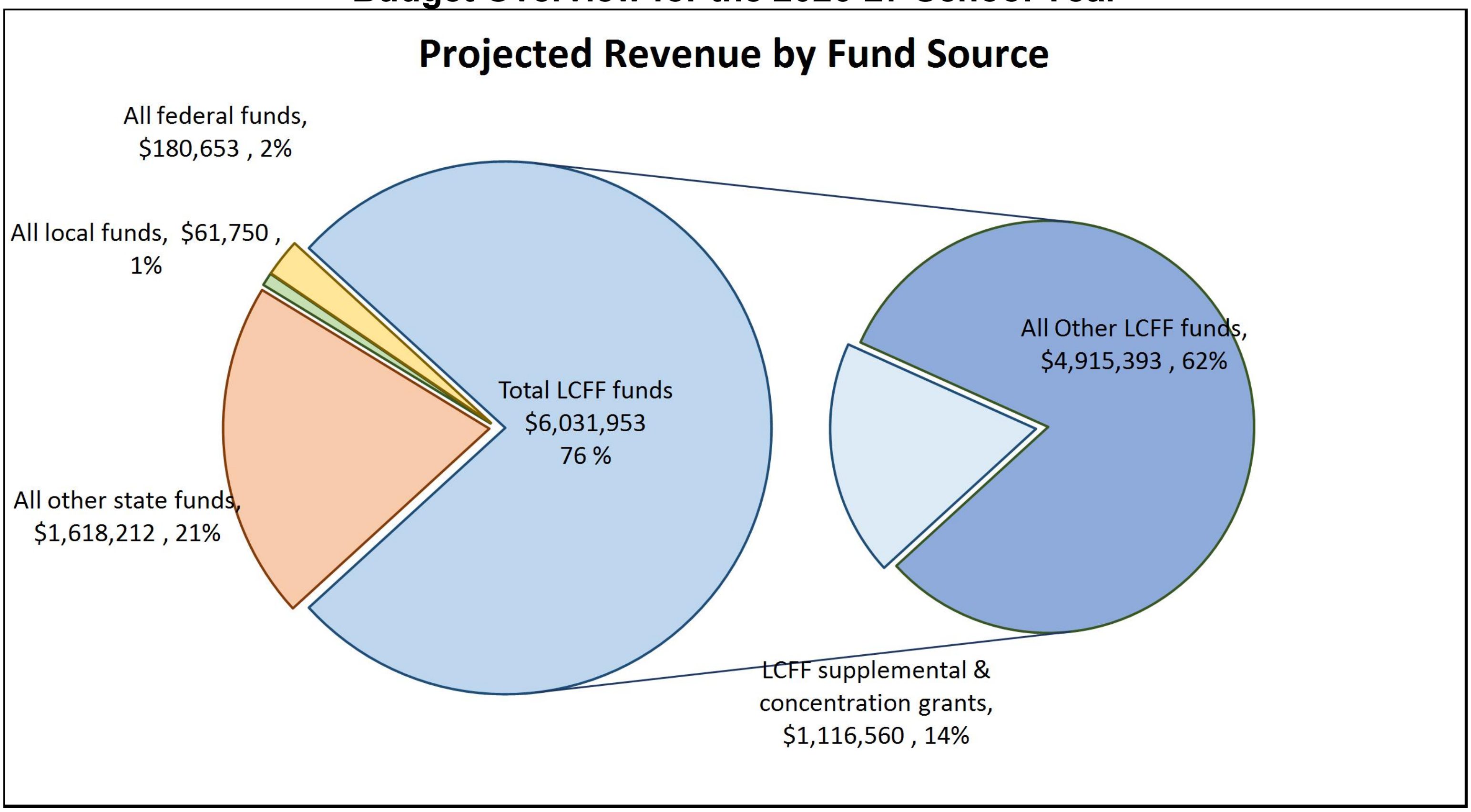
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Maxwell Unified School District
CDS Code: 06616060600000
School Year: 2026-27
LEA contact information:
Summer Shadley
Superintendent
summershadley@maxwell.k12.ca.us
530-438-2052

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

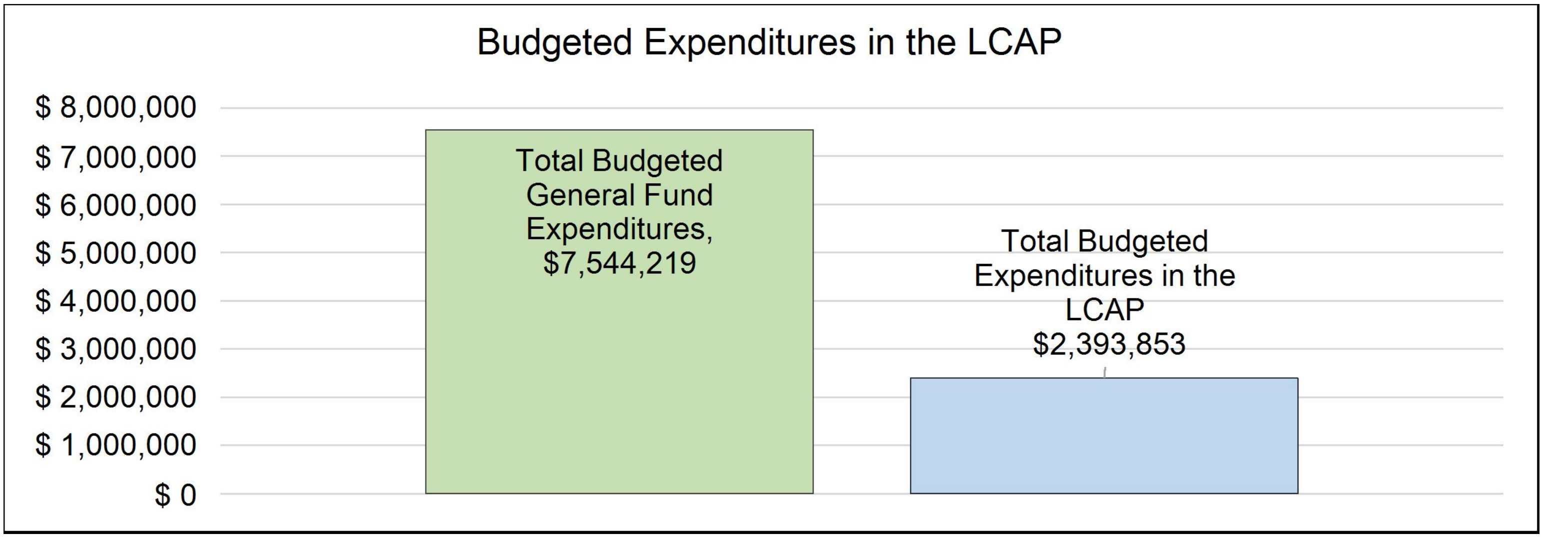


This chart shows the total general purpose revenue Maxwell Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Maxwell Unified School District is $7,892,568, of which $6031953 is Local Control Funding Formula (LCFF), $1618212 is other state funds, $61750 is local funds, and $180653 is federal funds. Of the $6031953 in LCFF Funds, $1116560 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 Maxwell Unified 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.

