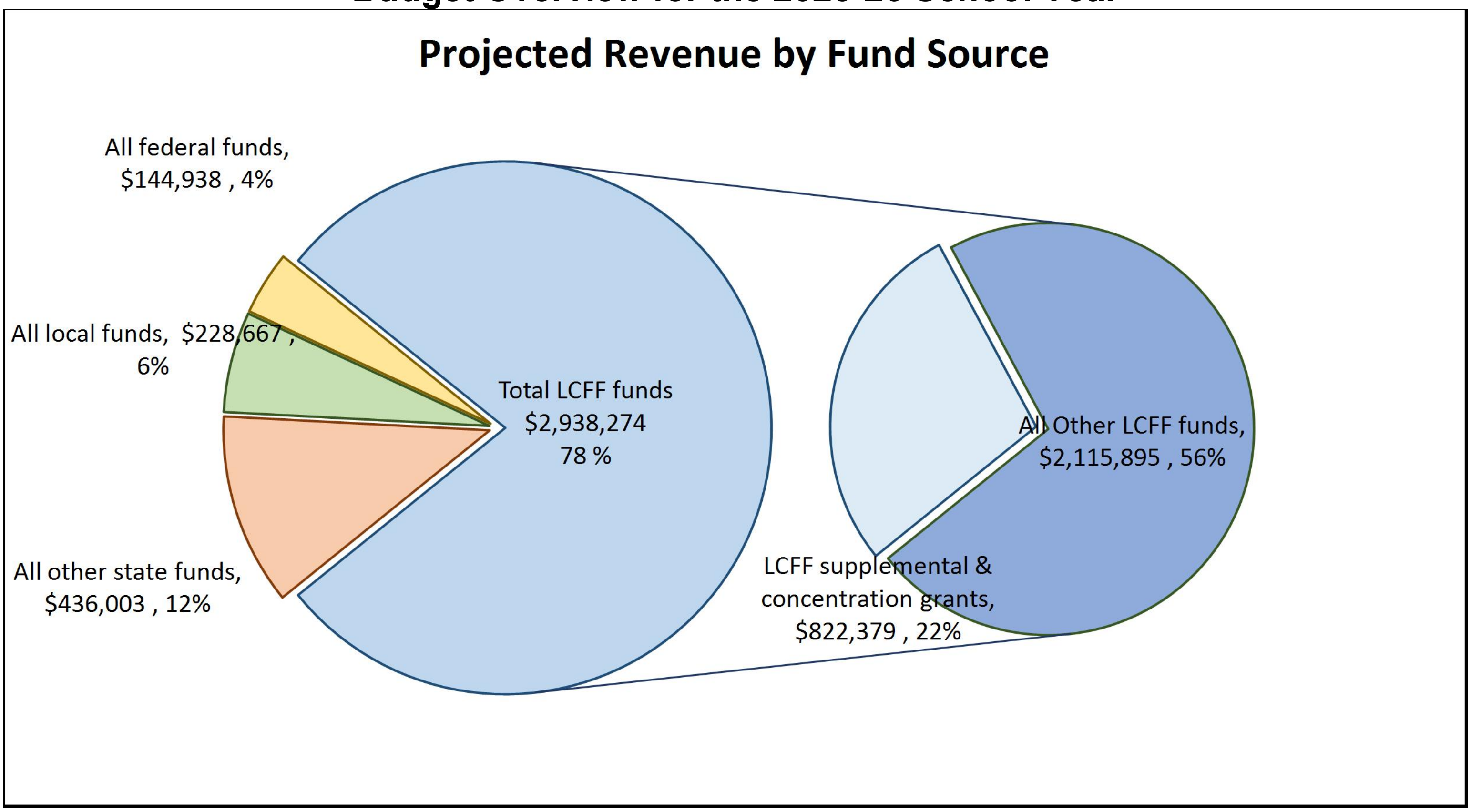
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pond Union Elementary School District
CDS Code: 15637196009963
School Year: 2025-26
LEA contact information:

