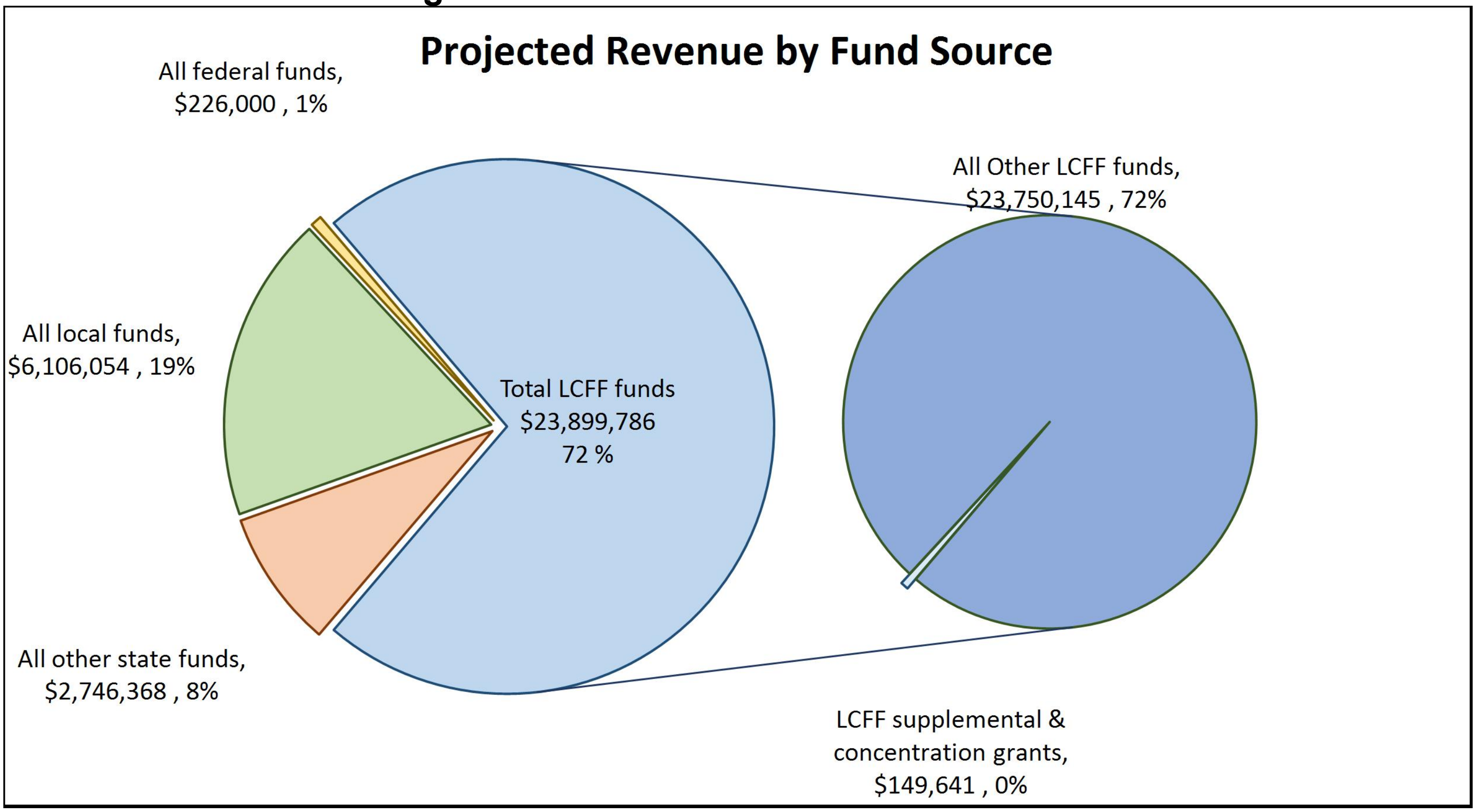
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Reed Union School District
CDS Code: 21-65425
School Year: 2026-27
LEA contact information:
Kimberly McGrath
Superintendent
kmcgrath@reedschools.org
415-381-1112

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

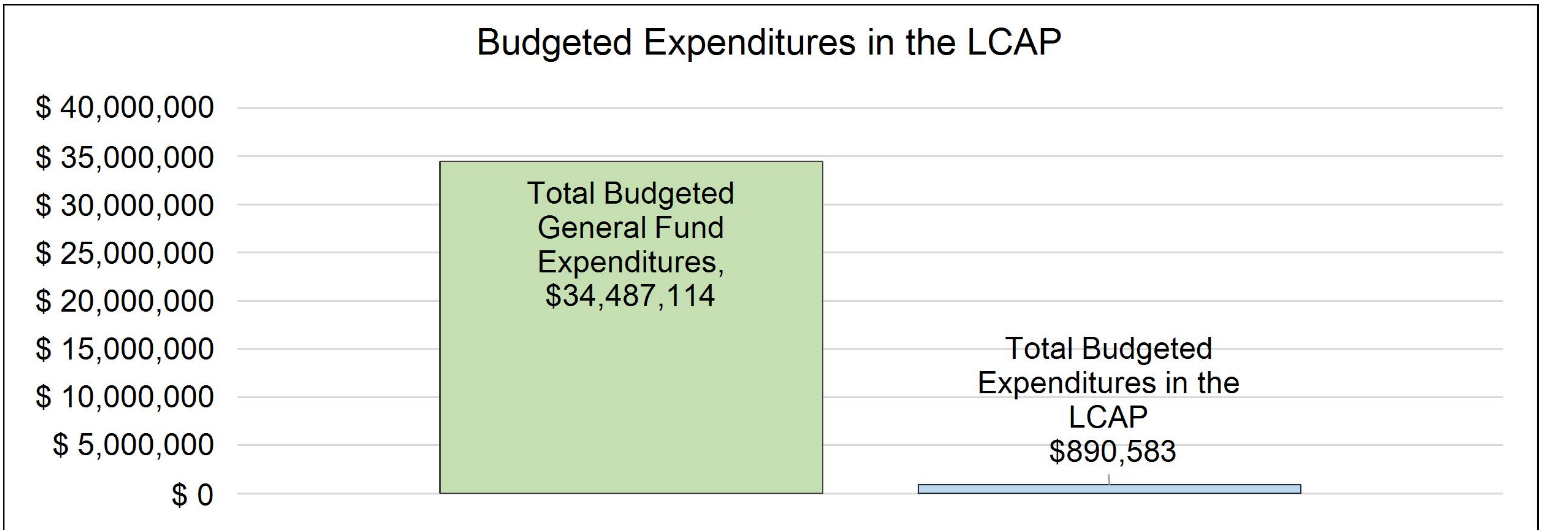


This chart shows the total general purpose revenue Reed Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Reed Union School District is $32,978,208, of which $23,899,786 is Local Control Funding Formula (LCFF), $2,746,368.00 is other state funds, $6,106,054.00 is local funds, and $226,000.00 is federal funds. Of the $23,899,786 in LCFF Funds, $149,641 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 Reed Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Reed Union School District plans to spend $34,487,114.00 for the 2026-27 school year. Of that amount, $890,583 is tied to actions/services in the LCAP and $33,596,531 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