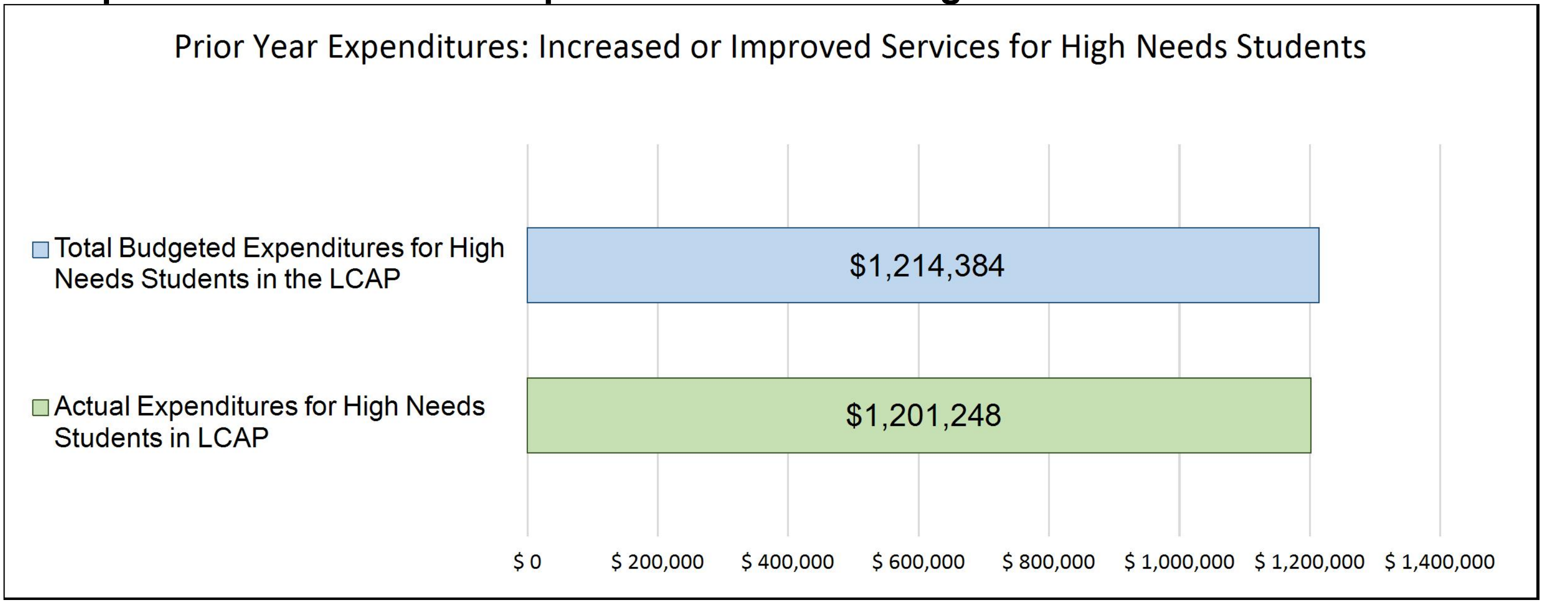
The text description of the above chart is as follows: Maxwell Unified School District plans to spend $7544219 for the 2026-27 school year. Of that amount, $2393853 is tied to actions/services in the LCAP and $5,150,366 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Maxwell Unified School District is projecting it will receive $1116560 based on the enrollment of Foster Youth, English learner, and low-income students. Maxwell Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Maxwell Unified School District plans to spend $121762 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 Maxwell Unified 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 Maxwell Unified 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, Maxwell Unified School District's LCAP budgeted $1214384 for planned actions to increase or improve services for high needs students. Maxwell Unified School District actually spent $1201248 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
Maxwell Unified School District	Summer Shadley Superintendent	summershadley@maxwell.k12.ca.us 530-438-2052

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.

Maxwell Unified School District was established in March of 1908 and is located on I-5 north of Sacramento in a small, agricultural community. Its rural setting provides a unique surrounding where teachers take on an individual sense of personal ownership that contributes to a sense of interconnection among students, staff, and administrators. These relationships provide the students in Maxwell Unified School District with an environment where they feel safe as they steadily develop their academic skills. Maxwell Unified School District serves an area of 387 square miles. It consists of three schools, Maxwell Elementary (TK-5), Maxwell Middle School (6-8), and Maxwell High School (9-12). Maxwell Elementary School and Maxwell Middle School are located on the same school site. Maxwell High School qualifies as a necessary small high school, which allows it to provide a number of programs, to include a broad course of study to support student learning. There are approximately 336 students in the district and 255 of these students are unduplicated, approximately 74%.

Maxwell Unified School District has a diverse student population that it serves as represented below:
Hispanic Students: 57%
White Students: 38%
English Learners: 30%
Economically Disadvantaged: 74%
Homeless: 32%
Foster youth: .6%
Students with Disabilities: 16%

Maxwell Unified School District strives to provide a meaningful, rigorous academic program for all students within a safe and supportive environment, prepare students to be career or college ready, positive contributors to society, and promote academic excellence in the 2026-2027 Local Control and Accountability Plan for Maxwell Unified School District. Maxwell Unified School District serves the students through a strong standards based curriculum. Students, including unduplicated students and students with exceptional needs, are supported with after school and during school tutoring services, small group reading support, small classes, and high school credit recovery support.

Reflections: Annual Performance

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

Analyzing Maxwell Unified School District's performance using data from the California School Dashboard provides a comprehensive perspective on various academic and non-academic indicators. Let's delve into each area:

English Language Arts (ELA):
Overall, Maxwell Unified School District has shown steady improvement in ELA proficiency over the past few years, with the latest data indicating a 4% increase in proficiency rates compared to baseline data in 2023.
However, when disaggregated, data reveals a concerning achievement gap among certain student subgroups. For example, English Learners and socioeconomically disadvantaged students continue to struggle, with proficiency rates lagging behind their peers by 10%. The District fell in the yellow category for English Learner performance on the CA School Dashboard.

Mathematics:
In mathematics, Maxwell Unified has experienced mixed results. While there has been a slight improvement in proficiency rates among all students up 1% from baseline year in 2023. The growth trajectory is slower compared to ELA.
Similar to ELA, subgroup data highlights disparities, particularly among homeless, long-term ELs, socioeconomically disadvantaged and white students, where proficiency rates have remained stagnant showing a decline in 2.8 points below the standard. The district fell in the orange category for math. English learners and hispanic sub groups performed in the yellow.

Science:
Maxwell Unified performed in the yellow category overall.
However, disparities persist among certain subgroups, such as homeless who were orange. Our ELs and hispanic subgroups performed in the green. We aren't able to provide other subgroup data due to small cohort data not reported.

College/Career
College and career readiness has shown steady improvement over time. The percentage of students identified as Prepared increased significantly from 6.5% in 2019 to 48.1% in 2025. At the same time, the percentage of students who are Not Prepared decreased from 61.3% to 14.8%, demonstrating substantial progress in preparing students for postsecondary success.
While there have been some fluctuations in the “Approaching Prepared” category, the overall trend shows that more students are moving into the Prepared level. This reflects continued growth in college and career readiness outcomes and the effectiveness of district efforts to support student preparedness.

Graduation Rate:
Maxwell Unified celebrates a record-high graduation rate, exceeding the state average by 10% as we have a 95.7% graduation rate. This achievement signifies the district's commitment to ensuring student success and attainment of academic milestones.
Subgroup analysis reveals that historically marginalized groups, such as English Learners and students with disabilities, have also experienced an increase in graduation rates, albeit at a slower pace compared to their peers.

Chronic Absenteeism:
While Maxwell Unified has made strides in reducing chronic absenteeism, there is still room for improvement. The latest data shows a 3% decrease in chronic absenteeism rates compared to the previous year. Since baseline year we have decreased our rate by 6.8%.
Subgroup data highlights the need for targeted interventions, particularly among students experiencing socioeconomic challenges, homeless, students disabilities and white as they were in the yellow category while their English learners and hispanic peers were in the green.

Learning Recovery Emergency Block Grant:
All funds were expended prior to June 30, 2025 as required. Fund expenditures for 2026 and 2027 are written into LCAP.

In summary, Maxwell Unified School District has made significant progress across multiple indicators, including ELA, science, college and career readiness, graduation rates, and chronic absenteeism. However, persistent achievement gaps among certain student subgroups underscore the importance of targeted interventions and equity-focused initiatives to ensure that all students have equitable access to high-quality education and opportunities for success.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Stakeholders including, teachers, principals, other school staff, students, parents and community members.	LCAP information meetings, ELAC/DELAC meetings, SSC meetings, PAC meetings, Student input meetings and surveys. MUSD Stakeholder Survey 3/2026 sent to entire district, community and stakeholders, Local bargaining unit input, LCAP Discussion Board Meeting 3/11/26, LCAP Input/PAC Planning Meeting: 4/16/26, DELAC Meeting 4/14/26, 4/14/26 Met with Students about LCAP input, SSC Meeting 5/15/26, PAC Draft Review 5/27/26. California Colleges Guidance Initiative (CCGI).

