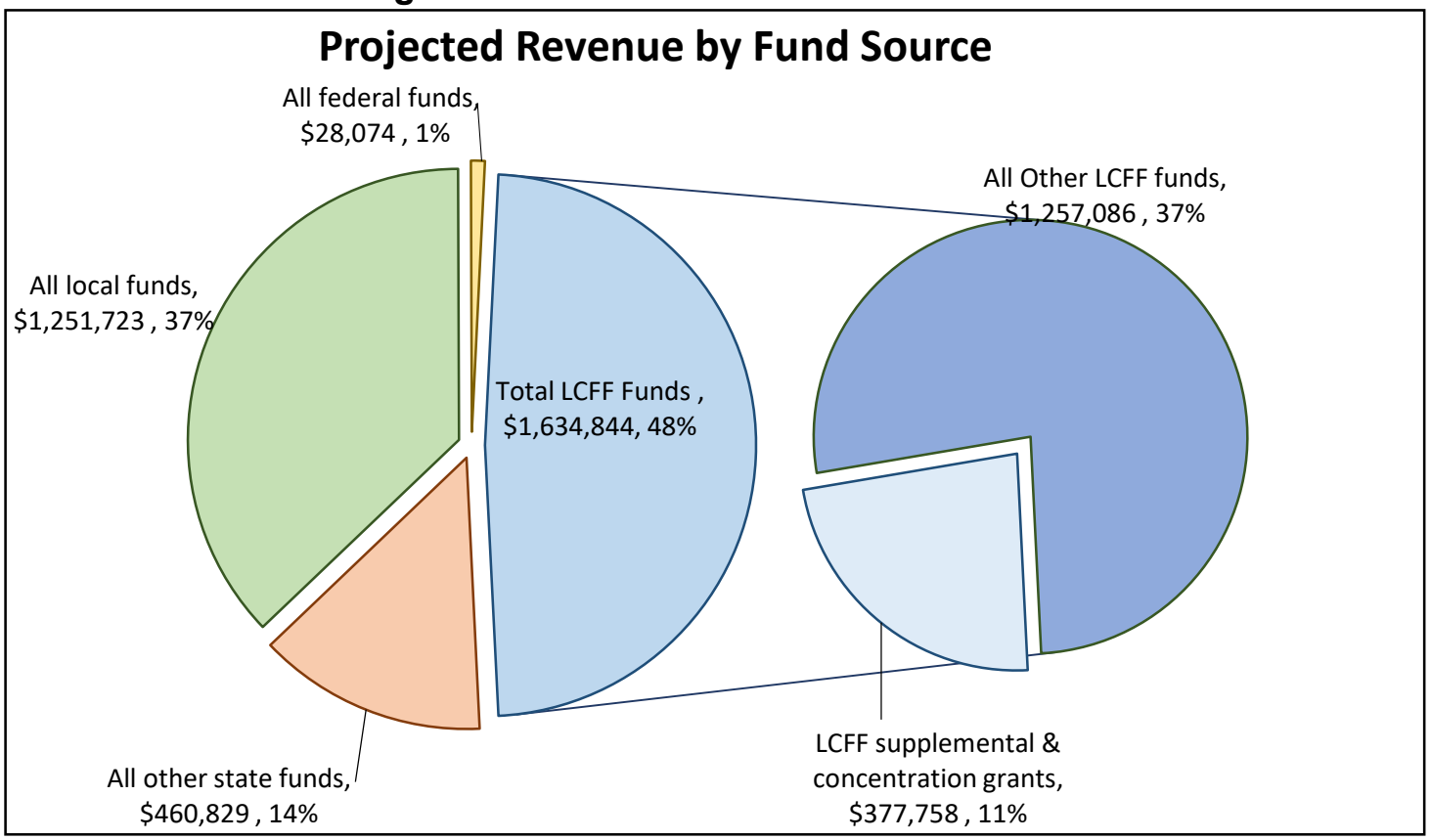
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Winship-Robbins Elementary School District
CDS Code: 51714566053433
School Year: 2026/27
LEA contact information: Dawn Carl, Superintendent dawnc@sutter.k12.ca.us 530-738-4386

SCSOS Approved
08-25-2026

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

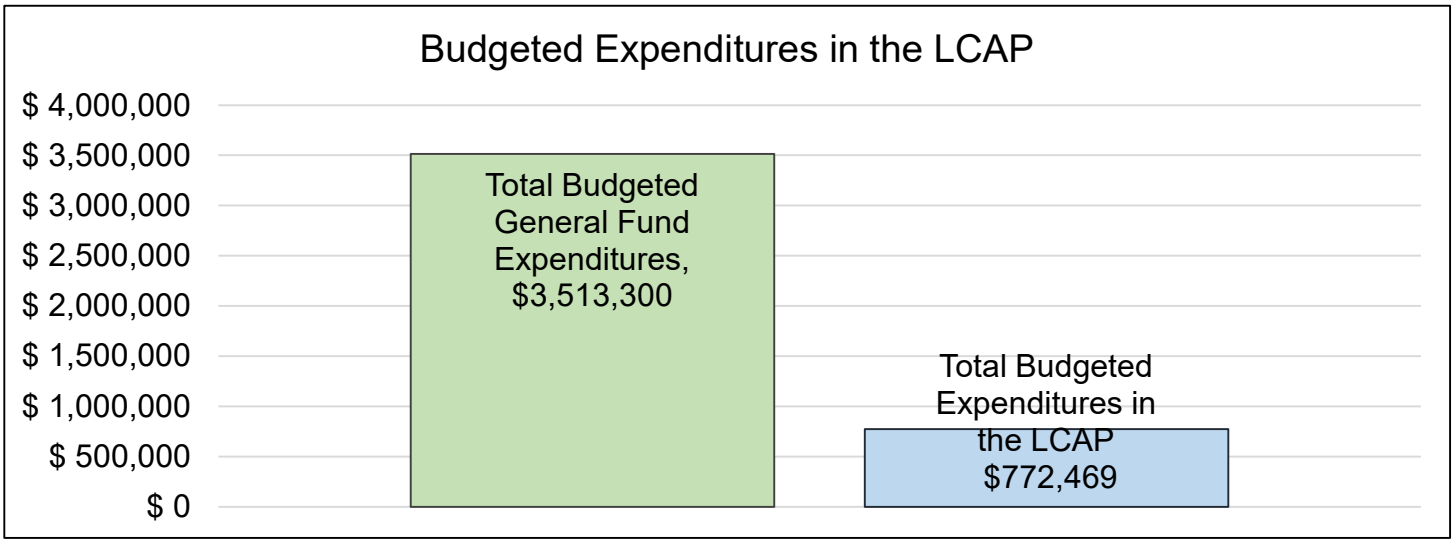


This chart shows the total general purpose revenue Winship-Robbins Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Winship-Robbins Elementary School District is $3,375,470.00, of which $1,634,844.00 is Local Control Funding Formula (LCFF), $460,829.00 is other state funds, $1,251,723.00 is local funds, and $28,074.00 is federal funds. Of the $1,634,844.00 in LCFF Funds, $377,758.00 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 Winship-Robbins 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: Winship-Robbins Elementary School District plans to spend $3,513,300.00 for the 2026/27 school year. Of that amount, $772,469.00 is tied to actions/services in the LCAP and $2,740,831.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

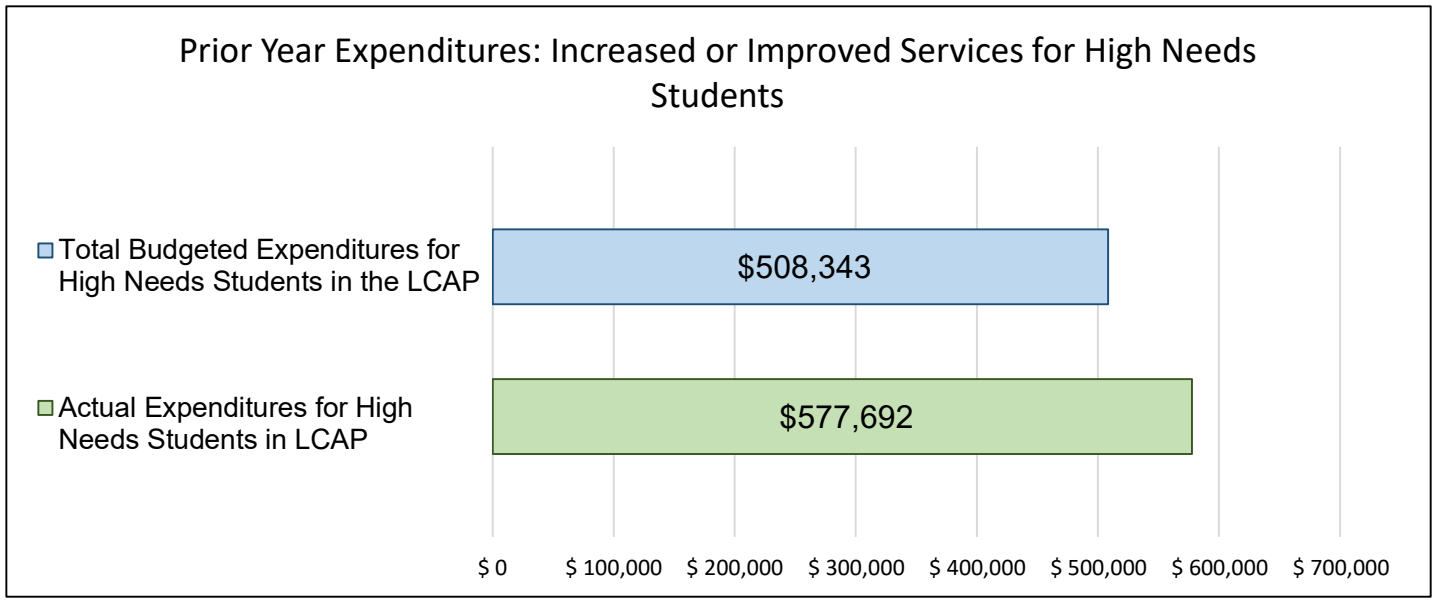
Special Education, Administration, Maintenance and Operation, After-school Program, Cafeteria, and Other Outgo.