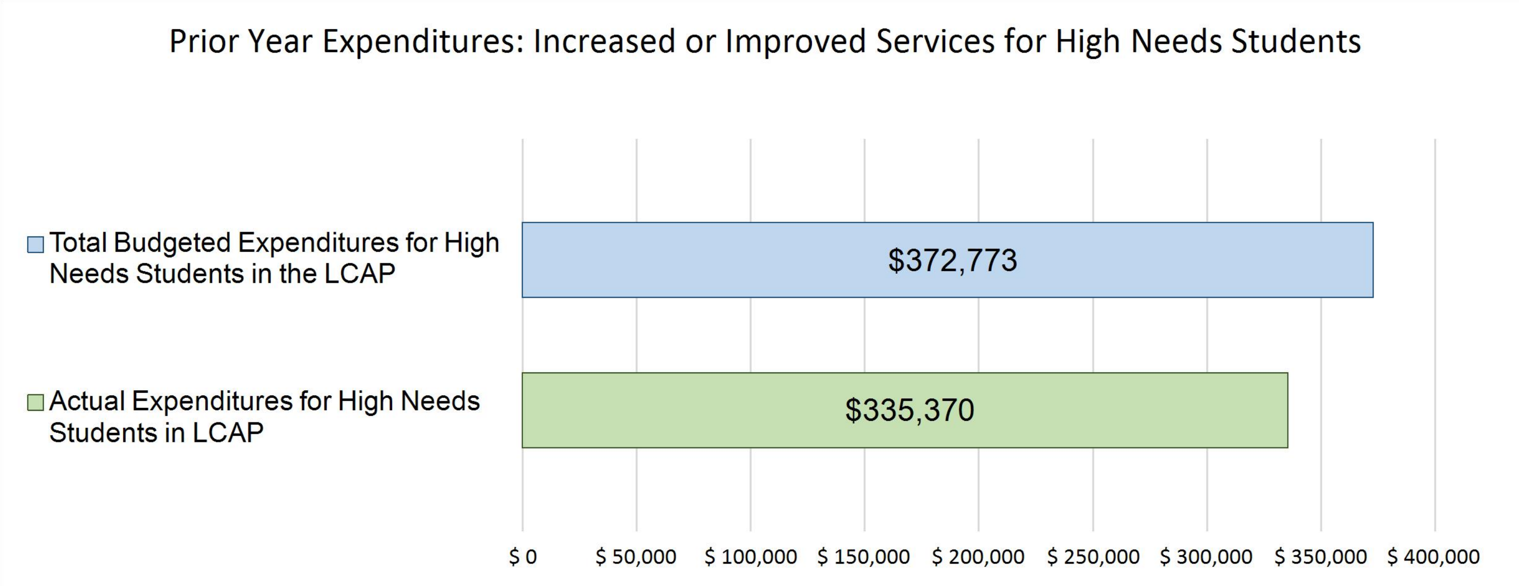
Certificated and Classified employee salary and benefits, instructional supplies, educational services, and other operating expenditures not directly funded out District Supplemental and Concentration Grant funding.

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

In 2026-27, Reed Union School District is projecting it will receive $149,641 based on the enrollment of foster youth, English learner, and low-income students. Reed Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Reed Union School District plans to spend $484,713 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 Reed Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Reed Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Reed Union School District's LCAP budgeted $372,773 for planned actions to increase or improve services for high needs students. Reed Union School District actually spent $335,370 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $37,403 had the following impact on Reed Union School District's ability to increase or improve services for high needs students:

The 2025/26 actual expenditures for actions and services to increase or improve services were extrapolated as of May 2026. Final audited expenditures may ultimately align with the District's adopted budget for these actions and services for high-needs students. However, based on current estimates, the District's actual expenditures in this area exceed the minimum proportionality requirement associated with supplemental and concentration grant funding.

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
Reed Union School District	Kimberly McGrath Superintendent	kmcgrath@reedschools.org 415-381-1112

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.

The Reed Union School District is an elementary school district located on the Tiburon Peninsula, twenty minutes from San Francisco, serving the communities of Belvedere, Tiburon, and a portion of east Corte Madera. All facilities are kept up to date and are in good repair.

The District operates three school sites: Reed for Pre-Kindergarten through 2nd grade (Pre-Kindergarten added in the 2022-23 school year), Bel Aire for 3rd through 5th grade, and Del Mar for 6th through 8th grade. In 2022-23, Bel Aire was identified as a California Distinguished School. In 2023-24, Del Mar Middle School was recognized as a California Distinguished School. In addition, Bel Aire was awarded the National Blue Ribbon Award in 2015 and the Honor Roll Award in 2016. Del Mar was confirmed as a California Gold Ribbon School and Title I Achievement School in 2017 and designated a California School to Watch in 2021-22 and beyond. Student test scores are among the highest in Marin County and the state of California.

The current enrollment of the District has slightly increased to 1076 students. The number of students who are designated as socio-economically disadvantaged stayed fairly consistent at 5.2%. The most numerically significant ethnic population in the district is white (68.87%), with other designations including 7.16% Asian, 9.85% Hispanic, 0.74% African American, 0.65% Filipino, 0.0% American Indian or Alaska Native, and 12.37% designated as 2 or more races. English learners represent .4% of our student population.

Rates of chronic absenteeism overall have improved, but not for particular student groups. As indicated on the California Dashboard, our socioeconomically disadvantaged students fell within the red zone for chronic absenteeism and the following sub groups fell within the orange zone for chronic absenteeism: English learners and students with disabilities, indicating an area of concern regarding attendance. A specific action (2.1) in our plan's Goal Area 2 is in place to monitor progress towards improving attendance for these student groups.

Students are provided a standards-aligned broad course of study and have sufficient access to materials including:

- Core subject-area instruction
- Art
- Music
- Physical education
- Spanish foreign language instruction in grades PreK-8
- Libraries provide cross-curricular support
- Extracurricular sports activities in middle school
- 1:1 iPad programs in grades PreK-8
- STEAM Labs and Design Labs at all three campuses
- Special education programs & services
- Response to Instruction and Intervention programs
- Supplementary instructional materials

Reflections: Annual Performance

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

2025-2026 LCAP Year-End Reflection: From Strategy to Impact
Building on the foundational work of the previous year, the 2025-2026 school year was marked by significant advancements in "Whole Child" support and instructional rigor. By narrowing our focus, we successfully moved from identifying needs to implementing board-adopted solutions that directly impact students, staff, and families. Throughout the year, we gathered input from staff, families, and students through surveys and our LCAP Advisory Committee meeting, which included valuable student representation, as well as consultation with Marin County Office of Education and Marin SELPA.

Key Successes & Implementation Milestones
Wellness, Belonging, and Mental Health:
*The Wellness and Belonging Task Force, composed of diverse stakeholders from our priority student groups, completed a comprehensive analysis of our district's culture. This led to a Board-adopted action plan in January 2026, resulting in the hiring of two additional counselors and the implementation of a CASEL-aligned SEL curriculum.
*We deepened our commitment to inclusive environments through ongoing professional development and parent education led by Changing Perspectives and Dr. Allison Briscoe-Smith, ensuring that "belonging" is a shared language across our community.

Instructional Excellence:
*We successfully launched Year 1 of our new PK-5 Math curriculum, selected specifically for its rigor, differentiation, and diverse representation.

*Our Instructional TOSA served as the linchpin of this rollout, providing a continuous feedback loop through coaching, site-based PD, and parent education nights to ensure the curriculum translated effectively into classroom practice.

Strengthened MTSS & EL Support:
*Our MTSS framework is now more robust, with clear entry and exit criteria and intervention resources that are explicitly aligned with our core curriculum.
*The strategic use of Aides and Intervention Coordinators has directly contributed to a significant increase in the number of English Learners (EL) reclassified, demonstrating the efficacy of our targeted support model.

Transparency and Communication:
*Responding to YouthTruth data, we enhanced our home-school connection by providing families with more granular progress data, including Parent Guides, MAP Student Reports, and DIBELS reading screener results.

Reflecting on Performance Data: Areas of Growth
While our systems have matured, data from the 2025-2026 year indicates two critical areas that require intensified focus in the coming cycle:
1) Chronic Absenteeism (SED & SWD): Despite district-wide improvements, our Socio-Economically Disadvantaged (SED) students and Students with Disabilities (SWD) continue to face barriers to regular attendance. Our future strategy must shift toward early intervention - identifying attendance red flags in the first month of school to provide immediate, tiered support.
2) CAASPP Performance for Students with Disabilities: Data highlights a need for greater focus on the assessment experience for our SWD group. Our goal for the coming year is to ensure these students are not only familiar with the embedded supports and accommodations available to them but also understand the value and purpose of the assessment as a tool for their own growth.

