to miss school, which can negatively impact their academic performance and overall success.<br><br>Minimizing Late Arrivals: Transportation support can help reduce tardiness, ensuring that students arrive on time and can participate in the full school day. Regular attendance is essential for academic progress and engagement.<br><br>2. Enhancing Access to Educational Opportunities<br>Equal Access to Programs: For unduplicated students, reliable transportation ensures they can participate in extracurricular activities, after-school programs, and special educational opportunities. Without adequate transportation, these students might miss out on valuable enrichment activities that support their development and learning.<br><br>3. Reducing Barriers Related to Socioeconomic Status<br>Addressing Economic Challenges: Many unduplicated students come from low-income families where accessing reliable transportation might be a significant challenge. Providing | 2.3 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
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| | | transportation support can alleviate this burden, ensuring that economic barriers do not hinder their education.<br><br>4. Enhancing Student Safety<br>Safe Transportation: Reliable and safe transportation ensures that unduplicated students are not exposed to unsafe travel conditions or long, exhausting commutes. Safety concerns can be a significant barrier to consistent school attendance.<br><br>Reduced Risk of Absenteeism: When students have access to safe and reliable transportation, they are less likely to encounter situations that might discourage them from attending school, such as walking long distances or relying on unreliable public transport.<br><br>5. Promoting Equity<br>Leveling the Playing Field: Transportation support helps level the playing field for unduplicated students, ensuring they have the same access to education as their peers. This is particularly important in addressing disparities that might otherwise disadvantage these students.<br><br>Reducing Disparities: By providing transportation, schools can help reduce disparities related to geographic location and access to resources, ensuring that all students have equal opportunities to succeed. | |
| **2.7** | **Action:**<br>Wildcat Card Program<br><br>**Need:** | This action addresses the needs of unduplicated pupils by creating a positive, inclusive school climate that fosters engagement, connectedness, and student motivation—key factors that are often | 2.3, 2.8, 2.9 |

| 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 |
|---|---|---|---|
| | Unduplicated pupils (low-income, foster youth, and English learners) often face barriers to school engagement, consistent attendance, and positive connections with school adults and peers. The Wildcat Card program supports these needs by providing immediate, positive reinforcement for exemplary academic and behavioral performance. This recognition fosters a sense of belonging, builds student confidence, and encourages pro-social behavior—factors that are particularly important for unduplicated pupils who may be at greater risk of disengagement. Offering this program on an LEA-wide basis ensures that unduplicated pupils are included in a positive school climate initiative that promotes equitable access to encouragement, recognition, and strong relationships with school staff.<br><br>**Scope:**<br>Schoolwide | cited as critical to improving outcomes for low-income students, foster youth, and English learners. Unduplicated pupils frequently face barriers to engagement and connection, including inconsistent school attendance, fewer opportunities for positive reinforcement, and social-emotional challenges related to economic instability, trauma, or limited language proficiency. The Wildcat Card program provides these students with immediate, tangible recognition for demonstrating exemplary academic effort, positive behavior, and pro-social contributions, helping to reinforce their sense of belonging and value within the school community.<br><br>By celebrating both academic success and positive behavior, the program builds student confidence and encourages continued engagement with school, which directly supports improved attendance, stronger relationships with staff and peers, and increased academic perseverance—areas where unduplicated pupils may need targeted support. Positive behavioral reinforcement is also a well-documented strategy for reducing disciplinary disparities and promoting equity in school climate.<br><br>Providing this action on an LEA-wide basis is essential to creating a unified, equitable school culture where all students—including unduplicated pupils—can benefit from the same system of recognition and motivation. A schoolwide approach prevents the isolation or stigmatization of unduplicated pupils by embedding their participation in a universal framework of positive support, while ensuring that staff remain attentive | |