Alex Lopez
Superintendent/Principal
alopez@pond.k12.ca.us
(661) 792-2545

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 2025-26 School Year

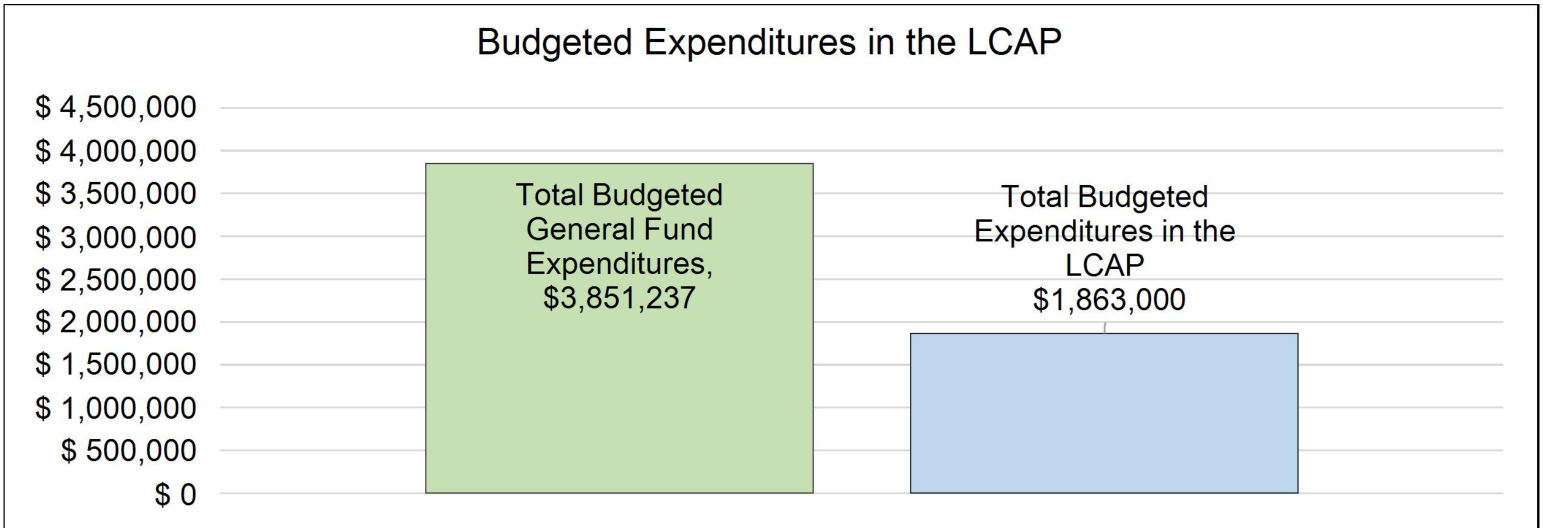


This chart shows the total general purpose revenue Pond Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pond Union Elementary School District is $3,747,882.03, of which $2,938,274 is Local Control Funding Formula (LCFF), $436,003 is other state funds, $228,667.03 is local funds, and $144,938 is federal funds. Of the $2,938,274 in LCFF Funds, $822,379 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 Pond Union Elementary School District plans to spend for 2025-26. 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: Pond Union Elementary School District plans to spend $3,851,237 for the 2025-26 school year. Of that amount, $1,863,000 is tied to actions/services in the LCAP and $1,988,237 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