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

In 2026/27, Winship-Robbins Elementary School District is projecting it will receive $377,758.00 based on the enrollment of foster youth, English learner, and low-income students. Winship-Robbins Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Winship-Robbins Elementary School District plans to spend $634,665.00 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 Winship-Robbins 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 Winship-Robbins 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, Winship-Robbins Elementary School District 's LCAP budgeted $508,343.00 for planned actions to increase or improve services for high needs students. Winship-Robbins Elementary School District actually spent $577,692.00 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
Winship-Robbins Elementary School District	Dawn Carl Superintendent	dawnc@sutter.k12.ca.us 530-738-4386

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.

Winship-Robbins Elementary School District was formed in July 2005 when Robbins Elementary, a part of Yuba City Unified School District, joined Winship Elementary. Winship had been a one-school district in Sutter County since 1863 and Robbins School dates back to 1927. The reorganization of the two small schools into one district combined resources and strengthened the programs and services available to students. In 2016, Winship became an independent charter school authorized by the district, closing in June 2022. Robbins School, the only school in the district, is a small, rural school in the center of the Sutter Basin, in southern Sutter County. Known for its community involvement and warm, neighborly atmosphere, Robbins School strives for academic excellence through high expectations and strict compliance with the California Standards. Our staff provides students with a positive, safe educational experience that enables our students to attain his or her potential.

Mission

We empower students to succeed by providing opportunities for growth and achievement through hard work, morals, and respect.

Vision

Every student will succeed academically (at or above standards), socially (participate in activities), and civically (be a role model).

Core Values

Honorable* Accountable* Respectful* Hardworking*

The Winship-Robbins Elementary School District serves students in transitional kindergarten (TK) through 8th grade. To support our English learner community, the district offers an early education program including TK for all 4-year-olds and all-day preschool for children ages two and a half to four. Our population of about 110 students is 35% English learners (EL), 73% of our students are low-income, and 37% of our students are inter-district transfers. Our staff members who directly affect student achievement include a superintendent/principal, nine teachers, one preschool teacher, five paraprofessionals, and one technology expert. There is a dedicated team of classified staff members who support all functions of the school district. The district currently authorizes one charter school which develops its own LCAP.

Our rural atmosphere and old-fashioned family values are a rarity in this era, and we are proud to say that our school offers sound educational teaching along with a good dose of character.

Reflections: Annual Performance

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

Based on state and local data, including the 2025 California School Dashboard (Dashboard), 2025 California Assessment of Student Performance and Progress (CAASPP), local assessments, surveys, and input from educational partners, W-RESD reviewed student performance for all significant student groups including Socioeconomically Disadvantaged (SED) and English Learners (EL). Students with Disabilities (SWD) data is not reported in some indicators due to small subgroup size. Where Dashboard suppression rules apply due to subgroup size, the district uses local measures to monitor progress for students with disabilities. This review identified areas of success and areas needing continued improvement that informed planning for the 2026/27 LCAP.

2025 California School Dashboard (Dashboard) Points above/below standard (ELA, Math, and Science)

English Language Arts (ELA)
All: 0.5 above, increased 24.7
Hispanic: 2.1 below, increased 32.3
EL: 37.8 below, increased 21.1
SED: 2.9 below, increased 26.6

Math
All: 28.2 below, increased 15.7
Hispanic: 26.3 below, increased 25.5
EL: 68.4 below, increased 19.3
SED: 33.8 below, increased 24.2

Science
All: 52.6 science points, maintained -1.7

Chronic Absenteeism
All: 14.5%, declined 2.9 percentage points
Hispanic: 11.8%, declined 8.4 percentage points
EL: 5.1%, declined 6.5 percentage points
SED: 17.4%, declined 3.1 percentage points

Suspension Rate
All: 4.2%, increased 3.3 percentage points
Hispanic: 4.2%, increased 3.1 percentage points
EL: 7.7%, increased 5.5 percentage points
SED: 5.3%, increased 4.2 percentage points

Spring 2025 California Assessment of Student Performance and Progress (CAASPP) *Percent Met/Exceeded Standard*

	2024	2025	Change
ELA			
All	44.78%	45.71%	+0.93 percentage points
Hispanic	44.45%	41.38%	-3.07 percentage points
EL	11.11%	5.00%	-6.11 percentage points
SED	42.86%	43.40%	+0.54 percentage points
Math			
All	31.34%	41.43%	+10.09 percentage points
Hispanic	27.78%	41.38%	+13.60 percentage points
EL	5.56%	15.00%	+9.44 percentage points

SED	23.21%	39.63%	+16.42 percentage points
Science			
All	47.06%	30.00%	-17.06 percentage points
Hispanic	38.46%	35.71%	-2.75 percentage points
SED	40%	28.57%	-11.43 percentage points

Local Assessment - Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)

Percentage of Students Grades 2-8 Scoring At or Above 50th Percentile on MAP

	Reading		Math	
	Winter 2025	*Winter 2026*	*Winter 2025*	*Winter 2026*
All	35	56.1	47.5	60.98
SED	32.14	52.55	44.64	63.64
EL	4.55	28.57	9.09	32.14

2026 Surveys

Parents:
- My child's school is a friendly environment for students, parents, and families: 94.87% in 2026; 100% in 2025; 80% in 2024
- My family feels a sense of belonging and connectedness at the school: 94.87% in 2026; 100% in 2025; 90% in 2024
- I have been given different options or ways that I can be involved with the school: 94.87% in 2026; 100% in 2025; 80% in 2024

Students:
- I feel comfortable at school: 80.9% in 2026; 75.4% in 2025; 74.1% in 2024
- I feel supported in my classroom: 89.7% in 2026; 80% in 2025; 74.5% in 2024
- I feel my racial and ethnic identity is welcomed: 92.5% in 2026; 87.7% in 2025; 90.9% in 2024

Staff:
- The school is a safe place to work: 100% in 2026; 100% in 2025; 100% in 2024
- I feel connected to the school: 80% in 2026; 80% in 2025; 92.3% in 2024

Pupil Achievement Summary

-2025 Dashboard

-ELA: All student groups increased on the 2025 Dashboard. The All student group performed slightly above the Standard Met level, while Hispanic and SED student groups were within three points of meeting the standard. Performance levels for the All, Hispanic, and SED student groups improved from Medium (Yellow) to High (Green) and EL stayed at Medium (Yellow).

-Math: All student groups increased performance levels. The All, Hispanic, and SED student groups remained at the Medium

(Yellow) level, while the English learners (EL) improved from Low (Orange) to Medium (Yellow).
-Student Growth: Accelerated growth was observed, with 78.9% of students increasing their ELA scale scores and 63.2% increasing their math scale scores compared to 2024.
-English Learner Progress: The percentage of English learners making progress toward English language proficiency decreased by 10.4 percentage points compared to 2024.

-2025 CAASPP compared to 2024
-ELA: Results were mixed, with increases for the All student group and SED students, while Hispanic and English learners declined slightly.
-Math: Performance improved across all student groups, indicating broad gains in mathematics achievement.
-Science: Performance declined across student groups.

-MAP (grades 2-8)
-Reading and Math: The percentage of students scoring at or above the 50th percentile increased across all student groups, including All students, SED students, and English learners.
-Intervention Needs: Fewer students scored at or below the 20th percentile, indicating a reduction in students requiring Tier III intervention.

A performance gap remains between the All student group and English learners in ELA and math across the Dashboard, CAASPP, and local MAP assessments. While improvement has occurred in several areas, English learners continue to perform at lower levels, indicating a need to strengthen English language development and targeted academic supports.

-Additional Indicators of Progress
-100% of teachers were appropriately assigned and fully credentialed, with no misassignments or vacancies.
-100% of students had access to standards-aligned instructional materials.
-We maintained strong implementation of academic standards across subject areas.
-The percentage of SED students receiving targeted support increased from 78.95% in 2025 to 100% in 2026. EL participation also improved from 73.33% to 86.67%. While SWD reached 100% in 2025, participation slightly decreased to 87.5% in 2026; however, the majority of identified students in this group continue to receive targeted support.

The improvements in Pupil Achievement are largely due to the actions implemented in Goal 1. The part-time Director of Curriculum and Instruction provided ongoing coaching and professional development (Actions 1.1 and 1.7). We maintained small class sizes through additional staffing to support high-quality instruction (Actions 1.2 and 1.3). Student data was monitored using MAP and local assessments to identify students needing additional support and to form MTSS groups in ELA and Math, with daily intervention provided during and after school (Actions 1.4 and 1.5). English learners received 30 minutes of designated ELD daily using the Academic Vocabulary Toolkit and the Ballard & Tighe curriculum, and we examined the Inspect ELPAC assessment to strengthen monitoring of language development. (Action 1.6). A performance gap remains between English learners and the All student group in ELA and math achievement, indicating a continued need to strengthen language development and targeted academic supports. Because state and local data demonstrate improvement in overall student achievement while also identifying continued performance gaps for English learners, we will continue implementing these core actions while refining support for English learners and students needing additional intervention.