| 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 |
|---|---|---|---|
| | | to and responsive to the specific needs of at-risk students within this system. In this way, the Wildcat Card program serves as an inclusive Tier I support that contributes to closing opportunity gaps and promoting equitable access to a supportive and engaging learning environment for all students. | |
| **3.2** | **Action:**<br>Assessment Licensing and Testing Coordination<br><br>**Need:**<br>Unduplicated pupils are more likely to have learning gaps that go undetected without properly coordinated assessment practices, particularly where language proficiency or inconsistent prior schooling can affect how their true academic progress is measured. Well-coordinated assessment and licensing/testing practices help ensure staff can accurately identify these students' needs and design appropriately targeted support.<br><br>**Scope:**<br>Schoolwide | Supporting assessment and testing coordination is critical for effectively supporting unduplicated students, who often face additional challenges that can impact their performance and overall educational experience.<br><br>1. Ensuring Accurate Measurement of Student Progress<br>Tailored Assessments: Coordination allows for the development and implementation of assessments that are tailored to the diverse needs of unduplicated students. This includes creating or adapting assessments that are culturally appropriate, ensuring that these students' true abilities and learning progress are accurately measured.<br><br>Identifying Gaps: Effective assessment coordination helps in identifying learning gaps and areas of need for unduplicated students. By analyzing assessment data, educators can pinpoint specific areas where these students might need additional support or intervention.<br><br>2. Providing Targeted Interventions<br>Data-Driven Instruction: Coordinated assessment efforts provide valuable data that can be used to design targeted interventions. For unduplicated students, this means that educators can | 3.1, 3.2 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | implement strategies and supports specifically designed to address their individual needs, whether those are related to language, learning disabilities, or socio-economic challenges.<br><br>Progress Monitoring: Regular assessment and testing coordination help in monitoring the progress of unduplicated students over time. This ongoing evaluation allows for timely adjustments to interventions and supports, ensuring that they remain effective and responsive to the student's evolving needs.<br><br>3. Supporting Effective Instruction<br>Informing Teaching Practices: Assessment data provides insights into how well instructional methods are working for unduplicated students. Coordinated efforts allow teachers to refine their practices based on this data, adapting their instruction to better meet the needs of these students.<br><br>4. Improving Student Engagement<br>Motivation and Feedback: Timely and constructive feedback from assessments can boost the motivation and engagement of unduplicated students. When students receive clear feedback and understand how they can improve, they are more likely to stay engaged in their learning process.<br><br>Goal Setting: Coordinated assessments help students and teachers set realistic and achievable academic goals. For unduplicated students, having clear goals and understanding their progress can enhance their motivation and focus. | |

| 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 |
|---|---|---|---|
| | | 5. Ensuring Compliance and Accountability<br>Meeting Standards: Coordinated assessment efforts help ensure compliance with educational standards and regulations, which is crucial for maintaining the quality and fairness of assessments for all students.<br><br>Monitoring Achievement Gaps: By tracking performance data and assessing the effectiveness of interventions, schools can hold themselves accountable for addressing achievement gaps among unduplicated students and ensuring that they receive the support they need to succeed. | |
| **3.4** | **Action:**<br>Paraeducator 0.75 FTE<br><br>**Need:**<br>Unduplicated pupils are more likely to show gaps in reading and math based on prior-year data, often due to limited access to academic support outside of school, disrupted schooling, or the added demands of language acquisition. These students benefit from small group intervention and individualized support that a single classroom teacher cannot always provide within whole-group instruction.<br><br>**Scope:**<br>Schoolwide | Having paraeducators in the classrooms provides crucial support for unduplicated students, who often face additional barriers due to factors such as socioeconomic status, or learning disabilities.<br><br>1. Providing Individualized Support<br>Tailored Assistance: Paraeducators can offer individualized support to unduplicated students, helping them with specific academic tasks or challenges. This personalized assistance ensures that students receive the help they need to understand and engage with the curriculum.<br><br>Focused Attention: With additional staff in the classroom, paraeducators can work closely with students who need extra help, allowing teachers to focus on the broader needs of the class while ensuring that unduplicated students receive the targeted support they need. | 3.1, 3.2 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | 2. Enhancing Instructional Effectiveness<br>Small Group Instruction: Paraeducators can lead small group instruction or provide one-on-one support, which is especially beneficial for unduplicated students who might need more intensive help to grasp complex concepts or skills.<br><br>Supplementing Lessons: They can assist in implementing differentiated instruction by supporting various learning stations or activities, thus helping unduplicated students engage with content in ways that match their learning styles and needs.<br><br>3. Enhancing Classroom Management<br>Behavioral Support: Paraeducators can help manage classroom behavior and support students who may have behavioral challenges. For unduplicated students, especially those who may face external stressors, having additional support can create a more structured and positive learning environment.<br><br>Consistency and Stability: Their presence provides additional consistency and stability in the classroom, which is important for students who may face instability or disruptions outside of school, helping them feel more secure and focused on learning.<br><br>4. Facilitating Engagement and Participation<br>Encouraging Participation: Paraeducators can help engage unduplicated students in classroom activities and discussions, encouraging them to participate and contribute. This support can boost | |