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

The Superintendent met with each of the educational partner groups to get feedback which was used to refine this LCAP. Notes were kept from each meeting and then utilized as part of the revision process for the 2026-2027 LCAP. Surveys were also given to staff, parents and students and results were utilized in the planning process. LCAP was presented to the school educational partner groups prior to going to the school board for approval. These included parents of foster youth, low income, English learners, and special education students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maxwell Unified School District will prepare students that are college and/or career ready.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Maxwell Unified strives to develop individuals that are productive and contributing citizens to society. It was identified after reviewing our data dashboard that we need to focus on the area of English language arts and mathematics. We have developed this goal to ensure all students have the foundation needed to be successful in college and/or career. The actions and metrics listed in this goal will ensure our students are prepared for college and career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students proficient on CAASPP in ELA by school and District	2023 CAASPP- ELA District 31% High School 31% Middle School 30% Elementary 30%	2024 CAASPP- ELA District 37% High School 46% Middle School 34.7% Elementary 35%	2025 CAASPP- ELA Approaching District 35% High School 37% Middle School 27% Elementary 46%	2026 CAASPP- ELA District 50% High School 50% Middle School 50% Elementary 50%	2023 to 2025 District Improved 4% High School: Improved 6% Middle School: Decreased 3% Elementary: Improved 16%
1.2	Percent of students proficient on CAASPP in math by school and District	2023 CAASPP- Math District 23% High School 5% Middle School 24%	2024 CAASPP- Math District 25% High School 23%	2025 CAASPP- Math Not Met District 24%	2026 CAASPP- Math District 50%	2023 to 2025 District Improved 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary 40%	Middle School 18.6% Elementary 38%	High School 17% Middle School 18% Elementary 39%	High School 50% Middle School 50% Elementary 60%	High School Improved 12% Middle School Decreased 6% Elementary Decreased 1%
1.3	The number of students who have a work permit and/or participate in work experience at Maxwell High School	2023-2024 School Year 5% of our students have a work permit An additional 6% of our students participate in work experience	2024-2025 School Year 6% of our students have a work permit An additional 7% of our students participate in work experience	2025-2026 School Year Approaching 8% of our students have a work permit An additional 6% of our students participate in work experience	2026-2027 30% of our students have a work permit or are engaged in work experience.	2023 to 2025 Increased 3% of our students have a work permit No increase of our students participat\ing in work experience from baseline.
1.4	Reclassification Rate	2023-2024 School Year We reclassified 10% of our students	2024-2025 School Year We reclassified 10% of our students	2025-2026 Approaching We reclassified 12% of our EL students in Fall 2025.	2026-2027 Reclassify 20% of our students	2023 to 2025 Increased 2%
1.5	Graduation Rate	2022-2023 Graduation Rate: 95.7%	2023-2024 Graduation Rate: 95.7%	2024-2025 Approaching Graduation Rate:95.7%	2025-2026 Graduation Rate 100%	2022-2025 No change in graduation rate but is already significantly above the state rate.
1.6	Number of CTE pathway completers	2022-2023 3/110 (3%) students completed CTE pathway	2023-2024 8/108 (7%) students completed CTE pathway	2024-2025 Approaching 8/110 (7%) students	2026-2027 20% students complete CTE pathway	2022-2025 Increased 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				completed CTE pathway		
1.7	Number of certificate programs available to students	2023-2024 4 Certificates ServSafe, YQCA, Floral I CRAECP Ag Align, Ag Biology Sustainable Ag CRAECP Ag Align.	2024-2025 6 Certificates ServSafe, YQCA, Floral I CRAECP Ag Align, Ag Biology Sustainable Ag, CRAECP Ag Align, Show Smart	2025-2026 Approaching 6 Certificates ServSafe, YQCA, Floral I CRAECP Ag Align, Ag Biology Sustainable Ag, CRAECP Ag Align, Show Smart	2026-2027 7 Certificates	2023-2025 Increased 2 certificates

Goal Analysis [2025-26]

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

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

Goal Analysis: Implementation and Outcomes

During the 2024–2025 and 2025–2026 school years, the district focused on improving student achievement in English Language Arts (ELA) and mathematics, expanding college and career readiness opportunities, and increasing outcomes for English Learners and high school students. Overall, implementation of the goal showed measurable progress in several areas, with some inconsistencies across grade spans and content areas.

Overall Implementation

The district implemented a combination of instructional strategies, expanded course offerings, and targeted supports. Key actions included:

Continued focus on instructional rigor through classroom walkthroughs and professional development
Expansion of Career Technical Education (CTE) pathways and certification opportunities
Increased emphasis on work-based learning opportunities at the high school
Ongoing monitoring of student progress using CAASPP and local data
Targeted support for English Learners to increase reclassification rates

While most planned actions were implemented as intended, variation in outcomes across schools suggests that implementation was not yet consistent at all grade levels, particularly at the middle school level.

Academic Achievement Outcomes
English Language Arts (ELA)

ELA performance showed overall growth from 2023 to 2025, increasing districtwide from 31% to 35% proficient (+4%). The most significant gains occurred at the elementary level (+16%), indicating strong implementation of literacy strategies in early grades.

However, results were uneven:

High School improved overall (+6%) but declined from 2024 to 2025
Middle School experienced a decrease (-3%), indicating a need for stronger alignment and support at this level

The district has set an ambitious target of 50% proficiency across all schools by 2026, reflecting a commitment to accelerated growth.

Mathematics

Math performance showed limited overall improvement, increasing districtwide from 23% to 24% (+1%). While the high school demonstrated notable growth (+12%), this was offset by declines at the middle school (-6%) and slight decreases at the elementary level (-1%).

These results suggest that math instruction remains an area of challenge, particularly in maintaining consistency across grade spans. The district's 2026 goal of 50% proficiency (60% at elementary) will require more targeted and cohesive strategies.

College and Career Readiness
Work-Based Learning

Student participation in work permits and work experience increased modestly:

Work permits increased from 5% to 8% (+3%)
Work experience participation increased from 6% to 7% (+1%), then slightly declined

While growth is evident, participation remains relatively low compared to the district's goal of 30% by 2026–2027. This indicates a need for stronger systems, partnerships, and student access to work-based learning opportunities.

CTE Pathways and Certifications

The district made steady progress in expanding CTE opportunities:

CTE pathway completion increased from 3% to 7% (+4%)

Certificate programs expanded from 4 to 6 offerings

These increases reflect successful implementation of expanded programming, particularly in agriculture-related pathways. Continued growth will be necessary to meet the goal of 20% pathway completion.

English Learner Progress

The reclassification rate increased from 10% to 12% (+2%), demonstrating gradual improvement. While progress is positive, growth has been modest, suggesting a need for more targeted supports, including designated and integrated ELD, monitoring, and intervention.

The district's goal of 20% reclassification will require a stronger focus on acceleration and consistent implementation across sites.

Graduation Rate

The district maintained a consistently high graduation rate of 95.7% from 2022 through 2025, already exceeding state averages. This reflects strong systems of student support and credit completion.

The goal of reaching 100% graduation represents an effort to close the remaining gaps and ensure all students successfully complete high school.

Key Successes
Significant growth in elementary ELA achievement
Strong improvement in high school math performance
Expansion of CT-E pathways and certification opportunities
Consistently high graduation rate
Gradual increases in work-based learning and reclassification rates
Key Challenges
Declining or inconsistent performance at the middle school level in both ELA and math
Limited overall growth in math achievement across the district
Slower-than-needed increases in work-based learning participation
Modest gains in English Learner reclassification
Need for greater consistency in implementation across sites
Summary

Overall, the district successfully implemented the majority of planned actions and saw measurable progress in several priority areas. However, outcomes indicate uneven implementation and impact across grade levels, particularly in middle school and mathematics.

Moving forward, the district will need to focus on:

Strengthening instructional consistency across sites

Targeting middle school supports
Accelerating math achievement
Expanding access to CTE and work-based learning
Increasing targeted supports for English Learners

These adjustments will be critical in meeting the district’s ambitious 2026 and 2027 targets.

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.

Several actions within Goal 1 reflect differences between budgeted and estimated actual expenditures due to adjustments in funding sources, implementation decisions, program timing, and increased service costs.

Action 1.6 – Curriculum Adoption ($50,000 budgeted; $0 estimated actual)
No expenditures were made for curriculum adoption during the 2025–2026 school year. The district determined that piloting curriculum options in 2026–2027 would better support a thoughtful and effective adoption process. Funds will remain allocated in the 2026–2027 LCAP.

Action 1.7 – Tutoring and Instruction ($10,000 budgeted; $4,200 estimated actual)
Estimated expenditures are significantly lower than budgeted due to limited student participation and interest in tutoring services. This action will remain in the 2026–2027 LCAP with an adjusted budget to better align with actual usage and demand.

Action 1.11 – Testing Fees ($500 budgeted; $0 estimated actual)
No expenditures were incurred as there were no assessment or certification fees required during the school year. This action will remain in the LCAP to ensure funds are available should such costs arise in future years.

Action 1.13 – Special Education Services ($504,000 budgeted; $741,961 estimated actual)
Expenditures exceeded the budget due to a significant increase in special education costs over the past two years. This includes rising service needs, staffing, and related supports required to meet student needs and maintain compliance.

Action 1.14 – Dual Enrollment ($5,000 budgeted; $0 estimated actual)
No expenditures were recorded for this action. The district received the Middle College and Early College grant, which fully funded dual enrollment expansion. As a result, LCAP funds were not needed.

Action 1.17 – Student Incentives and Awards ($5,000 budgeted; $2,500 estimated actual)
Estimated expenditures are lower than planned due to site-level administrative decisions at the elementary and middle school sites, resulting in reduced spending on incentives and awards.

Summary

Material differences between budgeted and estimated actual expenditures were primarily driven by:

Strategic delays in implementation (curriculum adoption, EL curriculum)
Lower-than-expected participation (tutoring, incentives)
Availability of alternative funding sources (dual enrollment grant)
Absence of anticipated costs (testing fees)
Increased mandated service costs (special education)

The district will adjust future budgets to better reflect actual expenditures while maintaining alignment with program goals and student needs.

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

To date, the effectiveness of the district's planned actions has been mixed. Several actions contributed to measurable progress, particularly in elementary English Language Arts, Career Technical Education (CTE) expansion, and increased opportunities for student certifications. Growth in elementary ELA proficiency and increased CTE pathway completion and certificate offerings indicate that investments in early literacy and career readiness are beginning to have a positive impact.