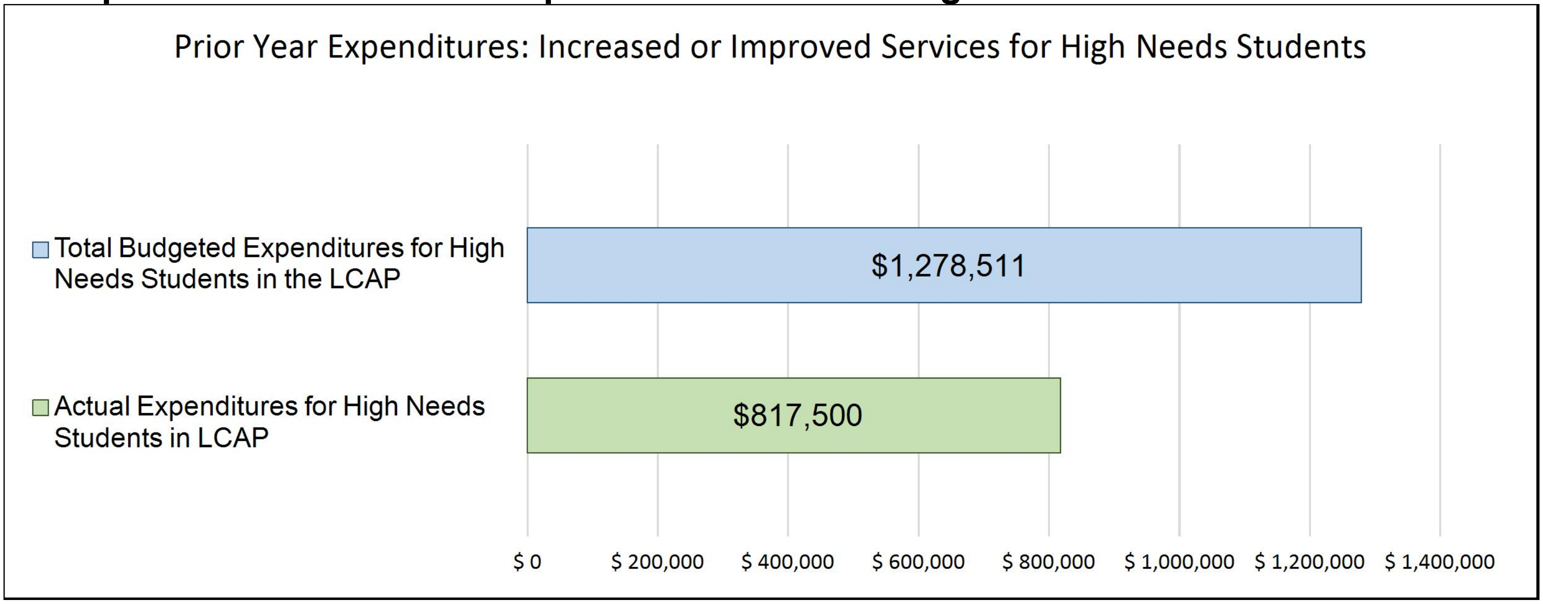
General Fund Budget expenditures not in the LCAP include operational expenditures such as staff salaries and benefits, supplies, and services required to maintain operations of the district. This also includes other state, federal, and local grants.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Pond Union Elementary School District is projecting it will receive $822,379 based on the enrollment of foster youth, English learner, and low-income students. Pond Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pond Union Elementary School District plans to spend $1,153,000 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 2024-25



This chart compares what Pond Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Pond Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Pond Union Elementary School District's LCAP budgeted $1,278,510.50 for planned actions to increase or improve services for high needs students. Pond Union Elementary School District actually spent $817,500 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $461,010.5 had the following impact on Pond Union Elementary School District’s ability to increase or improve services for high needs students:

Actions were unable to be implemented do to difficulty in staffing positions. In addition, many of the professional developments were paid out with outside grants such LRCS.

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
Pond Union Elementary School District	Alex Lopez Superintendent/Principal	alopez@pond.k12.ca.us (661) 792-2545

Plan Summary [2025-26]

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.

Pond Union Elementary School District's Local Control and Accountability Plan (LCAP) 2024-2027 is the blueprint for building a strong foundation and improving our services to meet the needs of our unduplicated students and to decrease the learning opportunity gap between ALL students.

Pond Union Elementary School District is a one-school K-8th school district. As of March 2025, Pond has 179 students enrolled in the district. Our highest unduplicated group is our Socio-Economically Disadvantaged students, which is at 164 students (92%). The second largest unduplicated group is our English Learners which is at 32 students (18%). Roughly 50% of our enrollment are inter-district students from neighbouring districts. We currently have 12 Certificated Staff (TK-8 teachers, 2 Resource Teachers) and 10 Certified Staff in our employment.