| 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 |
|---|---|---|---|
| | | their confidence and involvement in the learning process.<br><br>5. Supporting Social-Emotional Development<br>Building Relationships: Paraeducators often form strong relationships with students, providing additional emotional support and helping to create a supportive and caring classroom environment.<br><br>Conflict Resolution: They can assist with resolving conflicts and addressing social-emotional issues, helping unduplicated students navigate social interactions and develop positive relationships with peers. | |
| **3.5** | **Action:**<br>Supplemental Instructional Resources<br><br>**Need:**<br>Unduplicated pupils are more likely to show gaps in literacy, math, or language skills based on common assessment data, often due to limited access to enrichment materials at home, disrupted schooling, or additional language-development needs. These students benefit from targeted supplemental materials and differentiated instruction to close these gaps and stay on pace with grade-level standards.<br><br>**Scope:**<br>Schoolwide | Supporting the purchase of supplemental programs can be highly beneficial for unduplicated students, who often face additional challenges due to their specific backgrounds or needs.<br><br>1. Targeted Academic Support<br>Customized Learning: Supplemental programs can provide targeted support in areas where unduplicated students may need extra help, such as literacy, math, or language skills. These programs often include differentiated instruction tailored to students' individual needs.<br><br>Intervention Programs: Programs designed for intervention can address academic gaps early, helping unduplicated students catch up and stay on track with their peers.<br><br>2. Enhanced Learning Opportunities<br>Enrichment Activities: Supplemental programs often offer enrichment opportunities that go beyond the standard curriculum, such as | 3.1, 3.2 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | advanced math, science labs, or creative arts. These opportunities can help engage and motivate unduplicated students, providing them with experiences they might not otherwise have.<br><br>Specialized Resources: Programs that include resources like interactive software, educational games, or hands-on materials can make learning more engaging and effective for unduplicated students, supporting different learning styles and needs.<br><br>3. Increased Engagement and Motivation<br>Interactive Learning: Supplemental programs often use interactive and engaging methods to teach concepts. This can be particularly beneficial for unduplicated students, who may be less engaged with traditional teaching methods.<br><br>Personalized Feedback: Programs that provide real-time feedback can help students understand their progress and areas needing improvement, boosting motivation and self-confidence.<br><br>4. Data-Driven Instruction<br>Assessment Tools: Supplemental programs often come with tools for tracking student progress and assessing their needs. This data can help teachers tailor their instruction to better support unduplicated students.<br><br>Informed Interventions: Data from these programs can inform targeted interventions, helping educators make evidence-based decisions to address the specific challenges faced by unduplicated students. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | | |
| **3.6** | **Action:**<br>Reading Incentive Program<br><br>**Need:**<br>Unduplicated pupils (low-income, foster youth, and English learners) at Janesville School often face barriers to consistent reading practice and access to literacy-rich environments. These barriers contribute to achievement gaps in foundational literacy skills, which are critical to long-term academic success. Reading incentives help address this need by increasing student motivation, promoting regular reading habits, and fostering a positive schoolwide culture of literacy. Providing reading incentives on an LEA-wide basis ensures that unduplicated pupils benefit alongside their peers, promoting equitable access to encouragement, recognition, and academic growth opportunities in literacy.<br><br>**Scope:**<br>Schoolwide | The District provides a variety of individual and class-based reading rewards to recognize and encourage students for meeting reading goals. This program is intentionally designed to foster literacy development, promote a culture of reading, and build student motivation and engagement across all grade levels.<br><br>This action meets the needs of unduplicated pupils—including low-income students, foster youth, and English learners—by addressing known barriers to literacy success and by providing equitable access to motivation and recognition opportunities. Unduplicated pupils may have less access to print materials, fewer literacy experiences outside of school, and face additional challenges that can impact reading development. The rewards system provides targeted encouragement and positive reinforcement that helps engage these students in consistent reading practice, which is critical for closing achievement gaps in literacy.<br><br>Providing this action on an LEA-wide basis is necessary because fostering a strong schoolwide culture of reading benefits all students, including unduplicated pupils, and ensures that they are not stigmatized or singled out through separate programs. A universal approach promotes inclusive participation and allows unduplicated students to benefit from peer motivation and class-based recognition. In addition, a schoolwide reading rewards program aligns with the District's | 2.3 |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | focus on Tier I supports that serve all students equitably while allowing for additional targeted interventions where needed.<br><br>By providing this action LEA-wide, the District ensures that all students—including unduplicated pupils—experience a positive and engaging literacy environment, which research shows is essential for sustained reading growth and long-term academic success. | |
| **3.8** | **Action:**<br>High Interest Library Books<br><br>**Need:**<br>Unduplicated pupils are more likely to have limited access to high-interest reading materials at home due to financial constraints or limited access to public libraries. Providing engaging, high-interest books at school helps close this access gap, increasing reading motivation and proficiency for students who might otherwise read less outside of school.<br><br>**Scope:**<br>Schoolwide | While this action is targeting a schoolwide population, priority will be given to the highest need students to ensure full access to interesting reading material. | 3.1, 3.2 |