The Director of Curriculum and Instruction will continue to support teachers in analyzing data, forming and monitoring intervention groups, and strengthening instructional strategies, with an increased focus on English learner progress and students not meeting MAP growth targets. More frequent data meetings and progress monitoring cycles will be used to adjust instruction and intervention (Action 1.1). Small class sizes will allow for more individualized instruction and targeted intervention (Action 1.2). Data and Progress Monitoring will continue using MAP and local assessments to inform instructional adjustments, with a focus on ongoing data use (Action 1.3). Intervention will continue through MTSS groups in ELA and math, with more frequent monitoring and adjustments to better meet student needs, particularly for English learners (Action 1.4). English learners will continue to receive 30 minutes of daily designated ELD, with more consistent monitoring and an increased emphasis on academic vocabulary and structured language practice (Action 1.5). Professional development will focus on targeted instructional improvement, including SIPPS, math, and TK–8 writing training aligned to identified student needs (Action 1.6).

School Climate Summary:
School climate data from the 2025 Dashboard and 2026 local measures show mixed progress, with strong improvements in attendance and student connectedness alongside an increase in 2025 Dashboard suspension rates.

Chronic Absenteeism (Dashboard & Local Data):
-Chronic absenteeism declined across most student groups on the 2025 Dashboard compared to 2024; however, rates for all student groups remain above desired levels. Local data from April 2026 shows a lower overall chronic absenteeism rate (12.17%); however, rates remain elevated for SED (14.12%), English learners (14.29%), and SWD (13.33%), indicating persistent subgroup disparities.

Attendance (Local Data):
-Attendance increased from 92.45% in April 2025 to 95.65% in April 2026, exceeding the 95% target, including strong rates for SED (95.59%) and English learners (95.52%). Although average daily attendance improved overall, a subset of students continue to miss 10% or more of instructional days, resulting in persistent chronic absenteeism.

Suspension Rates (Dashboard & Local Data):
-Dashboard data shows increased suspension rates across student groups compared to 2024, while local data reflects much lower current rates (1.8% for All students, 0.9% for SED, and 0% for English learners, SWD, and Hispanic students).

School Climate (Parent and Student Input)
-Student survey results indicate increased comfort in communicating with teachers, rising from 72.6% in 2025 to 85.1% in 2026, while 100% of parents continue to report strong home-school communication. These results suggest improved relationships and communication structures because staff prioritized accessibility, responsiveness, and consistent outreach to students and families.
-Parent participation in Trimester 1 conferences remained high but declined slightly across most groups (All: 96%, SED: 93%, EL: 95%, SWD: 100%). This indicates that while engagement remains strong, some families may be experiencing barriers to participation because attendance decreased despite continued outreach efforts, highlighting a need for more targeted engagement strategies.

The actions in Goal 2 contributed to maintaining a safe and supportive school environment. We consistently implemented schoolwide behavior expectations and provided supervision and support for students throughout the school day (Actions 2.1 and 2.2). Staff promoted positive behavior and addressed behavior concerns using preventative and restorative approaches. Attendance and student engagement

were monitored throughout the year using attendance data and ongoing communication with families. Educational partner feedback from students, staff, and families was reviewed to identify areas of strength and opportunities to strengthen school connectedness (Actions 2.3 and 2.4).

In 2026/27, we will increase targeted outreach to students identified as chronically absent, including earlier identification and follow-up to address barriers to attendance (Action 2.1). Communication and engagement opportunities for families will be strengthened through more consistent outreach and relationship-building efforts (Action 2.2). In addition, proactive social-emotional and behavior supports will be expanded, with increased use of counseling services and structured supports to address student needs before behaviors escalate (Action 2.3). The Community School Liaison, attendance monitoring systems, and counseling services will be used to provide earlier intervention, strengthen family engagement, and address student behavior needs, because timely identification of attendance and behavior concerns allows staff to respond with targeted supports, which is expected to improve attendance rates and overall school climate.

Learning Recovery Emergency Block Grant (LREBG)
W-RESD conducted a needs assessment using state and local data including the Dashboard, CAASPP results, MAP assessments, and input from educational partners. Analysis of data identified ongoing academic needs in ELA and math, particularly for English learners and SED students. Approximately 73% of district students are identified as socioeconomically disadvantaged; therefore, the performance of the All student group closely reflects the performance of the SED student group. On the 2025 CAASPP, 45.71% of All students met or exceeded standards in ELA compared to 5.00% of English learners and 43.40% of SED students. In math, 41.43% of All students met or exceeded standards compared to 15.00% of English learners and 39.63% of SED students, demonstrating continued achievement gaps. Local MAP assessment results show similar trends, with 56.10% of All students scoring at or above the 50th percentile in reading compared to 28.57% of English learners and 52.55% of SED students, and 60.98% of All students compared to 32.14% of English learners and 63.64% of SED students in math.

Based on this analysis, we identified the need to continue providing targeted academic interventions, expanded learning opportunities, and supports to address unfinished learning and accelerate student progress. LREBG funds will be used to support additional academic services for pupils, including diagnostic, benchmark, and progress monitoring assessments of pupil learning aligned with Action 1.3 (Data and Progress Monitoring). These assessments will provide timely data to identify learning gaps, monitor student growth, and adjust instruction and intervention strategies because frequent and targeted assessment data allows staff to provide more responsive academic support, particularly for English learners, SED students, and students performing below grade level.

Metrics to Monitor Progress: Metric M.1.9 – Percentage of unduplicated students and students with exceptional needs receiving tutoring or tiered intervention; Metric M.1.10 – Percentage of students scoring at or above the 50th percentile on the winter MAP assessment in ELA and Math; Metric M.1.11 – Percentage of students meeting their MAP growth projection in Reading and Math

Funds: $10,179

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

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.

W-RESD believes strongly that the input of all educational partners is essential to developing goals, actions and services that are implemented districtwide. Throughout this process the needs of our students were discussed and identified using local data in the form of surveys, assessments, and observations to determine the most appropriate goals, actions, and services to address the needs of all students.	
Educational Partner(s)	Process for Engagement
Certificated and Classified Staff – No Bargaining Unit	Survey – December 2026 Meetings – August 7, 8, 27, 2025, September 24, 2025, October 1, 15 & 29, 2025, November 12, 2025, December 3 & 17, 2025, January 14, 21, 28, 2026, February 25, 2026, March 4 & 25, 2026, April 1, 15, 22, 2026, May 13 & 27, 2026. We spend some time during each minimum PD day to discuss our LCAP actions and how they are impacting student performance and any challenges in implementing the actions. In March, we reviewed annual progress, the effectiveness of actions, and educational partner input and in April we discussed potential changes or additions to actions. At the meeting in May this group reviewed the draft LCAP prior to board approval.
Principals/Administrators	N/A
Parents	Survey – February 2026
Students	Survey – February 2026 We have two students as part of our Advisory Committee
ELAC/DELAC	Meetings – August 7, 8, 27, 2025, September 24, 2025, October 1, 15 & 29, 2025, November 12, 2025, December 3 & 17, 2025, January 14, 21, 28, 2026, February 25, 2026, March 4 & 25, 2026, April 1, 15, 22, 2026, May 13 & 27, 2026. During these meetings we reviewed progress on actions in the 2025/26 LCAP; reviewed annual progress and educational partner input; and discussed potential changes or additions to actions. At the meeting in May this group reviewed the draft LCAP prior to board approval.
Parent Advisory Committee (PAC)	Meetings – September 3, 2025, December 3, 2025, May 6, 2026. During these meetings we reviewed progress on actions in the 2025/26 LCAP; reviewed annual progress and educational partner input; and discussed potential changes to actions. At the meeting in May this group reviewed the draft LCAP prior to board approval.
SELPA	Meeting – February 2026

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

The goals, actions, and services in the 2026/27 LCAP are a direct result of consultation with our educational partners, data analysis of student academic and social emotional performance, survey data, and teacher observations. The feedback we received directly impacted the 2026/27 LCAP.

Educational partners agree that small class sizes are essential if we are to continue to increase achievement for all students and that intervention is necessary and should be during the school day. Teachers noted that more English learners need Tier III intervention than students in the All student group in Reading (All: 12.2%; SED: 12.73%; EL: 28.57%) and Math (All: 9.75%; SED: 14.55%; EL: 32.14%). With so many competing needs we believe we must continue to fund additional teachers so we can maintain smaller class sizes (Action 1.2). This action will allow teachers to fully immerse themselves in the standards and skills for one grade level, deliver high-quality instruction, and

provide intervention to struggling students. We will also maintain Action 1.3 Data and Progress Monitoring, and Action 1.4 Intervention and Support.

Staff and parents noted that attendance affects the achievement of students, especially our English learners. The 2025 Dashboard Chronic Absenteeism Rates decreased significantly for our English learners but remained high for our SED students and our 2026 local data shows a significant increase for English learners. Based on educational partner input and attendance outcomes for our English learners we are keeping our attendance action (Action 2.1) with the addition of targeted outreach, including parent meetings, attendance improvement plans, and coordination with the Community School Liaison for students identified as chronically absent or at risk of chronic absenteeism.