Our school is predominantly Hispanic with 164 students (92%). The other remaining groups are White (5.57%), Filipino (0.56%), Asian (0.56%), African American (0.56%), and Two or More Races (0.56%). A community challenge is the lack of public resources at Pond. Pond is a small, rural community and does not have any public resources, such as parks, technology labs, or libraries for families. Students and families that are in the district must drive 15-20 minutes to nearby communities to access these public resources. Another challenge is the lack of sidewalks or a public bus system, so families and students cannot easily access the school without transportation.

There are no schools at Pond Union that have been identified to receive an Equity Multiplier funding. Pond also does not have a local bargaining unit. It also does not have its own Parent Advisory Committee. Because Pond is a small school district, its School Site Council acts in part as a Parent Advisory Committee.

Reflections: Annual Performance

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

The 2024 California School Dashboard provides a comprehensive overview of Pond Union Elementary's performance across multiple accountability measures. While the school has made strides in some areas, key academic indicators show the need for targeted intervention and support to improve student outcomes.

Pond Union Elementary's performance in English Language Arts (ELA) and Mathematics remains a concern. The school scored in the Orange category for both subjects, with ELA results showing a decline of 13.9 points, leaving students 50.3 points below standard. Similarly, Mathematics performance also declined by 10.1 points, with students 70.1 points below standard. These trends indicate a pressing need for instructional improvements, targeted interventions, and support structures to enhance student achievement in core subjects. Positively, English Learner (EL) progress has shown a positive trajectory, increasing from 16.3% to a 56.3% progress rate. This improvement suggests that EL-focused strategies and supports have been effective, though continued attention is necessary to ensure sustained growth and reclassification rates. While Science scores were not included in accountability measures, student performance remains 25.3 points below standard, with a 4.7-point decline. Strengthening STEM-related instructional strategies could help bridge this gap and enhance overall student achievement.

Chronic absenteeism remains a challenge, with 12.1% of students classified as chronically absent, despite a 6.2% improvement. Addressing attendance concerns through family engagement initiatives and targeted student support could further reduce absenteeism rates. In contrast, the school has excelled in maintaining a safe and welcoming environment. The suspension rate is at an impressive low of 0.5%, placing it in the Blue category. This indicates a strong commitment to positive behavior interventions and a nurturing school climate. Pond Union Elementary met standards in several key local indicators, including teacher quality, instructional materials, and facilities. Parent and family engagement, implementation of academic standards, and access to a broad course of study also met expectations, highlighting a well-rounded school environment that fosters student learning and community involvement.

Overall, the 2024 Dashboard data suggests that while Pond Union Elementary has made progress in reducing suspension rates and improving EL progress, significant challenges remain in academic performance, particularly in ELA and Mathematics. Moving forward, the school and educational partners all agree that we must implement data-driven instructional strategies to improve ELA and Math outcomes, enhance attendance initiatives to further reduce chronic absenteeism, continue to support EL students to sustain growth and ensure equitable opportunities, and leverage strong family and community engagement to support student success. By addressing these key areas, Pond Union Elementary can build on its strengths and work towards closing achievement gaps to foster academic excellence for all students.

Required Actions from 2023 CA School Dashboard:

According to the 2023 CA Dashboard, Pond Elementary School scored a red in its performance level for English Learner Progress. In 2023, 40% of Pond's English Learners were making progress by at least one ELPI level. In contrast, 58.1% of English Learners were making progress in 2022, which was a 18.1% decline. In response to this low academic performance throughout the 2024-2027 LCAP cycle, Pond has increased its attention and focus to our English Learners in Goal 1 of our LCAP through Action 1.6 and Action 1.10 that targets the needs of our English Learners in Math, ELA, and Writing to increase their academic performances.

Learning Recovery and Emergency Block Grant. Pond has unexpended LREBG funds for the 2025-26 school year.

LREBG funded actions may be found in Goal 1, Action 3 and 4.