The progress made this year - particularly the adoption of the Wellness Action Plan and the successful Math rollout - provides a clear roadmap. We will continue to leverage our Instructional TOSA and Intervention Coordinators to bridge the gap between Tier 1 instruction and intensive support. By focusing on attendance early and ensuring our assessment practices are accessible and transparent, we will continue to refine the LCAP into a tool that drives true equity and academic excellence for every PK-8 student.

2024-2025 School Year
This school year's LCAP work has centered on a comprehensive review and refinement process driven by robust stakeholder feedback and in-depth data analysis. Recognizing the initial broad scope of the LCAP presented implementation challenges, significant effort was dedicated to gathering input from staff, families, and students through surveys and targeted LCAP Advisory Committee meetings, which included valuable student representation. This feedback consistently highlighted the critical need to prioritize interventions, targeted student support, and tutoring to enhance academic achievement. Data analysis efforts focused on leveraging CAASPP and MAP scores at various levels (site, grade, teacher) and conducting deep dives with focal students to inform instructional decisions and ensure effective support implementation.

Reflecting on performance data, efforts to reduce chronic absenteeism are proving effective for all student groups, while continued attention will be given to socio-economically disadvantaged English learner students along with our students with disabilities. Additionally we are seeing greater student and community engagement and leadership as evidenced by leadership involvement and family survey participation rates.

Based on the gathered feedback and data insights, key areas for LCAP updates have been identified and are being actively addressed. This includes narrowing the scope of the LCAP for greater focus and impact, ensuring all metrics are measurable for effective progress monitoring, and strategically aligning planned actions with both the daily work of educators and available funding resources. Specific actions under review and enhancement include strengthening the Multi-Tiered System of Supports (MTSS) framework, developing individualized support plans for priority students, and improving the reach and effectiveness of tutoring programs. Furthermore, the professional development approach is being refined to be more differentiated and responsive to staff feedback, as exemplified by the strategically designed embedded PD day focused on Tier 1 strategies and site-specific planning.

Looking ahead, the reflections and adjustments made this year will directly shape the future direction of the LCAP. The focus will be on implementing more targeted and impactful strategies, driven by clearly defined and measurable metrics. The emphasis on aligning actions with both instructional practices and financial resources will ensure a more focused and effective approach to supporting student success. Ongoing evaluation of programs like MTSS, with a focus on alignment across all tiers in data use, curriculum connection, and grade-level articulation, will continue to inform the instructional framework and services provided to all students, but in particular, those from our identified student groups (socio-economically disadvantaged, foster, EL, and special education).

2023-2024 School Year
The 2023-2024 NWEA MAP testing performance data reports show that RUSD students in Kindergarten-8th Grades are meeting or exceeding grade level achievement in ELA (85%) and Mathematics (86%). For ELA, 18% of students are performing in the “Average” range, 29% of students are performing in the “High Average” range and 38% of students are performing in the “High” range of academic achievement. For Mathematics, 16% of students are performing in the “Average” range, 28% of students are performing in the “High Average” range and 42% of students are performing in the “High” range of academic achievement. RUSD students demonstrate average or higher performance growth of 63% (ELA) and 74% (Mathematics) on 2023-2024 MAP testing.

Successes:
For the 2023-24 school year, RUSD continued a focus on the socio-economically disadvantaged student group. A school counselor position was created and an individual hired to case manage our students identified as socio-economically disadvantaged. This role continues to serve as a liaison between school staff and families. In partnership with site and district administration, relationships with students and their families were strengthened, students were provided access to free after school tutoring and enrichment classes and as needed, the counselor connected students and/or their families to resources within the local community to address barriers to engagement with and success in students’ academics. Intervention teams monitored student progress through analysis of local (MAP) and statewide (CAASPP) data, and regularly monitored student attendance data.

Standardized test scores continue to be above county, state, and national averages for achievement. Students are demonstrating above-average growth overall compared to national norms, in addition to far above-average achievement rankings. School staff continue to review individual student reports and respond to student needs through targeted interventions.

In 2023-24, RUSD hired an inclusion specialist and partnered with a community based organization, Changing Perspectives, to focus on improving our support of students with disabilities within the general education classrooms with the goal of developing more inclusive classrooms and campuses. Activities included certificated and classified staff development, teacher and administrative coaching at the middle school level. Moving in the 2024-2025 school year, this focus will expand to all three school sites with a continued partnership with Changing Perspectives. District and Reed Elementary Admin have participated in Marin Selpas Supporting Inclusive Preschool Practices Cohort in the 2023-24 school year and will continue into the 2024-25 school year.

Each school continues to provide a specific teacher, and instructional aide support, at each site to support the needs of English Language learners through individual and small group support classes and interventions.

As indicated in the Plan Summary, chronic absenteeism is problematic for particular student groups. Specifically, students with disabilities and white students at Reed elementary and our students with two or more races at Del Mar Middle School are noted on the California Dashboard for high rates of chronic absenteeism. A specific action (2.1) in Goal 2 is in place to improve attendance rates for these student groups.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

No schools are identified for comprehensive support and improvement.

Support for Identified Schools

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

No schools are identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools are identified for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Survey Data Collection and staff meetings
Classified staff	Survey Data Collection and staff meetings
Parents	Survey Data Collection and in person meetings
Trustees	Survey Data Collection and in person meetings
Students	Survey Data Collection
Reed District Teachers Association	Survey Data Collection
California School Employees Association	Survey Data Collection
PTA	Survey Data Collection and in person meetings
Foundation for Reed Schools	Survey Data Collection and in person meetings
Community Members	Survey Data Collection and in person meetings
Administrators	Survey Data Collection and in person meetings
Marin SELPA	Meeting & Consultation

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

2025-2026 School Year:

Survey data collected from students, staff, and parents provided feedback on academic and social-emotional learning needs for students through administering the following surveys:
*National Youth Truth survey (students, parents, staff) administered annually (January 2026)
*District created surveys (students, parents, staff) administered: Fall 2025 and Spring 2026

The administrative team reviewed all data from surveys, quantitative data, embedded curriculum assessments, and feedback from educational partners to draft the new goals, actions, services, and metrics. The revised document was shared with educational partners for additional feedback and refinement. Educational partners included:
LCAP Advisory Committee (April 2026)
Teachers (including special education teachers)
Classified staff
Parents
Trustees
Administrators
Reed District Teachers Association and California School Employees Association representatives

The Director of Student Services who is a representative to SELPA helped provide specific feedback and guidance in the plan based on the specific needs of students with IEPs. The Director also reviewed the plan with the SELPA Director May 2026.

Plan analysis, coupled with comprehensive stakeholder feedback gathered throughout the year, affirmed our goals and action steps. Our feedback mechanisms included staff and family surveys, where Goal 1 responses consistently emphasized the critical role of interventions, targeted student support, and after-school tutoring in driving academic achievement. This feedback directly informs our next steps, which include a thorough evaluation and enhancement of our intervention and acceleration programs within the MTSS framework, the development of individualized support plans for our priority student populations, and a strengthening of our tutoring program through expanded parent outreach and more targeted instructional support.

We held one LCAP Advisory Committee meeting on held on Wednesday, April 22nd where stakeholders provided invaluable input and guidance. The meeting included the participation of seven students representing our identified student groups (special education, EL, SED), whose perspectives were crucial, as well as parents of students within these groups. Discussions during these meetings reinforced the importance of tutoring, intervention/acceleration, student leadership opportunities, counseling support, intentional technology integration, and family partnerships. The collective feedback from the committee, along with input from families, staff, and students, will directly shape our LCAP updates, with a specific focus on ensuring all metrics are measurable and that our actions are tightly aligned with our work and funding priorities.