However, not all actions were implemented as intended, which limited their overall effectiveness. For example, the planned curriculum adoption was postponed in order to pilot instructional materials in the 2026–2027 school year. While this decision supports a more thoughtful long-term approach, it delayed immediate improvements in instructional consistency, particularly in mathematics, where overall progress remains limited and uneven across grade spans.

Similarly, tutoring services did not have the anticipated impact due to low student participation, reducing the effectiveness of this support strategy. Actions related to English Learner supports, including the purchase of supplemental curriculum, were also delayed to better align with a broader reading intervention approach, limiting short-term gains in reclassification rates.

In contrast, some actions proved effective despite adjustments. The expansion of dual enrollment opportunities was successfully implemented through grant funding, allowing the district to maintain progress in college and career readiness without utilizing LCAP funds. Additionally, steady increases in work-based learning participation and reclassification rates, while modest, indicate gradual progress in these areas.

Ongoing challenges include inconsistent outcomes at the middle school level in both ELA and mathematics, as well as limited growth in overall math performance. These trends suggest that while foundational systems and supports are in place, more consistent implementation and targeted strategies are needed to accelerate progress.

Overall, while several planned actions have not yet reached their full intended impact due to delays, participation levels, or implementation variability, the district has established key structures and programs that position it for stronger and more consistent progress in the coming year.

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

Based on reflection of implementation and outcomes from the prior year, the district has made several adjustments to actions and expenditures to better align with student needs and improve effectiveness.

No significant changes were made to the overall goal or core metrics, as they remain aligned with district priorities for academic achievement, college and career readiness, and student success. However, adjustments were made to specific actions, timelines, and service delivery models to address areas of need and improve implementation.

Action 1.1 (Reading Support Teacher, K–8) has been removed from the action table. Based on reflection of prior practice, the district determined that a pull-out model for reading support was less effective given the district's small class sizes. Moving forward, the district will implement a more targeted approach focused on strengthening core instructional delivery and providing in-class support through paraeducators. This shift is intended to increase access to grade-level instruction, reduce loss of instructional time, and better support students within the general education setting.

Several actions have been revised or carried forward into the 2026–2027 school year. The planned curriculum adoption (Action 1.6) has been delayed to allow for a pilot year, ensuring a more informed and effective selection process.

Adjustments were also made to better reflect actual usage and participation. Funding for tutoring and instruction (Action 1.7) will be reduced and refined due to lower-than-expected student engagement, with a focus on identifying more effective ways to provide academic support. Incentive and award spending (Action 1.17) will also be reevaluated to better align with site-level priorities and impact.

Additionally, expenditures for dual enrollment (Action 1.14) will continue to be supported through grant funding rather than LCAP funds, allowing the district to reallocate resources as needed. Testing fees (Action 1.11) will remain in the plan to ensure flexibility for future needs, despite no expenditures in the current year.

The district has also adjusted budget expectations to reflect rising costs in special education services (Action 1.13), ensuring that funding more accurately reflects actual expenditures and required services.

Overall, these changes reflect a shift toward more strategic implementation, improved alignment of resources, and a stronger focus on effectiveness. The district will continue to monitor implementation closely and make adjustments as needed to ensure progress toward established goals and target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Goal Removed for 26/27- Reading Intervention			
1.2	Software Licensing for High School	Provide Edgenuity online classes and online credit recovery options to increase our broad course of study options and provide opportunities for our undersrved students needing to get on graduation track	$6,500.00	Yes
1.3	MyPath Software License	Purchase MyPath for individualized intervention using NWEA assessment scores.	$19,990.00	Yes
1.4	NWEA Assessment Software	Purchase NWEA assessment system to assess student learning and adjust instruction for our English Learners, foster youth and homless students.	$7,500.00	Yes
1.5	Library Services	Library services include librarian time, increasing book collections including literature books sets for English classes and software needed to run library and to provide access to literary opportunities for our underserved populations.	$32,000.00	No Yes
1.6	LREBG $$- Curriculum Adoption/Instructional Materials	Purchase curriculum to align to state standards and provide professional development to teachers through pilot and implementation. Purchased with LREBG Funds.	$79,473.00	Yes
1.7	Tutoring and Instruction	Hire regular day teachers to provide tutoring and instruction after school for all student including English learners and all unduplicated students.	$5,000.00	No Yes
1.8	CTE Program	Maintain agriculture teachers and business teacher to broaden CTE pathway and course offerings for our foster youth, English learners and low income students who may not have these opportunities outside of school.	$373,789.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Technology Director	Maintain full-time FTE computer technology director to assist in connecting our low income, foster youth and english learners to internet in the home setting.	$96,820.00	Yes
1.10	Teacher Salary and Benefits	Teacher/staff salary and health and benefits increased in 19/20, 20/21, 21/22, 22/23, 23/24, 24/25, 25/26 and 26/27 to retain experienced and qualified staff to provide high quality instruction to all students including foster youth, low income and English learners.	$506,616.00	Yes
1.11	Testing Fees	Cover student assessment fees for PSAT, SAT, etc and provide incentives for assessments	$500.00	Yes
1.12	Student Support Health Technician	Hire Student Support Health Technician to work under the direction of the site administrator, providing direct services to students on college and career counseling, oversee high quality heath, Monitor student attendance, chronic absenteeism, and serve as liason for home to school relations. There will be 3 in the District.	$131,212.00	No
1.13	Special Education Services	SELPA provides services to the district for students with IEPs	$740,000.00	No
1.14	Dual Enrollment	Continue partnership with Woodland Community College for dual enrollment courses for students and high school and purchase necessary curriculum	$1,000.00	Yes
1.15	Technology	Maintain and remain current with 1:1 technology devices for student access to technology while following 20-25% rotation each year with Chromebooks. Maintain teacher's classroom technology tools such as tablets, document cameras and smart boards.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	Summer School and Expanded Learning Summer Opportunities	Summer school classes for enrichment, acceleration, intervention and credit recovery	$40,000.00	No
1.17	Awards	Purchase awards and incentives for students showing effort and progress in math and reading.	$5,000.00	Yes
1.18	English Learner Curriculum	Provide EL's with access to Rosetta Stone	$750.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maxwell Unified School District students will be connected academically, socially, emotionally and physically in their schools.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that students are successful at school and in life. We know that if a student doesn't feel connected to school, attendance and grades will fail and they will lack college and career readiness. Relationships are first. The actions in this goal will ensure our students are connected to school academically, socially and physically, Each of these actions grouped together will support the goal of student connectedness at school which we know is essential to student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism	Chronic Absenteeism 22/23 17.2%	Chronic Absenteeism 23/24 13.1%	Chronic Absenteeism 24/25 Met 10.4%	Chronic Absenteeism 22/23 10%	Decreased 6.8%
2.2	Suspension Rate	State Suspension 22/23 Rate 1.6% Elementary 0% Middle School 1% High School 1.8%	State Suspension 23/24 9.3% Elementary 4.8% Middle School 20.8% High School 5%	State Suspension 24/25 9.4 Not Met Elementary 11.9% Middle School 8.2% High School 4.2%	Maintain Suspension Rates Elementary 1% Middle School 3% High School 3%	State Suspension Increased 7.8% Elementary Increased 11.9% Middle School Increased 7.2% High School Increased 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Attendance Rate	Attendance Rate 22/23 94.62%	Attendance Rate 23/24 95.71%	Attendance Rate 24/25 Approaching 94.3%	Increase Attendance Rate to 97%	Decreased .3%
2.4	District Expulsion Rate	District Expulsion 22/23 Rate 0%	District Expulsion 23/24 Rate 0%	District Expulsion 24/25 Met Rate 0%	Maintain Expulsion Rate	Maintained 0%
2.5	High School Dropout Rate	High School 22/23 Dropout Rate 0%	High School 23/24 Dropout Rate 0%	High School 24/25 Met Dropout Rate 0%	Maintain Dropout Rate	Maintained 0%

Goal Analysis [2025-26]

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

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

2.1 Chronic Absenteeism
Chronic absenteeism decreased significantly over the past three years, from 17.2% in 2022–23 to 10.4% in 2024–25, representing a 6.8% overall reduction. This reflects successful implementation of attendance improvement strategies, including increased communication with families, monitoring of at-risk students, and site-level interventions.
Overall, the district implemented planned actions with fidelity. Successes included stronger parent outreach and earlier identification of attendance concerns. Challenges included addressing barriers such as illness, transportation, and disengagement, which required ongoing coordination with families and staff. Continued focus will be needed to reach the target of 10% and sustain progress.