Based on 2024 Dashboard data, Pond Union Elementary continues to experience significant academic challenges, with students performing 50.3 points below standard in ELA and 70.1 points below in Math. English Learners perform even lower—71.3 points below standard in ELA and 91.6 in Math—highlighting a critical need for engaging, differentiated instruction. To address this, Pond is integrating STEAM activities into its RTI framework. STEAM supports unfinished learning through hands-on, collaborative, and language-rich instruction that helps English Learners develop academic vocabulary and problem-solving skills in meaningful, real-world contexts.
In addition, staff will attend Steve Ventura's Achievement Team training to strengthen collaborative data practices and improve instructional planning. This professional development builds teacher capacity to analyze student performance data, identify instructional needs, and respond with targeted strategies. These actions directly support Learning Recovery Emergency Block Grant (LREBG) goals by addressing unfinished learning and improving academic outcomes for high-need students. The district will use $20,000 in LREBG funds ($10,000 per action) to implement these strategies and monitor progress using CAASPP, STAR, ELPI, and RTI tier placement data.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
Staff and faculty, including teachers, the principal/ superintendent, and other school personnel (i.e. custodial and secretary)	Several times during our weekly, early out dismissals on Wednesdays, teachers and faculty members discuss the effectiveness and implementation of our LCAP through collaborative discussions and reflections on current actions.
Teachers, faculty, parents, and community members; School Site Council (Pond School does not have a local, bargaining unit)	Members of the Pond community in our School Site Council meet and discuss on a monthly basis on the development of the LCAP and its implementation.
ELAC	Parents of English Learners meet on a monthly basis to discuss the needs and strengths of our English Learners and how these needs can be met through the development of the LCAP.
Pond Board Members and community members	February 11, 2025 Presented a Mid-year Report to our Board Members and attendee during a board meeting and received feedback and affirmations on the development and implementation of the LCAP. June 10, 2025 Held a public hearing to the board members and community members at Pond on the LCAP draft. June 24, 2025 Held a board meeting for the adoption of the LCAP.
SELPA Meeting	On May 5, 2025 Admin met with our SELPA to discuss how we can continue to provide support to our SWD population, including how the LCAP can be developed to provide equity in the classroom and

Educational Partner(s)	Process for Engagement
	ensure that our SWD population will be successful in and out of the classroom.
Students, including Student Advisory	Students were asked through student surveys throughout the year about their interests and other pertinent questions, such as school connectedness and student engagement and academic motivations, that help towards the development of the LCAP. An advisory panel of students from grades 4th-8th met and discussed the LCAP development, from what they liked, what needs improvement, and changes that they would like to see in the next year.
MTSS Team, which includes Interventionist, Social Worker, faculty, and teachers	This team met regularly to review student data, identify barriers to learning, and provide input on targeted actions and services to support academic, behavioral, and social-emotional needs—particularly for unduplicated pupils--and how it can be met through the development of the LCAP.

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

Based on the feedback provided by education partners, we made the following changes to our adopted LCAP.

+ Teachers have expressed the need for a math interventionist. As we held our monthly MTSS meetings, teachers have seen the need to provide targeted support to students who struggle with mathematical concepts. Also, the declining Math state scores and findings during our monthly MTSS meetings, indicate the need for more targeted math intervention.

+ Expanded "Parent Education" to encompass "Family and School Partnership."

+ Will seek to hire a P.E. teacher to increase wellness, school climate, and student engagement.

+ Purchase a new van to increase school and home partnership through home visits.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Accelerate student learning and mastery of state standards by providing consistent, high quality, data driven teaching practices to ensure that the needs of all students are met, and all students can thrive and are prepared to be successful in high school.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal #1 was carried over from our 2021-2024 LCAP goal. While Pond has made academic improvements according to our CAASPP scores in the last three years, Pond's performance color for 2023 in Math and English Language Arts is both at yellow, which is still below standard. In 2019, which is the baseline year for Pond's 2021-2024 LCAP, Pond's performance color for English Language Arts and Mathematics was orange. Therefore, for the 2024-2027 LCAP, Pond is starting at a higher academic baseline, but the goal remains the same: academic improvement towards mastery of state standards. Since a yellow performance level is not mastery, Pond's educational partners all expressed the desire to grow more in student academics.