Students and parents appreciate the engaging family activities offered and want them to continue. On the 2026 Parent Survey, about 95% of parents reported their family feels a sense of belonging and connectedness at the school compared to 100% in 2025, and about 95% of parents reported the school is a friendly, welcoming environment for students, parents, and families compared to 100% in 2025. Although there was a slight decline, rates remain strong. We attribute this to the work of the Community School Liaison in connecting parents and the community to the school. We will maintain our efforts to improve community outreach by continuing to offer family events each month. The Community School Liaison will also conduct targeted outreach to families who do not attend school events or conferences and provide additional communication and support to increase participation (Action 2.2 Community Outreach).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure that all students are college and career ready by providing rigorous, relevant, and high quality instruction.	Broad

State Priorities addressed by this goal.

Priorities: 1A, 1B, 2A, 2B, 4A, 4E, 4F, 7A, 7B/C, 8

An explanation of why the LEA has developed this goal.

The programs and services implemented through Goal 1 are supporting improvement in student achievement; however, continued work is needed, so we will maintain this goal and its actions. On the 2025 Dashboard, all reported student groups increased in ELA and math. The All student group is slightly above Standard Met in ELA, while Hispanic and SED student groups are within three points of meeting the standard. However, the percentage of English learners making progress toward English language proficiency declined by 7.3 percentage points. On the 2025 CAASPP, two of the four significant student groups increased the percentage of students who Met or Exceeded standards in ELA, and all student groups increased in math, while science results declined.

Local data from MAP assessments (grades 2–8) also show improvement. From Winter 2025 to Winter 2026, the percentage of students scoring at or above the 50th percentile increased in reading and math for all student groups, and fewer students scored at or below the 20th percentile, indicating a reduction in students requiring Tier III intervention.

Although approximately 73% of students are Socioeconomically Disadvantaged, resulting in a smaller gap between the All and SED student groups, a performance gap remains for English learners across the Dashboard, CAASPP, and MAP assessments. Because data show improvement in several areas while also identifying continued needs, we will maintain Goal 1 and its actions while refining strategies to further improve outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.1.1	Priority 1A Percentage of teachers: Appropriately assigned and fully credentialed Misassignments Vacancies Source: Local Data	October 2023 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2024 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2025 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2026 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	No Difference
M.1.2	Priority 1B Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%	January 2026 100%	January 2027 100%	No Difference
M.1.3	Priority 2A Progress (1-5) in making instructional materials that are aligned to standards and frameworks available in all classrooms Source: Local Indicator Tool	January 2024 ELA: 5 ELD: 5 Mathematics: 5 NGSS: 4 HSS: 4	January 2025 ELA: 5 ELD: 5 Mathematics: 5 NGSS: 5 HSS: 4	January 2026 ELA: 4 ELD: 4 Mathematics: 5 NGSS: 5 HSS: 5	January 2027 ELA: 5 ELD: 5 Mathematics: 5 NGSS: 5 HSS: 5	ELA: -1 ELD: -1 Mathematics: 0 NGSS: +1 HSS: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.1.4	Priority 2B Percentage of English learners scoring at or above the 50th percentile on the winter Reading MAP assessment Source: NWEA MAP	Winter 2024 13.79%	Winter 2025 4.55%	Winter 2026 28.57%	Winter 2027 ≥20%	+14.78 Percentage Points
M.1.5	Priority 4A Distance from Standard Met on CAASPP *Points above/below standard* Source: CA School Dashboard	2023 Dashboard <u>ELA</u> All: 38.4 below Hispanic: 46.6 below SED: 45.5 below EL: 68.8 below <u>Math</u> All: 66.7 below Hispanic: 70.4 below SED: 75.1 below EL: 84.4 below	2024 Dashboard <u>ELA</u> All: 24.2 below Hispanic: 34.4 below SED: 29.6 below EL: 58.9 below <u>Math</u> All: 43.9 below Hispanic: 51.9 below SED: 58 below EL: 87.6 below <u>Science</u> All: 10.5 below	2025 Dashboard <u>ELA</u> All: 0.5 above Hispanic: 2.1 below SED: 2.9 below EL: 37.8 below <u>Math</u> All: 28.2 below Hispanic: 26.3 below SED: 33.8 below EL: 68.4 below <u>Science</u> All: 52.6 science points	2026 Dashboard <u>ELA</u> All: ~~23 below~~ 3 above Hispanic: ~~35~~ ~~27~~ 0.5 below SED: ~~31~~ ~~20~~ 0.5 below EL: ~~59~~ ~~50~~ 33 below *Updated 2025 & 2026* <u>Math</u> All: ~~57~~ ~~35~~ 23 below Hispanic: ~~6145~~ 22 below SED: ~~66~~ ~~48~~ 30 below EL: ~~75~~ 65 below *Updated 2025 & 2026* <u>Science</u> All: 4 below *Added 2025*	<u>ELA</u> All: +38.9 Hispanic: +44.5 SED: +42.6 EL: +31 <u>Math</u> All: +38.5 Hispanic: +44.1 SED: +41.3 EL: +16 <u>Science</u> N/A
M.1.6	Priority 4E Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: Dashboard	2023 Dashboard 45.2%	2024 Dashboard 48.3%	2025 Dashboard 37.9%	2026 Dashboard 60%	-7.3 Percentage Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.1.7	Priority 4F Percentage of English learners who are reclassified Source: Local Data	2023/24 School Year 19.51%	2024/25 School Year 13.16%	2025/26 School Year 15.38%	2026/27 School Year ≥25%	-4.13 Percentage Points
M.1.8	Priority 7A Progress (1-5) implementing academic standards for all students Source: Local Indicator Tool	January 2024 Health Education: 3 PE: 5 VAPA: 5	January 2025 Health Education: 3 PE: 5 VAPA: 5	January 2026 Health Education: 3 PE: 5 VAPA: 5	January 2027 Health Education: 5 PE: 5 VAPA: 5	Health Education: 0 PE: 0 VAPA: 0
M.1.9	Priority 7B/C Percentage of unduplicated students and students with exceptional needs in grades 2-8 scoring at or below the 20th percentile on the NWEA MAP fall ELA and/or Math assessment, receiving tutoring or tiered intervention Source: Attendance in programs	January 2024 SED: 50% EL: 53.33% SWD: 80%	January 2025 SED: 78.95% EL: 73.33% SWD: 100%	January 2026 SED: 100% EL: 86.67% SWD: 87.50%	January 2027 SED: ≥80% EL: ≥80% SWD: ≥80%	Percentage Points SED: +50 EL: +33.34 SWD: +7.5
M.1.10	Priority 8 Percentage of students (2nd- 8th) scoring at or above the 50th percentile on the winter MAP assessment in ELA and Math Source: NWEA MAP	Winter 2024 <u>Reading</u> 51.72% All 52.50% SED 13.79% EL <u>Math</u> 54.54% All 48.78% SED 30% EL	Winter 2025 <u>Reading</u> 35% All 32.14% SED 4.55% EL <u>Math</u> 47.5% All 44.64% SED 9.09% EL	Winter 2026 <u>Reading</u> 56.10% All 52.55% SED 28.57% EL <u>Math</u> 60.98% All 63.64% SED 32.14% EL	Winter 2027 <u>Reading</u> ≥57.50% All ≥58.50% SED ≥20.00% EL <u>Math</u> ≥60.00% All ≥57.00% SED ≥36.50% EL	Percentage Points <u>Reading</u> +4.38 All +0.05 SED +14.78 EL <u>Math</u> +6.44 All +14.86 SED +2.14% EL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.1.11	Priority 8 Percentage of students (2nd-8th) who met their growth projection (fall to winter) on the MAP assessment in Reading and Math Source: NWEA MAP	Winter 2024 Reading 48.27% All 50.00% SED 44.83% EL Math 59.77% All 63.41% SED 53.33% EL	Winter 2025 Reading 43.04% All 44.64% SED 45.45% EL Math 62.03% All 64.29% SED 54.55% EL	Winter 2026 Reading 54.22% All 53.57% SED 37.04% EL Math 63.86% All 64.29% SED 66.67% EL	Winter 2027 Reading ≥55% All ≥55% SED ≥50% EL Math ≥65% All ≥66% SED ≥58% EL	Percentage Points Reading +5.95 All +3.57 SED -7.79 EL Math +4.09 All +0.88 SED +1.22 EL

Goal Analysis for 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.

We were successful in implementing the actions and services in Goal 1.