2.2 Suspension Rate
Suspension rates increased from 1.6% in 2022–23 to 9.4% in 2024–25, an overall increase of 7.8%, exceeding the district's goal to maintain low rates (Elementary 1%, Middle School 3%, High School 3%).
Implementation of disciplinary practices varied across sites. While efforts were made to address student behavior and maintain safe school environments, there were notable increases, particularly at the elementary and middle school levels. Contributing factors included increased behavioral needs and challenges in implementing consistent intervention systems.
Successes included improved documentation and responsiveness to incidents. However, challenges remain in strengthening proactive supports such as behavior interventions, social-emotional supports, and restorative practices. Moving forward, the district will focus on reducing suspensions through prevention and early intervention.

2.3 Attendance Rate
The district's overall attendance rate increased from 94.62% in 2022–23 to 95.71% in 2023–24, but declined slightly to 94.3% in 2024–25, falling short of the 97% goal.
Planned actions to improve attendance were implemented, including outreach efforts and attendance monitoring. While there was initial improvement, maintaining consistent attendance proved challenging. Factors such as illness, student engagement, and family circumstances impacted overall rates.
Successes included improved awareness and communication around attendance expectations. Challenges included sustaining gains and addressing ongoing barriers to regular attendance. The district will continue to refine strategies to improve daily attendance.

2.4 District Expulsion Rate
The district maintained an expulsion rate of 0% across all three years (2022–23 through 2024–25), successfully meeting its goal.
This reflects consistent implementation of alternative disciplinary approaches and interventions prior to expulsion. The district continues to prioritize keeping students in school while addressing behavior through supportive measures.

2.5 High School Dropout Rate
The high school dropout rate remained at 0% for all three years, meeting the district's goal.
This success is attributed to strong student support systems, credit recovery options, and ongoing monitoring of student progress. The district will continue these efforts to ensure all students remain on track to graduate.

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.

Overall, there were no significant material differences between budgeted expenditures and estimated actual expenditures across most actions and services. Funds were generally expended as planned to support student engagement, attendance, and school climate initiatives.

One notable difference occurred in Goal 2.10: Cell Phone Usage Campaign. While funds were initially budgeted at $3,500, actual expenditures were lower than anticipated. This variance is due to the district successfully implementing the core components of the campaign with fewer costs than expected, including leveraging existing resources and staff-led efforts rather than external purchases or services.

Additionally, because the campaign has now moved from initial implementation to maintenance, future costs have been reduced accordingly. This reflects a shift from start-up expenses to minimal ongoing costs for materials and supplies.

There were no material differences in the planned versus actual percentages of improved services, as services for unduplicated pupils were implemented as intended.

In summary, expenditures closely aligned with the adopted budget, with minor savings primarily due to efficient implementation of planned actions.

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

The district's actions to improve student engagement and maintain a safe and supportive school climate have shown both continued progress and ongoing challenges in effectiveness.

One of the most effective areas continues to be chronic absenteeism, which decreased from 17.2% in 2022–2023 to 10.4% in 2024–2025, representing a significant overall reduction. This sustained improvement indicates that actions such as increased communication with families, targeted outreach, and early intervention strategies have been effective over time. However, while progress is strong, the district is still working to meet and maintain its target of 10%.

In contrast, the overall attendance rate declined slightly from 95.71% in 2023–2024 to 94.3% in 2024–2025, indicating that while fewer students are chronically absent, maintaining consistent daily attendance for all students remains a challenge. This suggests that current attendance strategies are partially effective but need refinement to improve day-to-day attendance and reach the district's goal of 97%.

Suspension rates remain an area of concern. Although there was some improvement at the middle school level, which decreased from 20.8% to 8.2%, rates remain well above the district's target of 3%. Additionally, suspension rates increased at the elementary level to 11.9% and remained elevated at the high school level at 4.2%, both exceeding district goals. These trends indicate that current behavior supports and discipline systems have not yet been fully effective. While efforts such as conflict resolution and increased awareness have been implemented, additional focus is needed on proactive supports, including social-emotional learning (SEL), restorative practices, and Tier 2 and Tier 3 interventions.

Despite these challenges, the district continues to demonstrate effectiveness in keeping students engaged in school, as evidenced by maintaining both a 0% expulsion rate and a 0% high school dropout rate. These outcomes reflect strong student support systems and successful efforts to keep students enrolled and progressing toward graduation.

The district also implemented a conflict resolution program, which supports positive student interactions and may contribute to long-term improvements in school climate. However, the cellphone awareness initiative has still not been fully implemented, and therefore its effectiveness cannot yet be evaluated.

Conclusion:
Overall, the district's actions have been effective in reducing chronic absenteeism and maintaining strong student retention outcomes. However, the decline in overall attendance and continued elevated suspension rates—particularly at the elementary and middle school levels—highlight areas where strategies need to be strengthened. Moving forward, increased emphasis on proactive behavior supports, consistent implementation across sites, and completion of planned initiatives will be critical to making further progress toward this goal.

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

Based on reflections from this year's implementation, the district will maintain the overall goal, metrics, and target outcomes, as they continue to reflect the district's priorities around student engagement, attendance, and school climate. However, targeted adjustments have been made to specific actions in response to both successes and areas of need.

In reviewing behavioral data, particularly continued elevated suspension rates at the elementary and middle school levels, the district will continue to strengthen implementation of proactive behavior supports, including social-emotional learning (SEL), restorative practices, and consistent behavior expectations across sites. These are not new metrics, but a refinement and deepening of existing actions to improve effectiveness.

Attendance efforts will also continue with a focus on sustaining gains in chronic absenteeism while improving daily attendance rates. Strategies such as family outreach, early intervention, and incentives will be maintained and refined based on prior effectiveness.

A specific change has been made to Goal 2.10: Cell Phone Usage Campaign. With the initial implementation of the campaign now complete, the district will transition from full implementation to ongoing maintenance and reinforcement. As a result, funding for this action will be reduced from $3,500 to $1,000 for the 2026–2027 school year, to support continued materials, supplies, and classroom resources.

In summary, while the district is not changing its goals or metrics, it is making strategic adjustments to actions and resource allocation to better align with implementation progress and identified needs.

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	Prevention/Intervention Counselor	A fulltime prevention and intervention counselor will work throughout the District.	$111,156.00	No
2.2	Art Teacher Position	Increase fine arts offerings to enrich the lives of our unduplicated students.	$86,047.00	Yes
2.3	Enrichment Clubs	Add extra-curricular funding and funding for school clubs and activities for academic enrichment after school.	$12,000.00	No
2.4	Field Trips	Attend field trips for academic enrichment opportunities for students.	$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Security Cameras	Maintain video camera systems on buses and school sites.	$5,000.00	No
2.6	Deferred Maintenance	Fund deferred maintenance plan to ensure clean and safe learning environments.	$75,000.00	No
2.7	Campus Supervision	Site administrator meet monthly with campus supervisors to provide training, support and feedback. Purchase supplies so that campus supervisors can be visible to all students and visitors on campus.	$500.00	No
2.8	Conflict Resolution	Implement peer conflict resolution at elementary and middle school	$1,000.00	Yes
2.9	Purchase Playground Equipment	Provide playground equipment for students at school to ensure that our low income families have access to games that will increase their social skills while at school.	$2,500.00	No
2.10	Cell Phone Usage Campaign	Continue cell phone usage campaign to educate parents on how academics are being hindered due to cell phone usage in the classroom. Include assemblies and parent information nights.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maxwell Unified School District will engage with stakeholders as educational partners.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Maxwell Unified understands the importance of home to school connection. It is only when our parents and stakeholders are connected that we see great gains with student success. Parents are the number one factor in a student's success and we want to leverage and support our parents so students become productive citizens for our greater community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of parent volunteers in District	23/24 62 volunteers cleared in District	24/25 65 Volunteers cleared in the District	25/26 Approaching 75 Volunteers cleared in the District	80 volunteers cleared in District	Increased 13 volunteers
3.2	Number of parents that attended Conferences K-8	23/24 Kindergarten: 100% 1st Grade: 96% 2nd Grade: 91% 3rd Grade: 100% 4th Grade: 100% 5th Grade: 91% 6-8 Grades: 46%	24/25 Kinder 75% 1st Grade: 79% 2nd Grade: 79% 3rd Grade: 66% 4th Grade: 87% 5th Grade: 65% 6-8 Grade: 52%	Kindergarten 85% Approaching Grade 1 96% Grade 2 100% including phone Grade 3 100% including phone Grade 4 100% including phone	Kindergarten: 100% 1st Grade: 100% 2nd Grade: 100% 3rd Grade: 100% 4th Grade: 100% 5th Grade: 100% 6-8 Grades: 50%	Kinder: Decrease 25% 1st Grade: Maintained @ 96% 2nd Grade: Increased 9% 3rd Grade: Maintained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Grade 5 80% Grades 6-8 57% including SST meetings		4th Grade: Maintained at 100% 5th Grade: Decrease 11% 6-8 Grade: Increase 4%
3.3	Number of parents that attend parent information nights and trainings.	23/24 ELAC/DELAC- 2% DAC/LACP Information Nights- 3%	24/25 ELAC/DELAC- 1% DAC/LACP Information Nights- 2%	25/26-TBD ELAC/DELAC- % DAC/LACP Information Nights- %	10% participation rate relevant to subgroup.	ELAC/DELAC- Data will be updated when available.