Looking ahead to next year, we plan to leverage our additional counseling roles to engage our priority students and their families in more consistent feedback loops, gathering real time information to strengthen our actions and improve outcomes.

2024-2025 School Year:
RUSD met with educational partner groups in the 2024-25 school year to prepare for both strategic planning for the next six years and LCAP goals, actions, and metrics. Strategic Plan goals will include the 2024-2030 school years that align with the 2024-27 LCAP goals resulted from many meetings including all educational partners.

Survey data collected from students, staff, and parents provided feedback on academic and social-emotional learning needs for students through administering the following surveys:
*National Youth Truth survey (students, parents, staff) administered annually

*District created surveys (students, parents, staff) administered: Fall 2024 and Spring 2025

The administrative team reviewed all data from surveys, quantitative data, embedded curriculum assessments, and feedback from educational partners to draft the new goals, actions, services, and metrics. The revised document was shared with educational partners for additional feedback and refinement. Educational partners included:
LCAP Advisory Committee (April 2025)
Teachers (including special education teachers)
Classified staff
Parents
Trustees
Administrators
Reed District Teachers Association and California School Employees Association representatives

The Director of Student Services who is a representative to SELPA helped provide specific feedback and guidance in the plan based on the specific needs of students with IEPs. The Director also reviewed the plan with the SELPA Director.

Plan analysis, coupled with comprehensive stakeholder feedback gathered throughout the year, indicated a clear need to refine our LCAP focus and ensure a stronger alignment between planned actions, actual work, and available funding. Our feedback mechanisms included staff and family surveys, where Goal 1 responses consistently emphasized the critical role of interventions, targeted student support, and after-school tutoring in driving academic achievement. This feedback directly informs our next steps, which include a thorough evaluation and enhancement of our intervention and acceleration programs within the MTSS framework, the development of individualized support plans for our priority student populations, and a strengthening of our tutoring program through expanded parent outreach and more targeted instructional support.

Furthermore, two LCAP Advisory Committee meetings, held on September 26th, 2024, and April 23rd, 2025 provided invaluable input and guidance. Notably, the April meeting included the participation of seven students representing our identified student groups, whose perspectives were crucial. Discussions during these meetings reinforced the importance of tutoring, intervention/acceleration, student leadership opportunities, counseling support, and family partnerships. The collective feedback from the committee, along with input from families, staff, and students, will directly shape our LCAP updates, with a specific focus on ensuring all metrics are measurable and that our actions are tightly aligned with our work and funding priorities.

2023-2024 School Year:
Extensive educational partner engagement took place in the 23-24 school year. First of all, the action plans created by last year’s math and facility task forces were continuing to be implemented. An additional task force was created in order to gather information from a range of educational partners on the topic of Spanish instruction. In addition, extensive input was gathered from all educational partners throughout the school year including the school board, certificated and classified staff, district leadership, students, parents of students with disabilities, individual reach out to socio-economically disadvantaged families, community outreach, etc. because of Strategic Planning. The parent advisory committee for Strategic Planning also served as the LCAP advisory group. Plans were formed and influenced based on this extensive feedback.

Data analysis from the LCAP metrics was shared with partners and opportunities were also provided through surveys.

A summary of the feedback provided by educational partners includes:
A desire for additional integrated learning opportunities
Additional opportunities in specialists areas to increase engagement and interest, along with applied learning
Additional enrichment opportunities that provide enriching educational experiences
Suggestions for increasing opportunities for student leadership skills and opportunities
Additional desire for tutoring and instructional aides
Further development of support programs and Tier II intervention

Teacher and staff input included:
The desire for additional staff professional development
Desire for additional student tutoring
The need for additional curriculum adoptions and work with instructional frameworks
The alignment of LCAP goals to the RUSD Strategic Plan
The need for social emotional, wellness, and inclusion work

Student and parent input through surveys informed:
The high impact of enriching specialty areas
The need to focus on students' social and emotional well-being
The value of enriching opportunities
Desire for more leadership opportunities

Additional themes that were heard including a desire for more integrated subject areas, additional leadership opportunities, and environmental practices especially as it relates to facilities. Staff and community feedback continues to see a need for focused support for students that need a challenge as well as underperforming students, socioeconomically disadvantaged students, English language learners, and students with disabilities.

In addition, family survey results highlighted the continued need to strengthen communication between families and school staff regarding student progress and how families can support those needs.