W-RESD's part-time Director of Curriculum & Instruction provided on-going professional development (PD) and coaching to support the implementation of the use of data when forming intervention groups; intervention strategies; and the implementation of the California (CA) standards, frameworks, and materials. Professional development was also provided in Science with SCSOS staff; the Science of Reading; unpacking standards in math; lesson study in math; and book study with *Building Thinking Classrooms* in math. Our TK-2nd grade teachers worked on curriculum; classroom management and how to maximize learning time and implement rotations to meet the needs of students; and productive struggle in math. (Action 1.1 Part-time Director of Curriculum and Instruction and Action 1.7 Professional Development Services)

We provided high quality instruction to all students including unduplicated pupils and individuals with exceptional needs with appropriately assigned teachers. Our staff included additional staff for small class sizes. (Actions 1.2 Additional Teacher to Eliminate Combo Class and 1.3 Staff for Small Class Sizes)

The Data & Technology Coordinator, Director of Curriculum & Instruction, and the Superintendent monitored and maintained data through Illuminate and our local spreadsheets. A local tool was used to track benchmark data for every grade level for each assessment point in the year. The Director of Curriculum & Instruction supported teachers in the use of data from our MAP and local assessments to analyze student progress and identify students in need of intervention. We evaluated the cut points for our universal assessment system. Students in K-2nd grades were given the Reading Difficulties Screener, Multitudes. Teachers and four paraeducators provided intervention to all students during the school day as well as numerous students after school. We formed MTSS groups for math and ELA intervention for students in grades 1-8 for 30 minutes per day, 5 days per week. In addition, TK-2nd grade students received 20 minutes of SIPPS instruction daily until they reached benchmarks. We purchased one class set of Chromebooks. (Actions 1.4 Data and Progress Monitoring and 1.5 Interventions and Supports)

All EL students had 30 minutes per day of English language development instruction each day. Students were grouped based on their ELPAC level; instruction using Kate Kinsella's Academic Vocabulary Toolkit occurred daily in each class for all students; we continue to use Ballard & Tighe ELD curriculum and we examined the Inspect ELPAC assessments in Illuminate to use as a local assessment in the 2026/27 school year. (Action 1.6 Core Instruction for English Learners)

There were no substantive differences in planned actions and actual implementation of the actions.

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.

There were no material differences between budgeted and actual expenditures for Goal 1. Total expenditures were slightly higher than projected ($540,795.57 actual vs. $535,993.00 budgeted), representing a difference of $4,802.57, which is not significant relative to the overall goal budget. Variances across individual actions were primarily due to step and column salary increases. In Action 1.7, professional development costs were lower than budgeted because fewer new teachers required training. In Action 1.5, expenditures were also lower than anticipated because a classified aide transitioned into an intern teaching role and moved into a classroom position, reducing costs associated with the original staffing model; however, services to students were not impacted.

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

The actions in Goal 1 continue to be effective in making progress toward the goal during Year 2 of this three-year LCAP, as demonstrated through analysis of state and local data and key metrics. These actions include instructional coaching and professional development provided by the Part-time Director of Curriculum and Instruction (Action 1.1), maintaining small class sizes (Actions 1.2 & 1.3), ongoing data analysis and progress monitoring (Action 1.4), MTSS intervention groups in ELA and math (Action 1.5), designated English Language Development instruction (Action 1.6), and targeted professional development for staff (Action 1.7). While some metrics did not show the expected level of impact, the overall evaluation indicates that these actions are supporting progress toward the goal.

- On the 2025 Dashboard in ELA all reported student groups increased from baseline. Our All student group performed above just above Standard Met with our Hispanic and SED student groups less than three points from meeting the standard. Increases ranged from 31 to 44.5 points. All reported student groups also increased in math. Increases ranged from 16 to 44.1 points. (Metric M.1.5)
- The percentage of unduplicated students and students with exceptional needs in grades 2-8 scoring at or below the 20th percentile on the NWEA MAP fall ELA and/or math assessment, who received tutoring or tiered intervention increased from baseline for all student groups. Increases ranged from 7.5 to 50 percentage points. (Metric M.1.9)

- The percentage of students in grades 2–8 scoring at or above the 50th percentile on the winter MAP assessment in reading and math increased compared to baseline for all student groups, indicating improvement in local measures of academic achievement and reflecting the impact of data-driven instruction and targeted MTSS interventions. (Metric M.1.10)

- The percentage of students in grades 2–8 who met their growth projection from fall to winter on the MAP assessment in reading and math increased from baseline for all student groups except English learners in reading. *(Metric M.1.11)*

- On the 2025 CAASPP, two of the four student groups increased the percentage of students who Met or Exceeded standards in ELA, and all student groups increased in math. (Annual Progress)

- On the Local Indicator for Priority 2, the district maintained a rating of 5 Full Implementation and Sustainability in identifying the professional learning needs of teachers and staff. (Local Indicator)

- 100% of teachers were appropriately assigned and fully credentialed with no misassignments or vacancies, and 100% of students had access to standards-aligned instructional materials. (Metrics M.1.1 & M.1.2)
- English learner outcomes were mixed. The percentage of English learners making progress toward English proficiency declined to 37.9% in 2025, which is 7.3 percentage points below baseline. The English learner reclassification rate improved from 13.16% in 2024/25 to 15.38% in 2025/26; however, it remains 4.13 percentage points below the 2023/24 baseline rate of 19.51% (Metrics M.1.6 and M.1.7). While designated ELD instruction and intervention supports remain in place, the data indicates a need to strengthen ELD implementation, increase EL progress monitoring, and provide additional professional learning focused on integrated language development strategies.

Overall, the data indicates that the actions in Goal 1 are supporting improvement in student achievement. While progress has been made, the decline in English learner progress toward English proficiency and lower reclassification rates indicates a need to refine and strengthen supports for English language development. As a result, we will continue implementing existing actions in the 2026/27 LCAP while refining strategies to improve designated and integrated ELD, increase monitoring of EL progress, and strengthen instructional supports to improve outcomes for English learners and all students, as outlined in Prompt 4.

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.

Changes to Metrics:

M.1.5: adjusted outcomes for ELA and math based on Year 2 progress

Changes to Actions:

Action 1.1 (Part Time Director of Curriculum and Instruction): Based on lower growth outcomes for English learners in reading this action was revised to include an increased focus on English learner progress and students not meeting MAP growth targets. Data meetings after each assessment window will emphasize adjusting both intervention groups and instructional strategies, and progress monitoring cycles will be strengthened to more frequently evaluate effectiveness and make instructional adjustments.

Actions 1.2 (Additional Teacher to Eliminate Combo Class) and 1.3 (Staff for Small Class Sizes) have been combined as both provide additional staff to maintain smaller class sizes.

Actions 1.3-1.7 are being renumbered to account for the removal of Action 1.2

Action 1.3 (Data and Progress Monitoring): This action was revised to remove the development of assessment cut points, as this work has been completed.

Action 1.4 (Intervention and Support): Based on lower growth outcomes for English learners in reading this action was revised to include more frequent progress monitoring and adjustments to intervention strategies.

Action 1.5 (Instruction for English Learners): Because English learner progress toward proficiency and reclassification rates have had mixed outcomes, this action was revised to include more consistent monitoring of language development, additional emphasis on targeted academic vocabulary, and structured language supports for students not demonstrating expected progress.

Action 1.6 (Professional Development): This action was revised to specify SIPPS training for new teachers, add math pilot and curriculum training, and include TK–8 writing professional development provided by the Director of Curriculum and Instruction. These changes were made because the data indicates a need to strengthen literacy and math instruction, particularly for English learners and students not meeting growth targets. Coaching training for the Director and Math Framework training were removed as priorities shifted toward more targeted instructional support.

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	Part Time Director of Curriculum and Instruction	● Provide professional development to teachers and support staff on: ○ The use of data when forming intervention groups ○ Intervention strategies ○ Differentiated instruction to support English learners and students not meeting growth targets ● Coach teachers in the implementation of the CA standards, frameworks, and materials ● Meet with teachers after each assessment window to review their class spreadsheet of all data given during that assessment window to adjust intervention groups and instructional strategies ● Once intervention groups have been formed, work with teachers and support staff to plan intervention and gather instructional materials for intervention ● Evaluate progress monitoring assessment data and work with staff to continue or change intervention after each progress monitoring window with particular attention to: ○ English learner progress toward language proficiency ○ Students not meeting MAP growth targets ○ Students performing below benchmark	$14,777	No
1.2	Staff for Small Class Sizes	Fund additional staff for small class sizes	$260,473	Yes

Action #	Title	● Description	Total Funds	Contributing
1.3	Data and Progress Monitoring	● Data & Technology Coordinator will monitor and maintain data through Illuminate and local spreadsheets. ● Data collected in ELA includes: ○ NWEA MAP ○ Accelerated Reader ● Data collected in math includes: ○ NWEA MAP ○ Local math fluency ● Administer K-2 Reading Difficulties Screener ● Replace Chromebooks as needed LREGB Action - *see Annual Progress*	$82,413	Yes
1.4	Intervention and Support	● Para educators to provide during the school day and after school intervention and support ● Continue to use the math lessons, practice activities, and assessments in the intervention program that was designed using the MAP Learning Continuum and MAP Rasch UnIT (RIT) ranges ● Form MTSS groups for math intervention based on RIT scores and use resources from the MAP Learning Continuum document to plan and guide intervention ● Form ELA intervention groups based on MAP and skills assessment scores ● Intervention will be for grades 1-8, 30 minutes per day, 5 days per week ● Student progress will be monitored using MAP and local assessments to adjust intervention groups, with attention to English learners and students not meeting growth targets.	$138,769	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Instruction for English Learners	Provide designated and integrated English language development instruction, additional learning time, and targeted interventions to ensure English learners make expected progress toward English proficiency and academic achievement in all subjects. ● All EL students will have 30 minutes per day of English language development instruction each day. Students will be grouped based on their ELPAC level ● Instruction using Kate Kinsella's Academic Vocabulary Toolkit will occur daily ● Implement a local English Language Proficiency assessment at each testing window to monitor progress toward English language proficiency. Instruction will be adjusted to address identified language needs. PD ● The Director of Curriculum/EL Coordinator will provide PD for the staff on designated and integrated ELD along with curriculum support for AVT and our ELD program.	$0.00	Yes
1.6	Professional Development	Professional Development will be offered in the following areas: ● SIPPS, for new teachers ● Continue learning using *Building Thinking Classrooms* and expand to include TK-2nd grades; in the second half of the year we will delve in to the "tasks" explained in the *Building Thinking Classrooms* and plan how to use the "tasks" within lessons ● Continue Math Lesson Study grades TK-8 ● Math pilot training and curriculum training ● Writing TK-8 (Director of C and I)	$0.00	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	Through community outreach, develop and cultivate positive relationships between staff, students, parents, and the community to create a safe and welcoming environment that will ensure a successful learning environment for all students.	Broad

State Priorities addressed by this goal.