According to Pond's 2023 ELA CAASPP scores, "All" students were 36.4 points below standards. In terms of our unduplicated students, English Learners scored 61.1 points below standard and our Socioeconomically Disadvantaged students scored 39.4 points below standard. Additionally, according to Pond's 2023 Math CAASPP scores, "All" students scored 60 points below standard. However, in terms of our unduplicated students, English Learners scored 76.1 points below standard and our Socioeconomically Disadvantaged students scored 63.5 points below standard. Based on these scores and our educational partner feedback, we all agreed that our lowest performing group is our English Learners. Therefore, English Learners are Pond's targeted unduplicated groups in our actions, and Pond has also created an individual action within this group to specifically target our English Learners.

This need to focus on our English Learners is also supported by our low ELPI scores. In 2023, Pond's ELPI scores were at a red performance level. Pond's ELPI scores declined 18.1% from the previous year (2022). In 2022, 58.1% of our English Learners progressed at least one ELPI level according to our Summative ELPAC scores. In contrast, in 2023, only 40% of our English Learners progressed at least one ELPI level. These declining progress scores was a major concern for our educational partners, and our actions will reflect a more focused attention in improving the academic and language needs of our English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of teachers who are fully credentialed in the subject for the pupils they are teaching. Source: CALPADS State Priority: 1A	2023-2024 100%	2024-2025 100%		Maintain 100%	No change. Maintained at 100%
1.2	Percent of pupils who have access to standards-aligned materials Source: Local records State Priority: 1B	2023-2024 100%	2024-2025 100%		Maintain 100%	No change. Maintained at 100%
1.3	Implementation of CA academic and performance standards as per administration classroom observations. Source: Administration's Classroom Yearly Evaluation Form State Priority: 2A Rating system:	2023-2024 Average "3" rating	2024-2025 Average "3" rating		Average "4" rating	No change. Rating stayed at "3"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	1 - Practice Not Consistent 2 - Practice Developing 3 - Practice Consistent 4 - Practice Distinguished					
1.4	Percent of English Learners who have access to CCSS and ELD standards Source: Classroom walkthrough State Priority: 2B	2023-2024 100%	2024-2025 100%		Maintain 100%	No change. Maintained at 100%
1.5	Students' distance from standard on CAASPP Source: CA Dashboard State Priority: 4A	CAASPP 2023 ELA: All: 36.4 points below standard EL: 61.1 points below standard SED: 39.4 points below standard CAASPP 2023 Math: All: 60 points below standard EL: 76.1 points below standard SED: 63.5 points below standard	CAASPP 2024 ELA: ALL: 50.3 points below standard EL: 71.3 points below standard SED: 51 points below standard CAASPP 2024 Math All: 70.1 points below standard EL: 91.6 points below standard SED: 71.9 points below standard		CAASPP ELA: All: 24.4 points below standard EL: 40.1 points below standard SD: 24.4 points below standard CAASPP Math: All: 48 points below standard EL: 52 points below standard SD: 48 points below standard	CAASPP ELA: ALL: 13.9 point decrease EL: 10.2 point decrease SED: 11.6 decrease CAASPP Math: All: 10.1 point decrease EL: 15.5 point decrease SED: 8.4 point decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Percent of pupils who have successfully complete courses that satisfy the requirement for entrance to the University of California and the California State University State Priority: 4B	NA	NA		NA	NA
1.7	Percent of of pupils who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with SBE-approved career technical education standards and frameworks. State Priority: 4C	NA	NA		NA	NA
1.8	Percent of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C). State Priority: 4D	NA	NA		NA	Na
1.9	Percent of EL pupils making progress toward English Proficiency as	2022-2023 40%	2024-2025 56.3%		55%	Percentage Point Difference: +16.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	per the CA School Dashboard. Source: CA School Dashboard State Priority: 4E					
1.10	English learner reclassification rate Source: Local data State Priority: 4F	2023-2024 19.3%	2024-2025 24%		25%	Percentage Point Difference: +4.7
1.11	Percentage of pupils passing AP exam with 3 or higher State Priority: 4G	NA	NA		NA	NA
1.12	Percentage of pupils who participate in and demonstrate college preparedness on EAP State Priority: 4H	NA	NA		NA	NA
1.13	Extent to which unduplicated students who receive Tier 2/3 intervention. Source:Local Data State Priority: 7A	2023-2024 LI: 12% EL: 39%	2023-2024 LI: 34% EL: 48%		LI: 20% EL: 50%	Percentage Point Difference: LI: +22 EL: +9
1.14						