All of this input led to the creation of our two goals, and specific actions as listed in the plan.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Each student will demonstrate proficiency and individual annual growth in core academic content areas.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed because Reed Union School district works collaboratively so that all students demonstrate high academic achievement in adopted academic content and performance standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Grades 3-8 CAASPP test results in English language arts (ELA) and math as reported on the California Dashboard.	In 2022-2023, 80.12% of students met or exceeded grade level standards in ELA, and 79.10% of students met or exceeded grade level standards in math on the CAASPP assessment. 70% of 5th and 8th Grade students met or exceeded state science standards.	In 2023-24, 76.24% of students met or exceeded grade level standards in ELA, and 74.60% of students met or exceeded grade level standards in math on the CAASPP assessment. 69%	In 2024-25, 81% of students met or exceeded grade level standards in ELA, and 79% of students met or exceeded grade level standards in math on the CAASPP assessment. 68% of 5th and 8th	Annual increases over the prior 3 years of achievement in ELA and math as indicated by the California Dashboard for overall and specific student groups.	The delayed release of 2023-24 CAASPP data meant these scores were unavailable during the initial drafting of our LCAP. Now that this data is available, we have established it as our baseline and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Gaps in achievement were identified by race, and socioeconomic status. Percent met and exceeded by each student group is listed below. ELA: Asian-83% Hispanic or Latino-70% White-80% Two or more races-81% Female-80% Male-80% Socioeconomically disadvantaged- 55% NOT socioeconomically disadvantaged-82% Students with Disabilities - 48% EL - 61.1% (4 students reclassified) Math: Asian-91% Hispanic or Latino-64% White-80% Two or more races-76% Female-74% Male-85% Socioeconomically disadvantaged-58% NOT socioeconomically disadvantaged-80%	of 5th and 8th Grade students met or exceeded state science standards. Gaps in achievement were identified by race, and socioeconomic status. Percent met and exceeded by each student group is listed below. ELA: Asian-87% Hispanic or Latino-61% White-76% Two or more races-85% Female-77% Male-75% Socioeconomically disadvantaged-38% NOT socioeconomically disadvantaged-77% Students with Disabilities - 49% Math: Asian-89%	Grade students met or exceeded state science standards. Gaps in achievement were identified by race, and socioeconomic status. Percent met and exceeded by each student group is listed below. ELA: Asian-90% Hispanic or Latino-64% White-83% Two or more races-81% Female-85% Male-76% Socioeconomically disadvantaged-53% NOT socioeconomically disadvantaged-83% Students with Disabilities - 41% Math: Asian-94% Hispanic or Latino-72%		are actively working towards growth over the next three years of LCAP implementation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities- 56% Science: Asian-88% Hispanic or Latino-46% White-71% Two or more races-64% Female-67% Male-73%	Hispanic or Latino-60% White-75% Two or more races-77% Female-71% Male-79% Socioeconomically disadvantaged-38% NOT socioeconomically disadvantaged-77% Students with Disabilities- 49% Science: Asian-93% Hispanic or Latino-75% White-67% Two or more races-71% Female-67% Male-72%	White-79% Two or more races-80% Female-75% Male-83% Socioeconomically disadvantaged-49% NOT socioeconomically disadvantaged-81% Students with Disabilities- 46% Science: Asian-93% Hispanic or Latino-40% White-69% Two or more races-74% Female-69% Male-67%		
1.2	Individual annual growth targets as measured by MAP data.	Annual growth from Spring 2022-2023 for average and higher performance growth: ELA- 64% Math- 68% EL student data will be disaggregated in the fall	Spring 2024-25 MAP Achievement and Growth OVERALL Reading: *Achievement = 73%	Spring 2025-26 MAP Achievement and Growth OVERALL Reading: *Achievement = 78%	Original - Averaged MAP data will indicate that 70% of students will meet their annual growth targets.	Spring 2025 data shows that students, including our ELs, are meeting growth targets above the 50% national norm. Our SED student group met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		of 2024 to establish baseline data and monitored specific progress towards CCSS and ELD standards.	*Growth (Spring to Spring) = 57% Math: *Achievement = 77% *Growth (Spring to Spring) = 63% EL STUDENTS Reading: *Achievement = 48% *Growth (Spring to Spring) = 55% Math: *Achievement = 59% *Growth (Spring to Spring) = 59% SED STUDENTS Reading: *Achievement = 48% *Growth (Spring to Spring) = 45% Math: *Achievement = 49% *Growth (Spring to Spring) = 54%	*Growth (Spring to Spring) = 58% Math: *Achievement = 76% *Growth (Spring to Spring) = 50% EL STUDENTS (9 students) Reading: *Achievement = 49% *Growth (Spring to Spring) = 51% Math: *Achievement = 52% *Growth (Spring to Spring) = 53% SED STUDENTS Reading: *Achievement = 60% *Growth (Spring to Spring) = 51% Math: *Achievement = 57% *Growth (Spring to Spring) = 43%	Modified - Students will continue to demonstrate meeting individual growth targets above the 50% national norm.	our goal in Math with 54% growth but not quite in Reading with only 45% growth. More targeted efforts and implementation of the Reading Difficulties Screener and its resources will be key next school year.
1.3	Student schedules and class rosters of broad course of study	100% of students are offered access to a broad course of study	100% of students are offered access to a broad course of study including music, art, and PE	100% of students are offered access to a broad course of study including music, art, and PE	Maintain that all students will have annual access to a broad course of study	We have maintained access to a broad course of study for all students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		including music, art, and PE lessons or courses. EL and special ed services are provided at times that allow 100% of these students in these sub groups to access a broad course of study. Strategic student centered scheduling allows for access: *intervention blocks in elementary allow students who need services not to be pulled out of core, specials, or PE *7 period day at the middle school allows students to receive intervention and still have access to electives	lessons or courses. EL and special ed services are provided at times that allow 100% of these students in these sub groups to access a broad course of study.	lessons or courses. EL and special ed services are provided at times that allow 100% of these students in these sub groups to access a broad course of study and core curriculum aligned to state standards.		
1.4	Teacher Assignment Monitoring	In the 2022-23 school year, 0% teachers were identified as misassigned. (no 2023-2024 data per SARC)	In the 2023-24 school year, 0% teachers were identified as misassigned (no 2024-2025 data per SARC)	In the 2024-25 school year, 0% teachers were identified as misassigned.	No teacher mis-assignments.	No teacher mis-assignments
1.5	Facilities in Good Repair (FIT Report)	2022-2023 FIT Report Overall Summary of	All three schools Exemplary for the 2024-2025 School	All three schools in Good Repair Status for the	Maintain 100% average on FIT Report categories.	We have maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Facility Conditions Findings: Reed - Exemplary (9/8/23) BA -Exemplary (8/10/23) DM - Exemplary (8/9/23)	year as reported in the 2023-2024 SARC. Reed (8/12/2024) Bel Aire (8/13/2024) Del Mar (8/14/2024)	2025-2026 School year as reported in their current SARC reports. Reed (8/12/2025) Bel Aire (8/13/2025) Del Mar (8/14/2025)		average on FIT Report categories.
1.6	Sufficiency of Materials (Board Adopted Resolution)	Resolution No. 02-2023/2024 adopted on 9/19/2023 resolved that the Reed Union School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum framework.	Resolution No. 01-2024/2025 adopted on 9/10/2024 resolved that the Reed Union School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum framework.	Resolution No. 01-2025/2026 adopted on 9/09/2025 resolved that the Reed Union School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum framework.	Maintain access to textbooks and instructional materials for all students.	We have maintained access to textbooks and instructional materials for all students.
1.7	EL English Language Proficiency	61.1% EL students making progress in their English language proficiency 4 students reclassified	72.7% EL students making progress in their English language proficiency 14 students reclassified	76.5% EL students making progress in their English language proficiency. In the 2024-25 school	Continued student progress towards English language proficiency. With such a low percentage of EL students, we recognize our numbers will	11.6% increase in proficiency and 10 additional students reclassified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				year, 22 students reclassified: *Thirteen students were reclassified from Reed Elementary School. *Two students were reclassified from Bel Aire Elementary School. *Seven students were reclassified from Del Mar Middle School.	fluctuate year to year so we really have to examine growth on an individual student basis.	

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 planned to demonstrate student proficiency and annual growth through a multi-pronged approach: strengthening Tier 1 instruction with a new Instructional TOSA, implementing a rigorous PK-5 Math curriculum, and providing targeted intervention via Intervention Specialists and academic aides. In practice, the Instructional TOSA (1.0 FTE) was fully deployed to lead high-quality professional learning and coaching, specifically supporting the rollout of the new math curriculum. Additionally, MTSS systems were formalized through regular "data talks" and the establishment of clear entry and exit criteria for interventions.

A challenge continues to be the achievement gap for Students with Disabilities (SWD). Mid-year data indicates that while overall Math Achievement is at 77%, the achievement for SWD was 46%, falling below the desired outcome of 56%. Similarly, ELA/Reading Achievement for SWD was 41%, trailing significantly behind the district average of 73%.

A notable success was the English Learner (EL) reclassification process and proficiency growth. Supported by 3 EL Teachers and a dedicated Learning Grade Level Chair, the district saw 22 students reclassified in the 2024-25 year. Mid-year data shows 76.5% of EL students are making progress toward language proficiency, exceeding the baseline of 61.1%. Furthermore, the strategic use of Intervention Specialists (3.6 FTE) and Special Education Instructional Aides (12.67 FTE) has ensured that 100% of EL and SWD students maintain access to a broad course of study without being pulled out of core "specials" like music, art, or PE.

As a result, the district will continue to prioritize SWD academic support and ensure students with disabilities are deeply familiar with embedded CAASPP supports and accommodations to better reflect their true capabilities. We will also refine the recruitment and logistical outreach for after-school tutoring to increase participation among priority groups. Finally, the Instructional TOSA will continue to bridge the gap between Tier 1 instruction and differentiated intervention to ensure that rigorous, grade-level standards are accessible to all student groups.

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.

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

Effectiveness of Specific Actions:
*Instructional TOSA (Action 1.2): This new action has been highly effective in bridging the gap between curriculum adoption and classroom practice. The TOSA has provided vital leadership in the Year 1 rollout of the PK–5 Math curriculum, focusing on rigor, differentiation, assessment, and enrichment.
*Designated Support for English Learners (Action 1.5): This action remains one of our most effective strategies, as evidenced by the reclassification of 22 students in the 2024–25 school year. Mid-year data shows that 76.5% of EL students are making progress toward language proficiency, a significant increase from the 61.1% baseline.
*Embedded Professional Development (Action 1.1): Our shift toward differentiated, feedback-driven PD is maturing. The use of substitute funds for Amplify Desmos Math and Orton-Gillingham training has ensured that Tier 1 instructional refinements are grounded in research-based practices.
*Data Analysis (Action 1.4): Data talks and the use of Grade Level Chairs have effectively standardized how teams identify trends and develop action plans. This is demonstrated by the increased transparency in sending MAP, DIBELS, and parent guides home to families to improve the home-school connection.