## *Limited Actions*

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

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

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

## Additional Concentration Grant Funding

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

JUSD does not receive concentration grant funds.

| **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 : 40 | |
| Staff-to-student ratio of certificated staff providing direct services to students | 1 : 20 | |

# 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 | 3,426,832 | 305,921 | 8.927% | 0.000% | 8.927% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $336,661.00 | $3,000.00 | $0.00 | $84,770.00 | $424,431.00 | $351,739.00 | $72,692.00 |

| 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 | 1.0 FTE Teacher | Foster Youth<br>Low Income | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | Annually | $91,170.00 | $0.00 | $91,170.00 | | | | $91,170.00 | |
| 1 | 1.2 | High quality professional development | | | | | | Annually | $0.00 | $6,380.00 | | | | $6,380.00 | $6,380.00 | |
| 1 | 1.3 | Special Education Paraeducators | Students with Disabilities | No | | | | Annually | $59,964.00 | $0.00 | | | | $59,964.00 | $59,964.00 | |
| 2 | 2.1 | Annual Parent/Guardian Survey | Foster Youth<br>Low Income | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | Annually | $0.00 | $468.00 | $468.00 | | | | $468.00 | |
| 2 | 2.2 | 1.0 FTE Counselor | Foster Youth<br>Low Income | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | Annually | $71,114.00 | $0.00 | $71,114.00 | | | | $71,114.00 | |
| 2 | 2.3 | Communication and Re-Engagement Plan to Support Student Attendance | Foster Youth<br>Low Income | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | Annually | $0.00 | $3,125.00 | $3,125.00 | | | | $3,125.00 | |
| 2 | 2.4 | Family Outreach Program | Foster Youth<br>Low Income | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | Annually | $1,329.00 | $0.00 | $1,329.00 | | | | $1,329.00 | |
| 2 | 2.5 | Community Events | Foster Youth<br>Low Income | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | Annually | $0.00 | $10,239.00 | $5,000.00 | | | $5,239.00 | $10,239.00 | |
| 2 | 2.6 | Home to School Transportation | Foster Youth<br>Low Income | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | Annually | $89,813.00 | $0.00 | $89,813.00 | | | | $89,813.00 | |
| 2 | 2.7 | Wildcat Card Program | Foster Youth<br>Low Income | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | On-going | $0.00 | $7,305.00 | $7,305.00 | | | | $7,305.00 | |
| 3 | 3.1 | Professional Learning for Certificated and Classified Employees | All | No | | | | Annually | $0.00 | $11,318.00 | | $3,000.00 | | $8,318.00 | $11,318.00 | |
| 3 | 3.2 | Assessment Licensing and Testing Coordination | Foster Youth<br>Low Income | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | Annually | $3,988.00 | $5,091.00 | $9,079.00 | | | | $9,079.00 | |
| 3 | 3.3 | Reading Fluency Monitoring | All | No | | | All Schools | Annually | $613.00 | $0.00 | | | | $613.00 | $613.00 | |