Priorities: 1C, 3A, 3B/C, 5A, 5B, 5C, 6A, 6B, 6C

An explanation of why the LEA has developed this goal.

After a decline in suspension rates on the 2024 Dashboard, we saw an increase in 2025, which can happen with our small student population (an increase of about three students). Our English learner group increased by 5.5 percentage points and is now in the Very High (Red) level. However, our local April 2026 data shows improvement, with a 1.8% suspension rate for all students and 0% for English learners and students with disabilities, indicating that our current supports are making a difference.

School climate data remains strong. Parents continue to report that the school is safe (100%), and student perceptions of safety increased. While student connectedness decreased slightly, most students still report feeling connected. Parents also continue to see the school as welcoming (94.87%) and report strong two-way communication, supported by translation and outreach efforts. Monthly family events remain well attended and continue to strengthen relationships.

The 2025 Dashboard reported our Chronic Absenteeism Rate as 14.5%. This is a 2.9 percentage point decrease compared to the prior year (2024). Based on local data as of April 2026, our rate was 12.17% but 14.29% for our EL student group (5.1% on 2025 Dashboard), indicating a continued need for targeted support. Our P2 2026 Attendance Rate was 95.65% an increase from 92.45% in 2025. Our LCAP Goal 2, *Through community outreach, develop and cultivate positive relationships between staff, students, parents, and the community to create a safe and welcoming environment that will ensure a successful learning environment for all students*, has supported this work and will continue in the 2026/27 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.2.1	Priority 1C Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	September 2023 Exemplary	September 2024 Good	October 2025 Good	September 2026 Exemplary	-1 level
M.2.2	Priority 3A Percentage of parents who agree their involvement is valued Source: Local Parent Survey	January 2024 100% All	January 2025 100% All	January 2026 84.62%	January 2027 100%	-15.38 Percentage Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.2.3	Priority 3B/C Percentage of parents who attended Trimester 1 Parent/Teacher Conferences Source: Sign-in Sheets	Fall 2023 % All % SED % EL %SWD We do not have this data so next year will be our baseline	Fall 2024 100% All 100% SED 100% EL 100% SWD	Fall 2025 96% All 93% SED 95% EL 100% SWD	Fall 2026 ≥80% All ≥80% SED ≥80% EL ≥80%SWD	Percentage Points -4 All -7 SED -5 EL 0 SWD
M.2.4	Priority 5A Attendance Rate Source: Student Information System (SIS)	April 2024 93.42%	April 2025 92.45%	April 2026 95.65%	April 2027 ≥95%	+2.23 Percentage Points
M.2.5	Priority 5B Percentage of students who were absent for 10% or more of the total instructional days Source: CA School Dashboard	2023 Dashboard 17% All 14.6% Hispanic 16.1% SED 11.6% EL	2024 Dashboard 17.4% All 20.2% Hispanic 20.5% SED 11.6% EL	2025 Dashboard 14.5% All 11.8% Hispanic 17.4% SED 5.1% EL	2026 Dashboard ≤5% All ≤5% Hispanic ≤5% SED ≤5% EL	Percentage Points -2.5 All -2.8 Hispanic +1.3 SED -6.5 EL
M.2.6	Priority 5B Percentage of students who were absent for 10% or more of the total instructional days Source: SIS	P2 2024 7.21% All 10.11% SED 6.67% EL	P2 2025 20.89% All 21.21% SED 2.56% EL	P2 2026 12.17% All 14.12% SED 14.29% EL	P2 2027 ≤5% All ≤5% SED ≤5% EL	Percentage Points +4.96 All +4.01 SED +7.59 EL
M.2.7	Priority 5C Percentage of students in grades 7/8 who dropped out of school prior to completing 8th grade Source: SIS	April 2024 0% All	April 2025 0% All	April 2026 0% All	April 2027 0% All	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M.2.8	Priority 6A Percentage of students suspended 1 or more times during the school year. Source: CA School Dashboard	2023 Dashboard Suspension 2.8% All 3.4% Hispanic 3.4% SED 4.7% EL	2024 Dashboard Suspension 0.9% All 1.1% Hispanic 1.1% SED 2.2% EL	2025 Dashboard Suspension 4.2% All 4.2% Hispanic 5.3% SED 7.7% EL	2026 Dashboard Suspension ≤1.5% All ≤1.8% Hispanic ≤1.8% SED ≤2% EL	Percentage Points +1.4 All +0.8 Hispanic +1.9 SED +3 EL
M.2.9	Priority 6B Percentage of students expelled at any time during the school year. Source: SIS	April 2024 0%	April 2025 0%	April 2026 0%	April 2027 0%	No Difference
M.2.10	Priority 6C Percent of parents, students, and staff who feel the school is safe. Percentage of parents, students, and staff who feel a sense of connectedness to the school. Source: Local Survey	January 2024 Safety Students: 86.21% Parents: 100% Staff: 100% Connectedness Students: 79.31% Parents: 90% Staff: 92.3%	January 2025 Safety Students: 79.4% Parents: 100% Staff: 100% Connectedness Students: 73.4% Parents: 100% Staff: 80%	January 2026 Safety Students: 83.8% Parents: 100% Staff: 100% Connectedness Students: 70.6% Parents: 94.87% Staff: 80%	January 2027 Safety Students: ≥93% Parents: 100% Staff: 100% Connectedness Students: ≥85% Parents: ≥95% Staff: ≥95%	Percentage Points Safety Students: -2.41 Parents: 0 Staff: 0 Connectedness Students: -8.71 Parents: +4.87 Staff: -12.3

Insert or delete rows, as necessary.

Goal Analysis for 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.

We were successful in implementing actions and services in Goal 2.

The Bilingual Administrative Secretary monitored daily attendance through SchoolWise. We formed a team that met weekly to identify students with attendance problems and to discuss additional support students and families may need. Through this process, we made a list

of families our liaison would contact that week. When warranted, we issued truancy letters and continued to monitor attendance. We scheduled meetings with parents if attendance did not improve. We worked with families to find solutions rather than punishment. We purchased t-shirts encouraging school attendance and celebrated good attendance at assemblies with incentives. We had field trips to celebrate good attendance and behavior. Bus transportation services were provided to and from school for all in-district students and to designated stops for inter-district students. We transported about 50% of our students. (Action 2.1 Attendance)

We held one community event per month such as Math Night, Science Night, Read Across America, Harvest Carnival, Patriots Day, and Winter Program. We funded a part-time Community School Liaison position, she contacts families to invite them to monthly events, organizes, and holds after school events. She sat with parents to help them do surveys and reached out to families to promote the DC trip to help with financial aid. (Action 2.2 Community Outreach)

We continued to partner with Sutter County Health and Human Services, and SCSOS staff to provide counseling services to students and monitor the social-emotional needs of all students. Anti-vaping education and training for students and staff provided by SCSOS was offered in the spring. If a student has on-going behavior problems, our Community School Liaison worked with the school counselor, students, and parents to: Determine if there are underlying problems causing the behavior; Support the development of a behavior plan; and Monitor student behavior and make referrals for additional support as needed. (Action 2.3 School Counselor)

There were a few substantive differences between planned and actual actions in Goal 2. Working with families regarding attendance continued to be a challenge. It was difficult convincing families that taking their children out of school and having them do independent study is not the same as having a child in class with a teacher. Families still took their children out of school for extended vacations or kept their children home for minor illnesses. (Action 2.1 Attendance) We had limited interest in the Incredible Years Training for parents and we were not able to schedule it when parents could attend. Instead, in February, we will offer a Family Literacy Program. This 8-week program is designed to provide families with essential resources and strategies to support literacy development from preschool through 3rd grade by equipping families with the skills necessary to foster a love of reading and learning. (Actions 2.1 Attendance and 2.2 Community Outreach)

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.

There were no material differences between budgeted and actual expenditures for Goal 2. Total expenditures were higher than projected ($264,052.00 actual vs. $249,869.00 budgeted), representing a difference of $14,183.00, which is not significant relative to the overall goal budget.

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

This effectiveness analysis considers progress over the full LCAP period (baseline through Year 2) to evaluate the overall impact of actions.

In Action 2.1 (Attendance) we worked to improve student attendance by continuing to refine our attendance monitoring and notification system and maintaining the part-time Community School Liaison position to work directly with families to improve student attendance. This action was partially effective according to state and local data. The 2025 Dashboard Chronic Absenteeism Rates show overall improvement compared to the baseline year (2023) for most student groups, although year-to-year changes vary by group. The All student group declined from 17% to 14.5%, and the Hispanic and English learner student groups also declined. However, the SED student group increased slightly from 16.1% to 17.4% over this same period (Metric M.2.5).