Areas for Refinement and Growth:
*Optimizing Extended Learning Opportunities (Action 1.9): While intended to provide critical support, our After School Academic Support has been underutilized to date. To increase effectiveness, we are identifying a need for strategic recruitment of priority student groups, the use of real-time data to drive specific academic growth goals, and creative scheduling solutions that better align with the needs of our families and students.
*Ensuring Instructional Coherence for Students with Disabilities (Action 1.8): While we have maintained a robust staffing model, there is a persistent need to ensure that Students with Disabilities (SWD) have full access to rigorous Tier 1 instruction. Effectiveness in this area will depend on ensuring that academic supports and specialized interventions are strictly aligned with the core curriculum to create a coherent learning experience that translates to CAASPP and MAP growth.

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 the mid-year data and end-of-year reflections, the district is not proposing any changes to the planned goals, metrics, or actions for the 2026-2027 school year. Instead, we are refining our implementation strategies to ensure the existing LCAP actions reach their full potential for impact.

Refining Approaches for the 2026-27 School Year
1) Strategic Support for Students with Disabilities (SWD) - While we are maintaining our current staffing and service actions, we are doubling down on instructional coherence for our Students with Disabilities. Reflection on CAASPP and MAP data - which shows SWD achievement at 41% in Reading and 46% in Math - indicates a need to ensure that specialized supports are more strictly aligned with the rigorous Tier 1 core curriculum. We will also ensure that students are not only provided with their embedded accommodations but are proficient in using them to accurately reflect their academic growth.
2) Optimizing Tutoring - The district will refine the implementation of After School Academic Support (Action 1.9). Mid-year data revealed that only 21 priority students accessed these services, despite a significant budget allocation. To address this, the district will implement strategic recruitment of focal student groups, utilize real-time progress monitoring data to drive instruction, and explore creative scheduling solutions to remove participation barriers for families.
3) Strengthening the Instructional TOSA Model - Following the successful Year 1 rollout of the PK-5 Math curriculum, the Instructional TOSA (Action 1.2) will move into a second phase of implementation. This year's work centered on the rollout; next year will double down on differentiated coaching and modeling to ensure the curriculum’s rigor is accessible to English Learners, socio-economically disadvantaged students, and students with disabilities.

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	Embedded Professional Development	Grade PK-8 teachers receive embedded professional development and collaboration time in multiple core content areas. Examples of professional development may include MAP assessment data analysis, writer's workshop, differentiated instruction, and curriculum embedded training by consultants, teachers on special assignment, and teacher leaders. Activities and anticipated costs include, but are not limited to, the use of professional consultants, release time, substitute costs, embedded professional development, software programs, and assessments.	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	NEW ACTION - Instructional TOSA	This position will broaden Tier 1 support across our schools and strengthen our intervention and acceleration programming within our MTSS framework.	$220,964.00	No
1.3	Intervention & Acceleration	Provide support and intervention in all academic areas for English Learners, socioeconomic disadvantaged, homeless or foster students, and students with disabilities through the direction of the classroom teachers, instructional aides, online personalized programs, Intervention Specialists, strategies electives, and response to instruction and intervention programs. These services are principally directed at English Learners, socioeconomic disadvantaged, homeless or foster students, and students with disabilities; however services may also benefit other students in the LEA as directed by teachers. Based on research and local observation, these student groups will benefit from increased time with teachers and instructional aides, personalized programs, and support from intervention specialists.	$69,329.00	Yes
1.4	Data Analysis	Grade level teams and departments analyze local and standardized assessment data to guide instruction to meet student needs for all students, with special attention on disaggregated student groups for remediation and additional challenge. Activities and anticipated costs include, but are not limited to, the use of professional consultants, release time, substitute costs, embedded professional development, software programs, and assessments.	$9,750.00	No
1.5	Designated Support for English Learners	Provide designated and integrated English Learner support and intervention through the direction of the classroom teachers, designated EL teachers, instructional aides, professional development for integrated language acquisition strategies, and online personalized programs. Services will enable English learners to access grade level Common Core State Standards and the ELD standards.	$16,175.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Targeted Support for Students with Disabilities	In all academic areas, provide additional support and intervention for students with disabilities through the direction of the classroom teachers, instructional aides, online personalized programs, educational specialists, and Tier 3 response to instruction and intervention programs.	$84,481.00	No
1.9	Before or After School Academic Support	Based on educational partner feedback, provide before or after school academic support for students demonstrating need. These services will be principally directed towards English Learners, Foster Youth, and Socio-economically disadvantaged students but could be offered to all students as available.	$75,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Support the development of each student's social and emotional wellness in order to establish a community that promotes inclusion and belonging, prioritizes equity, and celebrates the benefits of the diversity of all members.	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.

This goal is consistent with the second goal of the RUSD Strategic Plan, and builds on the prior LCAP. RUSD prioritizes a focus on positive school environments, character development, equity and inclusion, and programs that support and further this work.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student information system attendance reports	2022-2023 district-wide: Reed 95% Bel Aire 95% Del Mar 94% 0% dropout rate continued	2023-24 Period 2 attendance rate is : Reed: 95.07% Bel Aire: 95.01% Del Mar: 95.12% 0% dropout rate continued	RUSD Attendance Rate calculation for 2024-2025 RD: 95.22% BA: 95.15% DM: 95.11% 0% Dropout rate RUSD Attendance Rate calculation for 2025-2026 (as of 04.30.26)	Attendance rates will be maintained at 97% or higher	Attendance rates are slightly higher than baseline. Reed increased by .22% Bel Aire increased by .04% Del Mar decreased by .01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				RD: 95.47% BA: 95.77% DM: 94.7% 0% Dropout rate		
2.2	Suspension & Expulsion data	2023-2024 DataQuest data indicated a 0.9% suspension rate, and 0% expulsion rate.	Suspension Rate: 7 / 1066 = .66% Expulsion Rate: 0%	Suspension Rate: 1% Expulsion Rate: 0%	Maintain 1% or less suspension rate and 0% expulsion rate over the 3 years.	Suspension rates decrease slightly from .9% to .66% and expulsion rates remained at 0%
2.3	YouthTruth Survey	Spring 2024 Youth Truth percentile ranking data: Students (Elem) *Engagement-49th %ile *Academic Challenge-36th %ile *Culture-83rd %ile *Belonging-93rd %ile *Relationships-84th %ile Students (Middle) *Engagement-65th %ile *Academic Challenge 73rd %ile *Culture-77th %ile *Belonging-93rd %ile *Relationships-66th %ile Familes *Relationships - 69%ile *Safety - 77%ile	Nov 2024 Youth Truth percentile ranking data: Students (Elem) *Engagement-69th %ile *Academic Challenge-18th %ile *Culture-92nd %ile *Belonging-81st %ile *Relationships-75th %ile Students (Middle) *Engagement-67th %ile *Academic Challenge 77th %ile *Culture-87th %ile *Belonging-96% %ile	Jan 2026 Youth Truth percentile ranking data: Students (Elem) *Engagement-57th %ile *Academic Challenge-11th %ile *Culture-80th %ile *Belonging-82nd %ile *Relationships-72nd %ile Students (Middle) *Engagement-44th %ile *Academic Challenge 51st %ile *Culture-79th %ile *Belonging-93rd% %ile	All student group results are consistent with overall results for all students.	Differences are as follows: Students (Elem) *Engagement-increase by 8% *Academic Challenge-Decrease by 25% *Culture - decrease by 3% *Belonging-decrease by 11% *Relationships-decrease by 12% Students (Middle) *Engagement-decrease by 21% *Academic Challenge - decrease by 22% *Culture-increase by 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff *Relationships (Elem) - 79%ile *Safety (Elem) - 88%ile *Relationships (MIddle) - 80%ile *Safety (Middle) - 83%ile	*Relationships- 84th %ile Familes *Relationships (Elem) - 82nd%ile *Safety (Elem) - 87%ile *Relationships (MIddle) - 84th%ile *Safety (Middle) - 92nd%ile Staff *Relationships (Elem) - 83rd%ile *Safety (Elem) - 92nd%ile *Relationships (MIddle) - 83rd%ile *Safety (Middle) - 90th%ile	*Relationships- 73rd%ile Familes *Relationships (Elem) - 82nd%ile *Safety (Elem) - 87%ile *Relationships (MIddle) - 84th%ile *Safety (Middle) - 92nd%ile Staff *Relationships (Elem) - 79th%ile *Safety (Elem) - 80th%ile *Relationships (MIddle) - 81st%ile *Safety (Middle) - 88th%ile		*Belonging-no change *Relationships- increase by 7% Families *Relationships (Elem) - increase by 13% *Safety (Elem) - increase by 10% *Relationships (MIddle) - no change *Safety (Middle) - no change
2.4	Family participation on YouthTruth survey	Family participation rates in November 2023: Reed: 30% Bel Aire: 43% Del Mar: 47%	Family participation rates in November 2023: Reed: 35% Bel Aire: 56% Del Mar: 52% **ADD NOTE ABOUT WHEN YOU WILL HAVE THE DATA FOR	Family participation rates in January 2026: Reed: 38% Bel Aire: 61% Del Mar: 48% Family Participation Counts (self-reported) by demographic:	10% increase each school year. Youth Truth research shows that an excellent response rate is 50% or higher.	Family participation rates in November 2023: Reed: increase by 5% Bel Aire: increase by 13% Del Mar: increase by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			UNDUP AND SWD - FAMILIES	Persons of Color - 58 Students with Disabilities - 62 English Language Learners - 23		
2.5	Student Committees, Clubs, and Leadership Courses Enrollment	50% of students participated in some form of leadership activities in the 2023-24 school year. This includes students in a variety of leadership opportunities.	65% of students at Bel Aire participated in one or more form(s) of leadership in the 2024-25 school year. 50% of students at Del Mar participated in one or more form(s) of leadership in the 2024-25 school year.	75% of students at Bel Aire participated in one or more form(s) of leadership in the 2025-26 school year. 70% of students at Del Mar participated in one or more form(s) of leadership in the 2025-26 school year.	100% of students will participate in clubs, committees or other engagement or leadership opportunities.	Increase of 25% at Bel Aire and no change at Del Mar
2.6	Chronic Absenteeism (DataQuest)	2022-2023 District Rate: 15.3% Reed 18.6% Bel Aire 7.9% Del Mar 17.8%	2023-2024 District Rate: 9.6% Reed 9.4% Bel Aire 6.3% Del Mar 12.5%	2024-2025 District Rate: 9.4% Reed 7.8% Bel Aire 9.7% Del Mar 10.4% Districtwide by student group: SED - 36.2% EL - 18.2% SWD - 15.6%	5% or lower rate of chronic absenteeism for socioeconomically disadvantaged students or students that are not meeting the standard in ELA and Math.	District Rate: decrease by 5.9% Reed decrease by 10.8% Bel Aire decrease by 1.8% Del Mar decrease by 7.4%