Goal Analysis [2025-26]

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

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

The district implemented a range of actions to increase parent and family engagement, including volunteer recruitment, parent-teacher conferences, and informational meetings such as ELAC/DELAC and DAC/LCAP nights. Overall, implementation was consistent with planned actions; however, results were mixed across metrics, reflecting both successes and ongoing challenges.

One area of success was the increase in parent volunteers, which grew from 62 in 2023–2024 to 65 in 2024–2025, with a continued upward trend toward 75 volunteers in 2025–2026. This indicates that efforts to recruit and clear volunteers—such as outreach and streamlined processes—have been effective. While the district has not yet reached its target of 80 volunteers, progress is steady.

In contrast, parent participation in K–8 conferences declined across most grade levels compared to the previous year. While some participation remained relatively strong in upper elementary grades, there were notable decreases in several grade levels, particularly in grades 3 and 5. The district did implement planned strategies, including offering flexible formats such as phone conferences and SST meetings for middle school families. Despite these efforts, participation did not meet targets, suggesting barriers such as scheduling conflicts, communication gaps, or decreased engagement. A modest increase at the 6–8 level indicates that alternative meeting formats may be helping but need to be expanded.

Similarly, attendance at parent information nights and trainings (ELAC/DELAC and DAC/LCAP) declined slightly and remains well below the 10% participation target. Although meetings were held as planned, participation rates of 1–2% indicate that current outreach strategies have not been sufficient to engage a broader group of families.

It is also important to consider the context of our small, close-knit community when interpreting participation data. While attendance at formal meetings remains low, feedback gathered through informal conversations and day-to-day interactions suggests that many parents and stakeholders feel comfortable with current programs and services. In our community, it is often the case that higher levels of participation occur when there are concerns, whereas lower participation can indicate that families feel their needs are being met—particularly within our English Learner programs.

Overall, the district successfully carried out planned actions, including hosting meetings, providing multiple engagement opportunities, and increasing volunteer access. Successes include growth in volunteer participation and the use of varied meeting formats. However, challenges remain in increasing consistent parent participation across conferences and informational meetings. These results suggest a need to strengthen communication strategies, reduce participation barriers, and explore additional engagement approaches to improve outcomes in the coming year, while continuing to value both formal and informal family feedback.

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 was one material difference between budgeted and estimated actual expenditures related to planned social-emotional learning (SEL) supports under Goal 3.3. The district had originally planned to implement a new SEL curriculum using CalHOPE grant funding. However, these funds expired prior to implementation, resulting in the district not moving forward with the planned purchase.

As a result, the associated expenditures were lower than originally budgeted. In response, the district adjusted its approach by modifying the action rather than replacing the service. Instead of purchasing a new curriculum, the district will continue implementing the Second Step program, which is an existing resource already available within the district.

This program is being delivered by the district's Student Supports Behavioral Health Technician, whose position is funded through the Community Schools Grant, allowing the district to maintain SEL supports for students without incurring additional curriculum costs.

There were no material differences in the planned versus actual percentages of improved services, as services for unduplicated pupils continued through adjusted implementation.

In summary, the difference in expenditures reflects a shift in funding availability and a strategic adjustment to utilize existing resources and staffing to continue providing SEL supports.

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

The district's actions to increase parent and family engagement have had mixed effectiveness in making progress toward the goal.

Efforts to recruit and support parent volunteers have been effective, as demonstrated by the increase in cleared volunteers from 62 to 65, with continued growth projected. This indicates that outreach efforts and improved processes for volunteer clearance are helping to increase participation in this area.

However, actions aimed at increasing parent participation in conferences and informational meetings have been less effective. Participation in K–8 parent-teacher conferences declined across most grade levels, despite the district offering flexible options such as phone conferences and SST meetings. While there was a slight improvement at the middle school level, overall participation did not meet targets, suggesting that current strategies have not fully addressed barriers such as scheduling, communication, or competing family commitments.

Similarly, participation in ELAC/DELAC and DAC/LCAP meetings remains low, with rates between 1–2%, well below the 10% target. Although meetings were implemented as planned, outreach efforts have not yet resulted in increased engagement in these formal settings.

At the same time, it is important to consider the context of the district’s small, rural community. Informal feedback and day-to-day interactions indicate that many families feel comfortable with current programs and services. In this context, lower participation at formal meetings may not necessarily indicate dissatisfaction, but rather that families feel their needs are being met—particularly within programs supporting English Learners.

The district also adjusted its approach to social-emotional learning by shifting from a planned new curriculum to implementation of the Second Step program, utilizing existing resources and staff funded through the Community Schools Grant. This adjustment has allowed the district to continue providing SEL supports, though the long-term effectiveness of this approach will continue to be monitored.

In summary, while volunteer engagement efforts have been effective, actions to increase broader parent participation have been less successful and will require refinement. The district will continue to build on successful strategies while exploring new approaches to increase meaningful family engagement.

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

Based on reflections from this year’s implementation, the district will maintain the overall goal, metrics, and target outcomes, as they continue to align with priorities around increasing parent and family engagement. However, adjustments have been made to specific actions and resource allocations in response to prior practice.

A key change involves Goal 3.3 related to social-emotional learning (SEL). The district had originally planned to purchase and implement a new SEL curriculum using CalHOPE funds; however, due to the expiration of those funds, this action will be modified moving forward. Instead of purchasing a new curriculum, the district will utilize the Second Step program, which is already available and will be implemented by the Student Supports Behavioral Health Technician funded through the Community Schools Grant. This adjustment ensures continued SEL support while aligning with available funding sources.

Based on participation data, the district has determined that parent engagement at the K–5 level is generally meeting expectations, and current strategies in these grade spans will be maintained. However, parent participation at the 6–8 level remains an area for growth, and the district will place additional focus on increasing engagement at the middle school level through more targeted outreach, flexible meeting options, and continued use of alternative formats such as SST meetings.

In summary, while the district is not changing its goals or metrics, it is making targeted adjustments to actions and implementation strategies, particularly focusing on middle school engagement and aligning SEL supports with available resources.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Communication Tools	District will utilize a message system to communicate with all parents, including parents of unduplicated pupils.	$3,500.00	No
3.2	Parent Trainings/Workshops	District and school sites will offer trainings/workshops to parents on pertinent topics that support student growth and achievement with a specific emphasis to encourage parents of EL, low-income, special education, foster youth and homeless. Attendance incentives and light meals may be offered to entice additional attendance.	$3,000.00	No
3.3	SEL Program	Purchase Incentives for Attendance and Implementation of SEL Program	$5,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1116560	$110185