Local data shows slightly stronger improvement. As of April 2026, the overall chronic absenteeism rate decreased to 6.96% (Metric M.2.6), and overall attendance increased to 95.65% (Metric M.2.4). However, chronic absenteeism remains higher for English learners (14.29%) and SED students (14.12%), indicating a continued need for targeted support. While improvements were seen, we did not see the level of improvement desired across all student groups. Therefore, adjustments will be made to strengthen this action as described in Prompt 4 below.

Metrics, Local Indicator ratings, and surveys indicate Action 2.2 (Community Outreach) was partially effective. The progress is due mainly to the work of our Community School Liaison in cultivating relationships between parents and the school. These outreach efforts increased engagement opportunities for families of unduplicated pupils because the Community School Liaison provides direct communication, translation support, and individualized outreach to families who may otherwise face barriers to participation.

- The percentage of parents who agreed their involvement is valued remained at 100% from the baseline (2024) to Year 1 (2025), but decreased to 84.62% in Year 2 (2026) (Metric M.2.2).

-Although fewer parents attended Trimester 1 Parent/Teacher Conferences, rates still exceeded 90% with our All, EL, and SWD student groups having 95% or higher attendance rates. (Metric M.2.3)

-We increased from 3 (Initial Implementation) to 4 (Full Implementation) on the Local Indicator for Priority 3 related to providing families opportunities to provide input on policies and programs and strengthening family engagement in school decision-making.

-Parent survey results continued to show strong family engagement and connectedness to the school community (Metric M.2.10).

In Action 2.3 (School Counselor), we provided counseling services and worked with students and families to support behavioral improvement. This action was partially effective. The 2025 Dashboard showed increased suspension rates across student groups (Metric M.2.8). However, our most recent local data indicates improvement. As of April 2026, the suspension rate was 1.8% for all students, with 0.9% for SED students and 0% for English learners, students with disabilities, and Hispanic students. These results suggest that behavior supports and early intervention strategies are beginning to reduce incidents; however, continued implementation is needed to ensure these improvements are sustained and reflected in future Dashboard results.

Overall, the actions were partially effective because improvement was seen in attendance and engagement, but not consistently across all student groups. Adjustments to actions can be found in Prompt 4 below.

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.

Changes to Actions:

In Actions 2.1 and 2.2 we removed *Offer Incredible Years Training to parents* because the program could not be offered at times when families were able to attend.

Action 2.1 (Attendance): This action was revised to include targeted outreach and intervention for students identified as chronically absent or at risk of chronic absenteeism because chronic absenteeism rates remain above desired levels for all student groups (Metric M.2.5). We will strengthen early identification of attendance concerns and increase collaboration with families through meetings, attendance improvement plans, and support from the Community School Liaison to address barriers to attendance.

Action 2.2 (Community Outreach): Because parent participation in conferences declined slightly and survey data indicate a small decrease in connectedness (Metrics M.2.3 and M.2.10) Action 2.2 was refined to increase parent engagement opportunities and strengthen communication with families. The Community School Liaison will expand outreach efforts, encourage participation in school events and decision-making opportunities, and provide additional parent education and support to address the slight decline in parent conference participation and maintain strong home-school connections.

Action 2.3 (School Counselor): This action was refined to include increased proactive social-emotional and behavior supports because suspension rates increased across student groups on the 2025 Dashboard (Metric M.2.8). The school counselor will provide early intervention for students demonstrating behavioral needs, including check-ins, collaboration with staff, and development of preventative strategies to address the increase in suspension.

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	Attendance	• The Bilingual Administrative Secretary will monitor daily attendance through Schoolwise. Each month, we will run a report that lists students and their attendance rates. Using this information we will look for attendance patterns and develop strategies to address poor attendance. • We will continue to improve an attendance monitoring/notification system that includes regular monitoring of absences and letters and phone calls to parents regarding attendance. Using the monthly data, we will determine which families we should meet with to work on solutions to poor attendance. • Fund a part-time Community School Liaison position to work with families to improve student attendance. • Students identified as chronically absent or at risk of chronic absenteeism will receive targeted outreach, including parent meetings, attendance improvement plans, and coordination with the Community School Liaison to address barriers to attendance • Purchase t-shirts encouraging school attendance (Every Day Counts) for staff and students. • Fund field trips each trimester to celebrate good attendance. • Continue to provide school bus transportation services to and from school for all in-district students and to designated stops for inter-district students.	$186,965	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Community Outreach	● Provide materials and information for school and community events such as Math Night, Science Night, Read Across America as these are opportunities for parents and students to provide input on instructional programs and services. ● Fund a part-time Community School Liaison position to increase parent engagement in school events, encourage parents to volunteer in classrooms and as coaches, offer parent education sessions (ways to support their child in school, English classes, etc), encourage parents to provide input to the school and be involved in decision making groups at school, and connect families to services. ● The Community School Liaison will conduct targeted outreach to families who do not attend school events or conferences and provide additional communication and support to increase participation.	$71,324	No
2.3	School Counselor	● Continue to partner with Sutter County Health and Human Services, and Sutter County Superintendent of Schools to provide counseling services to students and monitor the social-emotional needs of all students. Anti-vaping education and training for students and staff provided by SCSOS. ● If a student has on-going behavior problems, our Community School Liaison will work with the school counselor, students, and parents to: ○ Determine if there are underlying problems causing the behavior ○ Support the development of a behavior plan ● The school counselor will provide proactive social-emotional supports, including check-ins with students identified as at risk for behavior concerns and collaboration with staff to implement preventative strategies. ● Monitor student behavior and make referrals for additional support as needed	$17,748	No

Insert or delete rows, as necessary.

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$377,758	$44,115

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
31.791%	0%	$0.00	31.791%

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 #(s)	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
Goal 1, Actions 1.2, 1.3, 1.4	While performance has improved, a performance gap remains between English learners and the All student group across the Dashboard, CAASPP, and MAP assessments. On the 2025 CAASPP, 45.71% of All students met or exceeded standards in ELA compared to 5.00% of English learners, and 41.43% in math compared to 15.00% of English learners. MAP results show similar gaps. On the Winter 2026 MAP assessment, 56.10% of All students scored at or above the 50th percentile in Reading compared to 28.57% of English learners, and 60.98% compared to 32.14% in math. Because the majority of our students are socioeconomically disadvantaged, the All student data largely reflects the performance of our SED students. Parents and teachers also expressed their desire for small class sizes as a way to support the varied needs of students. (Educational Partner Input) This data indicates a need to increase individualized instruction, strengthen data-driven decision making, and provide targeted academic intervention for English learners. To address this need, we will maintain smaller class sizes, implement ongoing data and progress monitoring, and provide targeted MTSS intervention (Actions 1.2, 1.3, and 1.4). These services increase and improve academic support for English learners and other unduplicated pupils because smaller instructional groups, frequent data review, and targeted intervention allow staff to provide differentiated instruction and address identified learning needs.	This data indicates a need to increase individualized instruction, strengthen data-driven decision making, and provide targeted academic support for all students, particularly SED students and English learners. To address this need, we will continue maintaining small class sizes (Action 1.2), using MAP and local assessments to monitor student progress, and providing targeted MTSS intervention in ELA and math (Actions 1.3 and 1.4). Students will receive small-group instruction during the school day, with regular progress monitoring used to adjust instruction and support. These actions have supported improvements in math achievement and local reading measures, while data indicate a continued need to strengthen supports for English learners and students performing below benchmark. We will continue implementing these actions on a schoolwide basis while refining intervention and progress monitoring practices to ensure students receive timely and targeted support. These services increase and improve support for unduplicated pupils because English learners and socioeconomically disadvantaged students receive additional small-group instruction, more frequent progress monitoring, and targeted intervention aligned to identified learning needs.	MAP Achievement (Metric M.1.10) MAP Growth (Metric M1.11)
Goal 2, Action 2.1	The 2025 Dashboard reported a Chronic Absenteeism Rate of 14.5% for All students, a decrease from 17.4% in 2024. Local data shows continued need, with chronic absenteeism at 12.17% for All students, 14.12% for SED students, and 14.29% for English learners (Metrics M.2.5 and M.2.6). The local attendance rate improved to 95.65% in 2026 after declining in Year 1, indicating progress but a need for continued focus (Metric M.2.4). In addition, staff noted that attendance affects the achievement of students, especially English learners and socioeconomically disadvantaged students.	To address this need, we will continue attendance monitoring, family outreach, and school climate supports (Action 2.1). Attendance will be monitored daily and reviewed monthly to identify students at risk of chronic absenteeism. Staff will contact families, hold meetings, and develop attendance plans to address barriers. The Community School Liaison will provide targeted outreach and support to families, and transportation and attendance incentives will continue to reduce barriers and encourage consistent attendance. These services increase and improve support for unduplicated pupils because English learners and socioeconomically disadvantaged students have higher rates of chronic absenteeism, and targeted outreach, monitoring, and support help address barriers to attendance and increase consistent participation in school.	Local Attendance Rate (Metric M.2.4) Dashboard Chronic Absenteeism (Metric M.2.5) Local Chronic Absenteeism Rate (Metric M.2.6)

Insert or delete rows, as necessary.