Goal Analysis [2025-26]

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

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

There were no substantive differences in planned actions and actual implementation. Actions were generally carried out as described.

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.

N/A

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

The District continues to make positive strides in addressing chronic absenteeism across all school sites. By regularly tracking attendance data, fostering stronger relationships with families, and enhancing our communication strategies, we have seen measurable improvements in attendance. However, achieving better outcomes for our socioeconomically disadvantaged students and students with disabilities remains a top priority, as CA Dashboard indicators for these groups remain a concern. We are committed to prioritizing this work, as consistent attendance is the foundation for improved academic and social-emotional success.

This year, the district hosted two parent education workshops focused on Wellness and Belonging. While live attendance via Zoom was modest, the sessions were recorded and distributed to the broader community to ensure all families had access to these valuable resources.

Providing a robust, PK-8 social-emotional program remains a cornerstone of our district's mission. While Reed and Del Mar have established curricula, Bel Aire successfully adopted the "Character Strong" program, which will be fully implemented starting in the 2026-27 school year.

Expanding student leadership opportunities is a key focus, particularly for our socioeconomically disadvantaged students, foster/homeless youth, English learners, and students with disabilities. Site administrators have significantly grown campus clubs and activities. For example, last year Bel Aire introduced a student leadership structure to empower students in managing safe and engaging recess activities. Similarly, Del Mar expanded its leadership course to two sections, broadening representation and ensuring more diverse student voices are heard.

RUSD continues to administer the annual Youth Truth survey. Through targeted outreach, we successfully increased participation rates among families at all sites. While feedback highlights high levels of inclusion and belonging, we noted a decrease in scores regarding Academic Challenge and Communication. These insights will guide our future improvements.

Our school counselors and administrators conducted personalized outreach through phone calls and emails to families of students with exceptional needs, foster/homeless youth, and socioeconomically disadvantaged students. These efforts focused on soliciting vital input for the LCAP and Youth Truth surveys, while engaging in meaningful dialogue about academic achievement, social-emotional development, and resource access.

Through our ongoing partnership with Changing Perspectives, we provided professional development on inclusive practices for all staff. Additionally, in collaboration with Supporting Innovative PreSchool Practices, the district conducted TK classroom observations to optimize learning environments, specifically to better support our students with disabilities.

In the fall of 2025, the district convened a Wellness & Belonging Task Force composed of students, parents, and staff. This group developed a comprehensive, Board-adopted Action Plan that serves as a blueprint for improving student outcomes. A key milestone of this plan is the creation of new counseling positions at every school site, set to begin in the fall of 2026, which will provide enhanced support for all students.

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

There are no changes to goal number 2, including metrics, outcomes or actions.

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	Chronic Absenteeism Tracking and Analysis	Analyze chronic absenteeism data to ensure we are removing barriers to attendance for identified student groups. Provide clear messaging and education to parents on the importance of regular attendance and the impact on their student and the class. Funds will be used to pay hourly time of staff members to analyze absenteeism data and generate educational resources for families.	$0.00	Yes
2.2	Parent Education	With Changing Perspectives, provide parent education regarding social-emotional supports, as well as strategies to support students with disabilities.	$2,500.00	No
2.3	Community Collaboration	Collaborate with community members through forums such as PTA, Foundation, Strategic Planning Collaborative, and other advisory committees to improve wellness and inclusion all for students.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Social-Emotional Programming	Provide developmentally appropriate social-emotional programming and monitor alignment amongst school site programs.	$5,000.00	No
2.5				
2.6	Student Leadership	Enhance and develop student engagement, empowerment, and leadership opportunities. Provide clubs, elective periods, and experiences for students to express leadership at their school and in the community.	$0.00	No
2.7				
2.8	Educational Partner Input	Student, family and staff surveys, such as YouthTruth, will be administered to determine needs and associated services and programs.	$7,000.00	No
2.9	Targeted Family Partnerships	Based on educational partner feedback from staff and families, action to create more opportunities to connect with families to learn about pressing needs and barriers to learning, including families with students with disabilities. This could include targeted outreach and planning with specific student groups and their families, specifically our EL students, foster and/or homeless families, our socio-economically disadvantaged families and students with disabilities. In addition, strengthen communication	$9,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		between staff and families around academic progress, in-class learnings, and parent education. Consistently share YouthTruth and achievement data with community partners.		
2.10	Employ School Counselor	A school counselor position was created to support students with social and emotional needs. This counselor serves all students in need while also maintaining a priority caseload comprised of socio-economically disadvantaged students and their families.	$330,634.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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.

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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.

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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.