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Percent of students with special needs that participate in the regular programs with support from special education teachers and aides. Source: Master Schedule State Priority: 7C	100%	100%		Maintain 100%	No change. Maintained at 100%
1.16	Percent of students who are at/above benchmark in K-2 Source: STAR Early Literacy (K) STAR Reading STAR Math State Priority: 8	2023-2024: Percent at/above benchmark STAR Early Literacy (K): ALL 57%, EL 50%, SED 55% STAR Reading (1st) : ALL 47%, EL 67%, SED 44% STAR Reading (2nd): ALL 54%, EL 20%, SED 52% STAR Math K: ALL 64%, EL 25% , SED 45% 1st: ALL 79%, EL 100%, SED 75% 2nd: ALL 58%, EL 25%, SED 42%	2024-2025: Percent at/above Benchmark STAR Early Literacy (K): ALL 67%, EL 75%, SED 74% STAR Reading (1st): ALL 46%, EL 0%, SED 33% STAR Reading (2nd): ALL 44%, EL 50%, SED 44% STAR Math K: ALL 48%, EL 44%, SED 42% 1st: ALL 62%, EL 25%, SED 56% 2nd: All 38%, EL 60%, SED 40%		STAR Early Literacy (K): ALL 67%, EL 65%, SED 65% STAR Reading (1st) : ALL 57%, EL 70%, SED 57% STAR Reading (2nd): ALL 64%, EL 40%, SED 62% STAR Math K: ALL 74%, EL 50%, SED 60% 1st: ALL 89%, EL 100%, SED 80% 2nd: ALL 68%, EL 50%, SED 60%	Percentage Point Differences: STAR Early Literacy (K): ALL +10%, EL +25%, SED +19% STAR Reading (1st) : ALL -1%, EL -67%, SED -11% STAR Reading (2nd): ALL -10%, EL +30%, SED -8% STAR Math K: ALL -16%, EL +19%, SED -3% 1st: ALL -17%, EL -75%, SED -19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2nd: ALL -20%, EL +35%, SED -2%

Goal Analysis [2024-25]

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.

Following a comprehensive review and analysis of Goal 1, Pond Union has determined the level of implementation of each action towards their intended purposes. Below is a grouped summary of the implementation status and outcomes for each action:

Pond had successfully implemented the following actions:

Action 1.1 District provided 1:1 device to every student. New chromebooks were purchased for 3rd and 5th grade. Teacher desktops and laptops. Ipads for career lab.
Action 1.2 All teachers and instructional aides who have not attended at least two Summer Institutes, AVID director and coordinator attended Summer Institute in July 2024. Used ELO-P funding.
Action 1.6 Materials for our ELD program was purchased based on inventory.
Action 1.8 Hired a full time 8th grade teacher to prevent 7/8th combo class.
Action 1.12 Hired a full time Reading Interventionist to work with K-8th students using Title I funding.
Action 1.13 Hired a full time additional staff as a permanent substitute and to provide extra support to our primary students.

Pond had substantive differences in planned actions and actual implementation of the following actions with any relevant challenges noted:

Action 1.3 Primary teachers K-2 and Reading Interventionist were meant to get fully trained in Orton Gillingham IMSE. However, only the 2nd grade teacher and Reading Interventionist were able to fully attend all 5 days of training. All other planned ongoing professional developments were implemented.
Action 1.4 All planned intervention programs were purchased. Additional RTI resources were purchased for our primary (TK-2) students.
Action 1.7 Implemented ELO-P activities after school daily M-F, held Saturday Academics once a month, and offered Summer Schools for three weeks.
Action 1.9 Hired two full time instructional aides for primary grades (TK-2) instead of four. We were able to hire two part-time aides to work with SPED and upper grades in addition to our two full-time aides.
Action 1.10 We were not able to implement supplemental academic tutoring for EL due to staffing issues.
Action 1.11 Expanded the role of the Data Analyst to include meetings with leadership teams, individual coachings with teachers, and development and presentation of PDs to teachers/staff.

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.