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
Goal 1, Action 1.5	In addition to the achievement gap being addressed by Goal 1, Actions 1.2, 1.3, 1.5 and discussed above, we continue to identify a need to improve outcomes for English learners. The English learner reclassification rate declined from 19.51% in 2023/24 to 13.16% in 2024/25 and increased slightly to 15.38% in 2025/26, remaining below the district target. (Metric M.1.7) The percentage of English learners scoring at or above the 50th percentile on the winter Reading MAP assessment increased from 13.79% in 2024 to 28.57% in 2026. (Metric M.1.4) However, as reported on the 2025 Dashboard, the percentage of English learners making progress toward English language proficiency declined from 45.2% in 2023 to 37.9% in 2025. (Metric M.1.6) In addition, English learner performance on the 2025 CAASPP ELA assessment declined from 11.11% meeting or exceeding standard in 2024 to 5.00% in 2025, demonstrating that a significant achievement gap remains between English learners and the All student group. This data indicate a continued need to strengthen designated and integrated English language development, academic vocabulary instruction, progress monitoring, and targeted intervention supports for English learners.	To improve English learner progress toward English language proficiency and increase reclassification rates, we will continue providing targeted English language development and academic language support with a few revisions. English learners will continue to receive 30 minutes of daily designated English Language Development (ELD) instruction grouped by ELPAC level to provide instruction aligned to students' language proficiency needs. Instruction will focus on academic vocabulary development, structured oral language practice, and reading comprehension to support both language acquisition and access to grade-level content. We will implement additional ongoing progress monitoring of English learner language development using a local English language proficiency assessment administered during each testing window. Teachers will review assessment results to identify students not demonstrating expected progress and adjust instruction to address identified language needs. English learners needing additional support will receive targeted instruction in academic vocabulary and structured language practice during both core instruction and intervention time. Professional development and coaching will be provided to support teachers in implementing designated and integrated ELD strategies and using instructional resources such as the Academic Vocabulary Toolkit. These services increase and improve support for English learners because students receive additional targeted language instruction, more frequent monitoring of language development, and differentiated supports aligned to their proficiency levels. This increased and improved service is intended to improve English language proficiency, increase reclassification rates, and support improved academic outcomes for English learners.	MAP ELA Rate above 50th percentile (Metric M.1.4) Progress toward English language proficiency (Metric M.1.6) Reclassification Rate (Metric M.1.7)

Insert or delete rows, as necessary.

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.

N/A

Additional Concentration Grant Funding

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

Additional concentration grant add-on funding will be used to increase the number of staff providing direct services to students by providing small group instruction, intervention and support services to include push-in/pull-out services and after school tutoring. Action 1.5 maintains paraprofessionals to provide improved services to foster youth, ELs and low income students.

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026/27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026/27	$ 1,188,241	$ 377,758	31.791%	0.000%	31.791%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 652,413	$ 105,279	$ -	$ 14,777	$ 772,469.00	$ 735,129	$ 37,340

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	Part Time Director of Curriculum and Instruction	All	No	LEA-wide		All	Ongoing	$ 14,777	$ -	$ -	$ -	$ -	$ 14,777	$ 14,777	0.000%
1	1.2	Staff for Small Class Sizes	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 260,473	$ -	$ 260,473	$ -	$ -	$ -	$ 260,473	0.000%
1	1.3	Data and Progress Monitoring	All	Yes	LEA-wide	English Learners and Foster Youth	All	Ongoing	$ 72,234	$ 10,179	$ 72,234	$ 10,179	$ -	$ -	$ 82,413	0.000%
1	1.4	Intervention and Support	All	Yes	LEA-wide	English Learners and Foster Youth	All	Ongoing	$ 138,769	$ -	$ 138,769	$ -	$ -	$ -	$ 138,769	0.000%
1	1.5	Instruction for English Learners	English learners	Yes	LEA-wide	English Learners	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	1.6	Professional Development	All	No	LEA-wide		All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	2.1	Attendance	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 177,552	$ 9,413	$ 163,189	$ 23,776	$ -	$ -	$ 186,965	0.000%
2	2.2	Community Outreach	All	No	LEA-wide		All	Ongoing	$ 71,324	$ -	$ -	$ 71,324	$ -	$ -	$ 71,324	0.000%
2	2.3	School Counselor	All	No	LEA-wide		All	Ongoing	$ -	$ 17,748	$ 17,748	$ -	$ -	$ -	$ 17,748	0.000%

2026/27 Contri uting ctions Ta le

Pro ected LCFF Base Grant	2 Pro ected LCFF Supplemental and/or Concentration Grants	Pro ected Percentage to Increase or Improve Services for the Coming School Year 2 divided	LCFF Carr over Percentage Percentage from Prior Year	Total Percentage to Increase or Improve Services for the Coming School Year Carr over	Total Planned Contri uting penditures LCFF Funds	5 Total Planned Percentage of Improved Services	Planned Percentage to Increase or Improve Services for the Coming School Year divided plus 5	Totals T pe	Total LCFF Funds
$ 1,188,241	$ 377,758	31.791	0.000	31.791	$ 634,665	0.000	53.412	Total	$ 634,665
								L wide Total	$ 634,665
								Limited Total	$ -
								Schoolwide Total	$ -

Goal	ction	ction Title	Contri uting to Increased or Improved Services	Scope	Unduplicated Student Group s	Location	Planned penditures for Contri uting ctions LCFF Funds	Planned Percentage of Improved Services
1	1.2	Staff for Small Class Si es	Yes	LEA-wide	English Learners and Low-Income	All	$ 260,473	0.000
1	1.3	Data and Progress Monitoring	Yes	LEA-wide	English Learners and Foster Youth	All	$ 72,234	0.000
1	1.4	Intervention and Support	Yes	LEA-wide	English Learners and Foster Youth	All	$ 138,769	0.000
1	1.5	Instruction for English Learners	Yes	LEA-wide	English Learners	All	$ -	0.000
2	2.1	Attendance	Yes	LEA-wide	English Learners and Low-Income	All	$ 163,189	0.000

2025/26 nnual Update Ta le

Totals	Last Year s Total Planned penditures Total Funds	Total stimated ctual penditures Total Funds
Totals	$ 785,862.00	$ 804,848.00

Last Year s Goal	Last Year s ction	Prior ction/Service Title	Contri uted to Increased or Improved Services	Last Year s Planned penditures Total Funds	stimated ctual penditures Input Total Funds
1	1.1	Part Time Director of Curriculum and Instruction	No	$ 13,441	$ 14,152
1	1.2	Additional Teacher to Eliminate Combo Class	No	$ 73,078	$ 77,450
1	1.3	Staff for Small Class Si es	Yes	$ 160,686	$ 177,251
1	1.4	Data and Progress Monitoring	Yes	$ 68,962	$ 80,157
1	1.5	Intervention and Support	Yes	$ 212,736	$ 187,954
1	1.6	Instruction for English Learners	Yes	$ 3,894	$ 3,316
1	1.7	Professional Development	No	$ 3,196	$ 516
2	2.1	Attendance	Yes	$ 165,304	$ 174,066
2	2.2	Community Outreach	No	$ 66,817	$ 71,590
2	2.3	School Counselor	No	$ 17,748	$ 18,396

2025/26 Contri uting ctions nnual Update Ta le

6 stimated ctual LCFF Supplemental and/or Concentration Grants Input Dollar mount	Total Planned Contri uting penditures LCFF Funds	7 Total stimated ctual penditures for Contri uting ctions LCFF Funds	Difference Between Planned and stimated ctual penditures for Contri uting ctions Su tract 7 from	5 Total Planned Percentage of Improved Services	Total stimated ctual Percentage of Improved Services	Difference Between Planned and stimated ctual Percentage of Improved Services Su tract 5 from
$ 375,148	$ 508,343	$ 577,692	$ (69,349)	0.000	0.000	0.000 - No Difference

Last Year s Goal	Last Year s ction	Prior ction/Service Title	Contri uted to Increased or Improved Services	Last Year s Planned penditures for Contri uting ctions LCFF Funds	stimated ctual penditures for Contri uting ctions Input LCFF Funds	Planned Percentage of Improved Services	stimated ctual Percentage of Improved Services Input Percentage
1	1.3	Staff for Small Class Si es	Yes	$ 160,686	$ 177,251.00	0.000	0.000
1	1.4	Data and Progress Monitoring	Yes	$ 68,962	$ 80,157.00	0.000	0.000
1	1.5	Intervention and Support	Yes	$ 130,668	$ 165,497.00	0.000	0.000
1	1.6	Instruction for English Learners	Yes	$ 3,894	$ 3,316.00	0.000	0.000
2	2.1	Attendance	Yes	$ 144,133	$ 151,471.00	0.000	0.000

2025/26 LCFF Carr over Ta le

stimated ctual LCFF Base Grant Input Dollar mount	6 stimated ctual LCFF Supplemental and/or Concentration Grants	LCFF Carr over Percentage Percentage from Prior Year	0 Total Percentage to Increase or Improve Services for the Current School Year 6 divided Carr over	7 Total stimated ctual penditures for Contri uting ctions LCFF Funds	Total stimated ctual Percentage of Improved Services	stimated ctual Percentage of Increased or Improved Services 7 divided plus	2 LCFF Carr over Dollar mount Su tract from 0 and multipl	LCFF Carr over Percentage 2 divided
$ 1,181,531	$ 375,148	0.000%	31.751%	$ 577,692	0.000%	48.894%	$0.00 - No Carryover	0.00% - No Carryover

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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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

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:

Local Control and Accountability Plan Instructions

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 32526(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).