| 3 | 3.4 | Paraeducator 0.75 FTE | Foster Youth<br>Low Income | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | Annually | $33,748.00 | $0.00 | $33,748.00 | | | | $33,748.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.5 | Supplemental Instructional Resources | Foster Youth<br>Low Income | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | Annually | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 3 | 3.6 | Reading Incentive Program | Foster Youth<br>Low Income | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | On-going | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 3 | 3.7 | Indirect Costs - Title I | All | No | | | | Annually | $0.00 | $4,256.00 | | | | $4,256.00 | $4,256.00 | |
| 3 | 3.8 | High Interest Library Books | Foster Youth<br>Low Income | Yes | Schoolwide | Foster Youth<br>Low Income | All Schools | Annually | $0.00 | $4,510.00 | $4,510.00 | | | | $4,510.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| 3,426,832 | 305,921 | 8.927% | 0.000% | 8.927% | $336,661.00 | 0.000% | 9.824 % | **Total:** | $336,661.00 |
| | | | | | | | | **LEA-wide Total:** | $0.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $336,661.00 |

| 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** | 1.0 FTE Teacher | Yes | Schoolwide | Foster Youth Low Income | All Schools | $91,170.00 | |
| **2** | **2.1** | Annual Parent/Guardian Survey | Yes | Schoolwide | Foster Youth Low Income | All Schools | $468.00 | |
| **2** | **2.2** | 1.0 FTE Counselor | Yes | Schoolwide | Foster Youth Low Income | All Schools | $71,114.00 | |
| **2** | **2.3** | Communication and Re-Engagement Plan to Support Student Attendance | Yes | Schoolwide | Foster Youth Low Income | All Schools | $3,125.00 | |
| **2** | **2.4** | Family Outreach Program | Yes | Schoolwide | Foster Youth Low Income | All Schools | $1,329.00 | |
| **2** | **2.5** | Community Events | Yes | Schoolwide | Foster Youth Low Income | All Schools | $5,000.00 | |
| **2** | **2.6** | Home to School Transportation | Yes | Schoolwide | Foster Youth Low Income | All Schools | $89,813.00 | |
| **2** | **2.7** | Wildcat Card Program | Yes | Schoolwide | Foster Youth Low Income | All Schools | $7,305.00 | |
| **3** | **3.2** | Assessment Licensing and Testing Coordination | Yes | Schoolwide | Foster Youth Low Income | All Schools | $9,079.00 | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| 3 | 3.3 | Reading Fluency Monitoring | | | | All Schools | | |
| 3 | 3.4 | Paraeducator 0.75 FTE | Yes | Schoolwide | Foster Youth Low Income | All Schools | $33,748.00 | |
| 3 | 3.5 | Supplemental Instructional Resources | Yes | Schoolwide | Foster Youth Low Income | All Schools | $10,000.00 | |
| 3 | 3.6 | Reading Incentive Program | Yes | Schoolwide | Foster Youth Low Income | All Schools | $10,000.00 | |
| 3 | 3.8 | High Interest Library Books | Yes | Schoolwide | Foster Youth Low Income | All Schools | $4,510.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $419,921.00 | $422,167.00 |