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

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

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
$149,641	$$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
1.222%	0.000%	$0.00	1.222%

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
1.3	**Action:** Intervention & Acceleration **Need:** EL students and socio-economically disadvantaged students are underperforming and existing achievement gap in CAASPP **Scope:**	The district's strategy for Intervention and Acceleration is grounded in the understanding that one-on-one and small-group instruction are among the most effective levers for accelerating student achievement. While these supports are available to any student demonstrating a need, they are strategically and principally directed toward our identified priority groups: Students with Disabilities (SWD), English Learners (EL), and socio-economically disadvantaged (SED) students.	Student growth in CAASP and MAP

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	Why These Groups Benefit Most: *Instructional Coherence: For our Students with Disabilities, these interventions are not isolated from the core curriculum. Instead, our refined MTSS framework ensures that supplemental resources are strictly aligned with Tier 1 instruction, creating a coherent learning experience that prevents fragmented support. *Language Acquisition and Academic Access: For English Learners, intervention specialists and instructional aides provide the necessary scaffolding to access rigorous grade-level Common Core State Standards while simultaneously developing English proficiency. This dual-focus approach is evidenced by the 76.5% of EL students currently making progress toward proficiency. *Closing the Opportunity Gap: For socio-economically disadvantaged students, providing high-dosage, small-group instruction during the school day removes barriers to academic success. This ensures that underperforming does not become a permanent status, but rather a temporary challenge addressed by 3.6 FTE Intervention Specialists and targeted aide support.	
1.9	**Action:** Before or After School Academic Support **Need:** Need for further academic development with targeted groups - why is this a need what are you trying to explain? How is this principally directed	Our socio-economically disadvantaged (SED) and English Learner (EL) students need full access to the broad course of study—including music, art, and PE—during the standard school day. To ensure these students do not miss core Tier 1 instruction or enrichment opportunities for the sake of intervention, individual and small group tutoring is provided at no cost specifically to these student groups.	MAP growth/ CAASPP growth

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	While all students would benefit from additional instructional time, we are prioritizing our SED and EL populations because we know that focused, supplemental instruction directly addresses the specific achievement gaps identified in our mid-year MAP and CAASPP data. By providing these services outside of the traditional school hours, we ensure these students receive the "double dose" of support required to reach grade-level proficiency without sacrificing a well-rounded school experience.	
2.1	**Action:** Chronic Absenteeism Tracking and Analysis **Need:** Consistent attendance impacts academic achievement. The district provides remarkable tier I instruction and targeted tier II and III services and programs. When students are not attending regularly, they are not accessing these programs and services, making it even more challenging to reach our intended outcomes. **Scope:** LEA-wide	Our students with disabilities, socioeconomically disadvantaged students have higher absenteeism rates than their peers. While efforts of clear and targeted messaging and communication impacts attendance for all, this is designed for these specific student groups.	monthly absenteeism data for targeted groups
2.9	**Action:** Targeted Family Partnerships **Need:**	Research, experience and observations indicate a need for additional efforts to establish and strengthen relationships with students and families who are socio-economically disadvantaged, student with exceptional needs and second language learners. All students will benefit socially,	Youth Truth Survey results for belonging

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
	family partnership for student academic support **Scope:** LEA-wide	emotionally and academically from strong school and family partnerships.	
2.10	**Action:** Employ School Counselor **Need:** Point of contact for student and their families to support academic, social and emotional needs and streamline communication for our socio-economically disadvantaged students. **Scope:** LEA-wide	The Counselor will provide specific case management for socio-economically disadvantaged students and their families enrolled in the Reed Union School District.	Youth Truth Survey

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
1.5	**Action:** Designated Support for English Learners **Need:**	Professional development, support structures, and personalized programs help to meet the individual need.	ELPAC achievement and growth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need for designated and integrated EL support **Scope:** Limited to Unduplicated Student Group(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.

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 Reed Union School District is not eligible to receive additional concentration grant add-on funding. The District's population does not meet the required 55 percent threshold.

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	0	0
Staff-to-student ratio of certificated staff providing direct services to students	0	0

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	$12,248,355	149,641	1.222%	0.000%	1.222%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$729,927.00	$76,175.00	$0.00	$84,481.00	$890,583.00	$784,908.00	$105,675.00

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	Embedded Professional Development	All Students with Disabilities	No			All Schools		$60,000.00	$0.00		$60,000.00			$60,000.00	
1	1.2	NEW ACTION - Instructional TOSA	All	No			All Schools		$220,964.00	$0.00	$220,964.00				$220,964.00	
1	1.3	Intervention & Acceleration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$69,329.00	$0.00	$69,329.00				$69,329.00	
1	1.4	Data Analysis	All Students with Disabilities	No			All Schools		$9,750.00	$0.00	$9,750.00				$9,750.00	
1	1.5	Designated Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$16,175.00		$16,175.00			$16,175.00	
1	1.8	Targeted Support for Students with Disabilities	Students with Disabilities	No			All Schools		$84,481.00	$0.00				$84,481.00	$84,481.00	
1	1.9	Before or After School Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$75,000.00	$75,000.00				$75,000.00	
2	2.1	Chronic Absenteeism Tracking and Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.2	Parent Education	All Students with Disabilities	No			All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.3	Community Collaboration	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	

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	**2.4**	Social-Emotional Programming	All Students with Disabilities	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	**2.5**															
2	**2.6**	Student Leadership	All Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	**2.8**	Educational Partner Input	All Students with Disabilities	No			All Schools		$0.00	$7,000.00	$7,000.00				$7,000.00	
2	**2.9**	Targeted Family Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$9,750.00	$0.00	$9,750.00				$9,750.00	
2	**2.10**	Employ School Counselor	Low Income	Yes	LEA-wide	Low Income	All Schools		$330,634.00	$0.00	$330,634.00				$330,634.00	

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
$12,248,355	149,641	1.222%	0.000%	1.222%	$484,713.00	0.000%	3.957 %	**Total:**	$484,713.00
								LEA-wide Total:	$484,713.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Intervention & Acceleration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,329.00	
1	**1.5**	Designated Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	**1.9**	Before or After School Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
2	**2.1**	Chronic Absenteeism Tracking and Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.9**	Targeted Family Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income		$9,750.00	
2	**2.10**	Employ School Counselor	Yes	LEA-wide	Low Income	All Schools	$330,634.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$753,582.00	$760,637.00

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**	Embedded Professional Development	No	$61,192.00	$107,711
1	**1.2**	NEW ACTION - Instructional TOSA	No	$207,918.00	$217,107
1	**1.3**	Intervention & Acceleration	Yes	$68,355.00	$58,007
1	**1.4**	Data Analysis	No	$9,750.00	$9,750
1	**1.5**	Designated Support for English Learners	Yes	$28,300.00	$22,675
1	**1.8**	Targeted Support for Students with Disabilities	No	$79,449.00	$82,999
1	**1.9**	Before or After School Academic Support	Yes	$115,000.00	$92,461
2	**2.1**	Chronic Absenteeism Tracking and Analysis	Yes	$5,000.00	$0.00
2	**2.2**	Parent Education	No	$2,500.00	$0.00
2	**2.3**	Community Collaboration	No	$3,000.00	$0.00
2	**2.4**	Social-Emotional Programming	No	$5,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**				
2	**2.6**	Student Leadership	No	$5,000.00	$0.00
2	**2.8**	Educational Partner Input	No	$7,000.00	$7,700
2	**2.9**	Targeted Family Partnerships	Yes	$9,750.00	$9,750
2	**2.10**	Employ School Counselor	Yes	$146,368.00	$152,477

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)
$155,644	$372,773.00	$335,370.00	$37,403.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.3**	Intervention & Acceleration	Yes	$68,355.00	$58,007		
1	**1.5**	Designated Support for English Learners	Yes	$28,300.00	$22,675		
1	**1.9**	Before or After School Academic Support	Yes	$115,000.00	$92,461		
2	**2.1**	Chronic Absenteeism Tracking and Analysis	Yes	$5,000.00	$0.00		
2	**2.9**	Targeted Family Partnerships	Yes	$9,750.00	$9,750		
2	**2.10**	Employ School Counselor	Yes	$146,368.00	$152,477		

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)
$11,838,289	$155,644	0	1.315%	$335,370.00	0.000%	2.833%	$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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