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
25.445%	0.000%	$0.00	25.445%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Software Licensing for High School **Need:** Our socioeconomically disadvantaged students are in need of ways to make up credits to be on graduation track. **Scope:**	This program allows students to take classes and get back on graduation track. We are a small school district and to keep continuity we offer program district-wide. However, it is mainly used at high school for credit recovery.	Graduation Rate Metric 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.3	**Action:** MyPath Software License **Need:** District was in the red category for EL performance on dashboard @ baseline. **Scope:** Schoolwide	This program will provide individualized instruction based on student need and current levels. MyPath software is used at the elementary and middle school for intervention program in conjunction with NWEA assessments. Doesn't apply to high school.	CAASPP test scores. Metric 1.1 and 1.2
1.4	**Action:** NWEA Assessment Software **Need:** CAASPP scores demonstrate large gaps in student proficiency. **Scope:** LEA-wide	The NWEA assessment system will allow us to monitor student progress throughout the year. For continuity reasons this is a district wide measure.	Assessment will be administered 3x a year. CAASPP scores. Metric 1.1 and 1.2
1.5	**Action:** Library Services **Need:** Our students don't have access to books at home. This includes English learners, foster youth, and low income students. Reading assessment scores are low. **Scope:**	Library services will give our students an opportunity to check out books and practice reading. For continuity reasons this is a district wide measure.	NWEA and CAASPP assessment scores. Metric 1.1 and 1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	**Action:** LREBG $$- Curriculum Adoption/Instructional Materials **Need:** Data and feedback from surveys indicate that unduplicated pupils need stronger instructional support, including more scaffolding, language development, and consistent access to grade-level content. Current materials do not fully meet these needs. A new curriculum will provide better alignment to standards, built-in supports for English Learners, and more consistent, engaging instruction to help close achievement gaps. **Scope:** LEA-wide	The adoption of a new curriculum addresses the needs of unduplicated pupils by providing standards-aligned instruction with built-in supports, including scaffolding, language development strategies, and differentiated instruction. These features ensure that English Learners, low-income students, and foster youth have improved access to grade-level content and instruction. This action is implemented on an LEA-wide/schoolwide basis to ensure consistency across all classrooms and grade levels, as unduplicated pupils are enrolled throughout the district. Providing these supports universally ensures equitable access while still benefiting students with the greatest needs	CAASPP Scores Metric 1.1 & 1.2
1.7	**Action:** Tutoring and Instruction **Need:** Low CAASPP scores **Scope:** LEA-wide	Hiring teachers after school hours will support our low income, foster youth and English learners who need additional support. For continuity reasons this is a district wide measure.	CAASPP Scores and Graduation Rate Metric 1.1, 1.2 and 1.5
1.8	**Action:** CTE Program **Need:**	CTE courses will expand our course offerings to support students with job skills for use after high school. For continuity reasons this is a district wide measure.	Graduation rate, pathway completers Metric 1.5 and 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our EL, foster youth and low income students need access to skills they can take in the workforce. **Scope:** LEA-wide		
1.9	**Action:** Technology Director **Need:** Families don't have access to devices at home for students. **Scope:** LEA-wide	IT director facilitates inventory and production of all technology in District to ensure students can access the curriculum no matter what resources they have available to them. For continuity reasons this is a district wide measure.	CAASPP Scores Metric 1.1 and 1.2
1.10	**Action:** Teacher Salary and Benefits **Need:** We need to retain highly qualified teachers. **Scope:** LEA-wide	Teacher turnover negatively impacts students test scores. This is a problem LEA wide. Increasing salary to stay competitive will ensure we have the best teachers in the classroom. For continuity reasons this is a district wide measure.	CAASPP Scores Metric 1.1 and 1.2
1.11	**Action:** Testing Fees **Need:** Students don't take assessments if fee is involved. **Scope:**	Paying all fees will eliminate any divides that are created in our small school setting when some students have to pay and others do not. For continuity reasons this is a district wide measure.	Graduation Rate and Participation on Certifications Metric 1.5 & 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.14	**Action:** Dual Enrollment **Need:** Unduplicated pupils often face barriers to accessing college-level courses. Paying teacher stipends for dual enrollment classes ensures these students have free, on-campus opportunities to earn college credit, increasing equity, access, and college readiness. **Scope:** Schoolwide	This action supports unduplicated pupils by making college courses more accessible at no cost, removing common barriers like transportation and fees. Since 74% of our students are unduplicated, offering dual enrollment schoolwide ensures equitable access and expands college readiness for all students, especially those who need it most.	CTE Pathway Completers Metric 1.6
1.17	**Action:** Awards **Need:** Unduplicated pupils often face barriers that can impact academic motivation, such as limited academic support at home, economic challenges, or disrupted schooling. Purchasing incentives for students who perform well or show growth in ELA and Math helps increase motivation, engagement, and effort—especially for students who may not always see immediate rewards for academic success. These incentives provide positive reinforcement and help build a culture where academic achievement is recognized and celebrated, encouraging unduplicated pupils to stay focused and strive for growth.	Providing incentives for academic achievement in ELA and Math addresses the need to boost motivation and engagement among unduplicated pupils, who may face barriers that impact their academic confidence or effort. Incentives serve as a tangible way to recognize growth and success, reinforcing positive academic behaviors. Since 74% of our students are unduplicated, offering this support schoolwide ensures that all students—especially those most in need of encouragement—have access to the same recognition and motivation to achieve.	CAASPP ELA and Math Scores Metric 1.1 and 1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.18	**Action:** English Learner Curriculum **Need:** Provide Rosetta Stone curriculum for English Learners and newcomers. **Scope:** LEA-wide	For continuity reasons this is a district wide measure.	Reclassification Rate Metric 1.4
2.2	**Action:** Art Teacher Position **Need:** Teacher planning time, student access to the arts. **Scope:** LEA-wide	Hiring music teacher allowes our teachers to get prep time while their students are engaged in an enriching activity that wouldn't otherwise be available. For continuity reasons this is a district wide measure.	CAASPP scores,CTE Pathways Metric 1.1, 1.2 as well as 1.6
2.4	**Action:** Field Trips **Need:** Surveys state stakeholders value field trip opportunities for students **Scope:** LEA-wide	Exposes our unduplicated students to experiences that might not be available otherwise. For continuity reasons this is a district wide measure.	School climate data found in suspension rates, attendance rates, supporting school culture/climate. Metric 2.1 and 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	**Action:** Conflict Resolution **Need:** Peer to peer conflicts take up a lot of adult time. **Scope:** LEA-wide	Teaching students how to resolve conflicts amongst peers will give them lifelong skills. For continuity reasons this is a district wide measure for elementary and middle school.	Amount of suspensions. Number of peer conflict forms. Metric 2.2
3.3	**Action:** SEL Program **Need:** Unduplicated pupils—including English learners, low-income students, and foster youthare more likely to face barriers that contribute to chronic absenteeism, such as transportation challenges, family responsibilities, or inconsistent access to healthcare and basic needs. These attendance incentives are designed to provide positive reinforcement, increase school engagement, and support consistent attendance, which is essential for academic progress and school connectedness among these student groups. **Scope:** LEA-wide Schoolwide	Since 76% of our student population is made up of unduplicated pupils, providing this action on an LEA-wide basis ensures equity and allows all students—particularly those most at risk—to benefit from consistent attendance encouragement. Implementing the incentives across the district also supports a unified message about the importance of attendance and strengthens school culture at every site.	Chronic Absenteeism Rate Metric 2.1

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
1.18	**Action:** English Learner Curriculum **Need:** English learner's make up 34% of our student population. English learner performance was in the red at baseline. **Scope:** Limited to Unduplicated Student Group(s)	Exposing students to 1:1 individualized support to develop English language.	Reclassification rate, ELPAC growth for each student from year to year. CAASPP test scores.

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.

Maxwell Unified School District operates within a unique context where a substantial majority of our student population falls under the category of unduplicated students. With approximately 74% of our students falling into this category, it's imperative for us to design our goals, actions, and services in a manner that benefits all students, regardless of subgroup distinctions.

In a small school setting like ours, every action and service we undertake is inherently relevant to the entire student body. We don't have goals or actions specifically tied to individual subgroups because our student population is diverse yet interconnected. Each initiative we implement aims to uplift every student, ensuring equitable access to resources, opportunities, and support systems.

Our approach is rooted in the belief that every student deserves an excellent education, regardless of their background or circumstances. By focusing on comprehensive strategies that benefit all students, we foster a sense of unity, inclusivity, and collective success within our school community.

Furthermore, our commitment to serving all students equally aligns with the principles of equity and fairness. It ensures that no student is left behind and that everyone has the opportunity to thrive academically, socially, and emotionally.

In summary, our small school environment, coupled with a high percentage of unduplicated students, underscores the importance of adopting inclusive practices where every action and service contributes to the holistic development and success of all students.

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.

The additional concentration grant add-on funding will be strategically utilized to enhance and maintain the number of staff providing direct services to students at schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students. The goal is to address the unique needs of these students by offering targeted support through various educational interventions and specialized staff.

We will maintain 4 teachers at the junior high to maintain a rotating period schedule that prepares them for high school.

To provide more personalized instruction, we will maintain the number of paraeducators who can deliver small group instruction and one-on-one support. Paraeducators will receive ongoing professional development to equip them with effective strategies for supporting diverse learners, including those with special needs and English learners, and will collaborate regularly with classroom teachers to ensure consistency in support.

Additionally, we will maintain academic technician to assist in the delivery of instructional support, such as tutoring and homework help, particularly in subjects where students demonstrate significant gaps. They will develop and curate educational resources and use data-driven approaches to identify student needs and track academic progress.

To support our English learners and their families, we will maintain our bilingual student support services health technician position who can provide effective communication and access to school resources. This position will enhance parent engagement by offering translation services during parent-teacher conferences, school meetings, and other events, and will assist in administrative tasks related to English learner programs.

We expect these initiatives to lead to improved literacy rates through targeted reading interventions, increased student engagement from personalized support provided by paraeducators, significant academic gains in core subjects due to the support of academic technicians, and better communication between the school and non-English-speaking families, fostering a more inclusive and supportive school environment.

To ensure the effectiveness of these interventions, we will conduct regular assessments, implement feedback mechanisms for students, parents, and staff, and review student performance data to make informed decisions about necessary adjustments. By strategically utilizing the additional concentration grant add-on funding, we aim to create a supportive educational environment that meets the needs of our most vulnerable students, helping them achieve academic success and personal growth.