| 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** | 1.0 FTE Teacher | Yes | $91,170.00 | $102,104.00 |
| **1** | **1.2** | High quality professional development | No | $6,380.00 | $0.00 |
| **1** | **1.3** | Special Education Paraeducators | No | $59,964.00 | $59,964.00 |
| **2** | **2.1** | Annual Parent/Guardian Survey | Yes | $468.00 | $468.00 |
| **2** | **2.2** | 1.0 FTE Counselor | Yes | $71,114.00 | $70,303.00 |
| **2** | **2.3** | Communication and Re-Engagement Plan to Support Student Attendance | Yes | $3,125.00 | $3,125.00 |
| **2** | **2.4** | Family Outreach Program | Yes | $1,329.00 | $1,329.00 |
| **2** | **2.5** | Community Events | Yes | $10,239.00 | $10,239.00 |
| **2** | **2.6** | Home to School Transportation | Yes | $89,813.00 | $104,532.00 |
| **2** | **2.7** | Wildcat Card Program | Yes | $7,305.00 | $4,826.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.1 | Professional Learning for Certificated and Classified Employees | No | $11,318.00 | $11,500.00 |
| 3 | 3.2 | Assessment Licensing and Testing Coordination | Yes | $9,079.00 | $9,079.00 |
| 3 | 3.3 | Reading Fluency Monitoring | No | $613.00 | $613.00 |
| 3 | 3.4 | Paraeducator 0.75 FTE | Yes | $33,748.00 | $33,748.00 |
| 3 | 3.5 | Supplemental Instructional Resources | Yes | $10,000.00 | $2,831.00 |
| 3 | 3.6 | Reading Incentive Program | Yes | $10,000.00 | $3,250.00 |
| 3 | 3.7 | Indirect Costs - Title I | No | $4,256.00 | $4,256.00 |

# 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) |
|---|---|---|---|---|---|---|
| $332,151.00 | $332,151.00 | $340,595.00 | ($8,444.00) | 8.920% | 8.920% | 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 | 1.0 FTE Teacher | Yes | $91,170.00 | $102,104.00 | 2.45% | 2.67% |
| 2 | 2.1 | Annual Parent/Guardian Survey | Yes | $468.00 | $468.00 | .02% | .01% |
| 2 | 2.2 | 1.0 FTE Counselor | Yes | $71,114.00 | $70,303.00 | 1.92% | 1.84% |
| 2 | 2.3 | Communication and Re-Engagement Plan to Support Student Attendance | Yes | $3,125.00 | $3,125.00 | .09% | .09% |
| 2 | 2.4 | Family Outreach Program | Yes | $1,329.00 | $1,329.00 | .03% | .03% |
| 2 | 2.5 | Community Events | Yes | $5,000.00 | $5,000.00 | .13% | .13% |
| 2 | 2.6 | Home to School Transportation | Yes | $89,813.00 | $104,532.00 | 2.41% | 2.74% |
| 2 | 2.7 | Wildcat Card Program | Yes | $7,305.00 | $4,826.00 | .21% | .13% |
| 3 | 3.2 | Assessment Licensing and Testing Coordination | Yes | $9,079.00 | $9,079.00 | .24% | .24% |
| 3 | 3.4 | Paraeducator 0.75 FTE | Yes | $33,748.00 | $33,748.00 | .88% | .88% |
| 3 | 3.5 | Supplemental Instructional Resources | Yes | $10,000.00 | $2,831.00 | .27% | .07% |
| 3 | 3.6 | Reading Incentive Program | Yes | $10,000.00 | $3,250.00 | .27% | .09% |

# 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) |
|---|---|---|---|---|---|---|---|---|
| 3,328,455 | $332,151.00 | 0 | 9.979% | $340,595.00 | 8.920% | 19.153% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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

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