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	Maxwell Elementary: 1:33 Maxwell Middle School: 1:41 Maxwell High School: 1:71
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Maxwell Elementary: 1:19 Maxwell Middle School: 1:19 Maxwell High School: 1:13

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4388197	1116560	25.445%	0.000%	25.445%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,441,762.00	$886,341.00	$0.00	$65,750.00	$2,393,853.00	$2,142,640.00	$251,213.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Goal Removed for 26/27-Reading Intervention														
1	1.2	Software Licensing for High School	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			$0.00	$6,500.00	$6,500.00				$6,500.00	
1	1.3	MyPath Software License	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$19,990.00	$19,990.00				$19,990.00	
1	1.4	NWEA Assessment Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$7,500.00	$7,500.00				$7,500.00	
1	1.5	Library Services	All	No Yes	LEA-wide		All Schools		$32,000.00	$0.00				$32,000.00	$32,000.00	
1	1.6	LREBG $$- Curriculum Adoption/Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$79,473.00		$79,473.00			$79,473.00	
1	1.7	Tutoring and Instruction	All	No Yes	LEA-wide		All Schools		$5,000.00	$0.00		$5,000.00			$5,000.00	
1	1.8	CTE Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$373,789.00	$0.00	$373,789.00				$373,789.00	
1	1.9	Technology Director	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$96,820.00	$0.00	$96,820.00				$96,820.00	
1	1.10	Teacher Salary and Benefits	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			$506,616.00	$0.00	$506,616.00				$506,616.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.11	Testing Fees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$500.00	$0.00	$500.00				$500.00	
1	1.12	Student Support Health Technician	All	No			All Schools		$131,212.00	$0.00		$131,212.00			$131,212.00	
1	1.13	Special Education Services	Students with Disabilities	No			All Schools		$740,000.00	$0.00	$236,000.00	$504,000.00			$740,000.00	
1	1.14	Dual Enrollment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$1,000.00	$0.00	$1,000.00				$1,000.00	
1	1.15	Technology	All	No			All Schools		$0.00	$30,000.00				$30,000.00	$30,000.00	
1	1.16	Summer School and Expanded Learning Summer Opportunities	All	No			All Schools		$40,000.00	$0.00		$40,000.00			$40,000.00	
1	1.17	Awards	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.18	English Learner Curriculum	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners			$0.00	$750.00				$750.00	$750.00	
2	2.1	Prevention/Intervention Counselor	All Students with Disabilities	No			All Schools		$111,156.00	$0.00		$111,156.00			$111,156.00	
2	2.2	Art Teacher Position	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$86,047.00	$0.00	$86,047.00				$86,047.00	
2	2.3	Enrichment Clubs	All	No			All Schools		$12,000.00	$0.00		$12,000.00			$12,000.00	
2	2.4	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$12,000.00	$12,000.00				$12,000.00	
2	2.5	Security Cameras	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.6**	Deferred Maintenance	All	No			All Schools		$0.00	$75,000.00	$75,000.00				$75,000.00	
2	**2.7**	Campus Supervision	All Students with Disabilities	No			All Schools		$0.00	$500.00	$500.00				$500.00	
2	**2.8**	Conflict Resolution	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$500.00	$500.00	$1,000.00				$1,000.00	
2	**2.9**	Purchase Playground Equipment	All	No			All Schools		$0.00	$2,500.00		$2,500.00			$2,500.00	
2	**2.10**	Cell Phone Usage Campaign	All	No			All Schools		$0.00	$1,000.00		$1,000.00			$1,000.00	
3	**3.1**	Communication Tools	All	No			All Schools		$3,500.00	$0.00	$3,500.00				$3,500.00	
3	**3.2**	Parent Trainings/Workshops	All	No			All Schools		$2,500.00	$500.00				$3,000.00	$3,000.00	
3	**3.3**	SEL Program		Yes	LEA-wide Schoolwide				$0.00	$5,000.00	$5,000.00				$5,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4388197	1116560	25.445%	0.000%	25.445%	$1,121,762.00	0.000%	25.563 %	**Total:**	$1,121,762.00
								LEA-wide Total:	$1,100,772.00
								Limited Total:	$0.00
								Schoolwide Total:	$32,490.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Software Licensing for High School	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$6,500.00	
1	**1.3**	MyPath Software License	Yes	Schoolwide	English Learners Foster Youth Low Income		$19,990.00	
1	**1.4**	NWEA Assessment Software	Yes	LEA-wide	English Learners Foster Youth Low Income		$7,500.00	
1	**1.5**	Library Services	Yes	LEA-wide				
1	**1.6**	LREBG $$- Curriculum Adoption/Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	**1.7**	Tutoring and Instruction	Yes	LEA-wide				
1	**1.8**	CTE Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$373,789.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Technology Director	Yes	LEA-wide	English Learners Foster Youth Low Income		$96,820.00	
1	1.10	Teacher Salary and Benefits	Yes	LEA-wide	English Learners Foster Youth Low Income		$506,616.00	
1	1.11	Testing Fees	Yes	LEA-wide	English Learners Foster Youth Low Income		$500.00	
1	1.14	Dual Enrollment	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,000.00	
1	1.17	Awards	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
1	1.18	English Learner Curriculum	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners			
2	2.2	Art Teacher Position	Yes	LEA-wide	English Learners Foster Youth Low Income		$86,047.00	
2	2.4	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income		$12,000.00	
2	2.8	Conflict Resolution	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,000.00	
3	3.3	SEL Program	Yes	LEA-wide Schoolwide			$5,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,224,681.00	$2,391,245.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Reading Support Teacher TK-8	Yes	$125,000.00	125000
1	**1.2**	Software Licensing for High School	Yes	$11,580.00	9339
1	**1.3**	MyPath Software License	Yes	$10,500.00	11500
1	**1.4**	NWEA Assessment Software	Yes	$6,500.00	7605
1	**1.5**	Library Services	No Yes	$32,000.00	32000
1	**1.6**	Curriculum Adoption	No	$50,000.00	0
1	**1.7**	Tutoring and Instruction	No Yes	$10,000.00	4200
1	**1.8**	CTE Program	Yes	$362,902.00	362902
1	**1.9**	Technology Director	Yes	$94,000.00	94000
1	**1.10**	Teacher Salary and Benefits	Yes	$491,861.00	491861

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.11**	Testing Fees	Yes	$500.00	0
1	**1.12**	Student Support Health Technician	No	$127,391.00	127391
1	**1.13**	Special Education Services	No	$504,000.00	741961
1	**1.14**	Dual Enrollment	Yes	$5,000.00	0
1	**1.15**	Technology	No	$30,000.00	30000
1	**1.16**	Summer School and Expanded Learning Summer Opportunities	No	$40,000.00	40000
1	**1.17**	Awards	Yes	$5,000.00	2500
1	**1.18**	English Learner Curriculum	Yes	$750.00	750
2	**2.1**	Prevention/Intervention Counselor	No	$111,156.00	111156
2	**2.2**	Art Teacher Position	Yes	$83,541.00	83541
2	**2.3**	Enrichment Clubs	No	$12,000.00	12000
2	**2.4**	Field Trips	Yes	$12,000.00	12000
2	**2.5**	Security Cameras	No	$5,000.00	5000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	Deferred Maintenance	No	$75,000.00	75000
2	**2.7**	Campus Supervision	No	$500.00	150
2	**2.8**	Conflict Resolution	Yes	$1,000.00	1000
2	**2.9**	Purchase Playground Equipment	No	$2,500.00	2500
2	**2.10**	Cell Phone Usage Campaign	No	$3,500.00	1389
3	**3.1**	Communication Tools	No	$3,500.00	3500
3	**3.2**	Parent Trainings/Workshops	No	$3,000.00	3000
3	**3.3**	SEL Program	Yes	$5,000.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1039478	$1,214,384.00	$1,201,248.00	$13,136.00	2.780%	2.780%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Reading Support Teacher TK-8	Yes	$125,000.00	125000		
1	**1.2**	Software Licensing for High School	Yes	$11,580.00	9339		
1	**1.3**	MyPath Software License	Yes	$10,500.00	11500		
1	**1.4**	NWEA Assessment Software	Yes	$6,500.00	7605		
1	**1.5**	Library Services	Yes			2.64	2.64
1	**1.7**	Tutoring and Instruction	Yes			.08	.08
1	**1.8**	CTE Program	Yes	$362,902.00	362902		
1	**1.9**	Technology Director	Yes	$94,000.00	94000		
1	**1.10**	Teacher Salary and Benefits	Yes	$491,861.00	491861		
1	**1.11**	Testing Fees	Yes	$500.00	0		
1	**1.14**	Dual Enrollment	Yes	$5,000.00	0		
1	**1.17**	Awards	Yes	$5,000.00	2500		
1	**1.18**	English Learner Curriculum	Yes			.06	.06

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.2**	Art Teacher Position	Yes	$83,541.00	83541		
2	**2.4**	Field Trips	Yes	$12,000.00	12000		
2	**2.8**	Conflict Resolution	Yes	$1,000.00	1000		
3	**3.3**	SEL Program	Yes	$5,000.00	0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4359604	1039478	0	23.843%	$1,201,248.00	2.780%	30.334%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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