Pond had material differences between budgeted expenditures and actual expenditure in the following actions:

Action 1.1 Pond expended $20,000 more than the budgeted expenditures, from $40,000 to $60,000. The $20,000 increase is due to the purchase of new desktops for teachers, two SmartBoards for classroom use, and laptops for teacher use.

Action 1.2 The number of teachers and staff that needed to attend Summer Institute was less than budgeted for. Only 50% of the budgeted expenditure was spent. However, the plan was still 100% implemented as all new teachers/staff, and leadership attended.

Action 1.3 Only about 37% of the budgeted expenditure was spent, but the action was almost fully implemented. All ongoing professional developments were provided for: Math consultants, ELA curriculum training, EL PDs (through GLAD), Data, Leadership, Structured Literacy, and Classroom Management. The structured literacy was only partially implemented since 50% of our primary grades were not able to attend the trainings. The huge material differences is because many of the PDs were paid out of outside grants, such as the LCRSET grant.

Action 1.6 Only about 40% of the budgeted expenditure was spent since we still had leftover ELD materials from our program from our inventory. However, this action is 100% implemented as all ELD students had access to the ELD programs.

Action 1.8 Pond went $15,000 above our budgeted expenditure since our 8th grade teacher's salary/benefits exceeded $115,000.

Action 1.9 Pond is $50,000 under our expected budgeted expenditure due to staffing issues. We were only able to hire 2 full time instructional aides, instead of 4. However, we were able to partially offset this by hiring at two part-time aides, but this action is partially implemented.

Action 1.10 Did not implement. Zero percent of the budgeted expenditure was spent due to staffing issues. Retired program this year since our ELPI scores increased above our outcome goal and is no longer in the Red zone in the dashboard.

Action 1.11 Pond went $15,000 above expenditure. Job description was expanded this year to include more coaching and training for teachers in the use of data.

Action 1.13 Pond spent 70% of the budgeted expenditure. While fully implemented, the additional staff's salary/benefits was lower than expected.

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

Action 1.1 - Building our Technology Infrastructure has been effective in meeting our 1.9 Metric. Our ELPI scores has increased from 40% to 56.3%, which is above our Desired Year 3 Outcome of 55%. However, it has been ineffective in meeting our 1.5 Metric. Based on CAASPP scores, our ELs and LI (SED) students have decreased by 10.2 points in ELA and 11.6 points in Math. While Pond has provided all our students and staff a comprehensive technology infrastructure, we are still developing our use of digital accessibilities and tools to help student with their academics.

Action 1.2 - Implementing AVID has been effective in increasing the academic outcomes of our ELs (Metric 1.9) as indicated by our ELPI scores for Year 1 Outcome and have actually met our desired Year 3 Outcome of 55%. All teachers have attended the required 2 year of Summer Institutes and all teachers are implementing AVID strategies in their classroom to support ELs.

Action 1.3 - Providing ongoing professional development to teachers and faculty was partially effective. We are in the initial implementation stage of our Tier 1 Math and ELA instruction. Pond completed a needs assessment in our instructional system and have found that we needed improvement in Tier 1 instruction. Our primary focus prior to the needs management were our Tier 2/3 students. However, after our needs assessment, we realized that our ongoing professional development must be focused on Tier 1. Although Pond did not improve our Metric 1.5 outcomes, Pond believes that after full implementation, we will be able to effectively make progress towards our State scores in Math and ELA.

Action 1.4 Implementing our RTI programs have been partially partially effective in providing data-driven tools and interventions aligned to accelerating student learning. These resources have improved the ability to identify student needs and personalize instruction. This is illustrated by Metric 1.13 in the increase of unduplicated students (9% for ELs and 22% for LI) who are receiving Tier 2/3 intervention. However, CAASPP 2024 results show students remain 50.3 points below standard in ELA and 70.1 points below in Math, with even larger gaps for EL and SED students. Inconsistent implementation, limited training, and underuse of progress monitoring data have hindered greater academic gains.

Action 1.6 The ELD program has been effective, with ELPI scores rising from 40% to 56.3% for our Year 1 Outcome. This growth reflects stronger designated and integrated ELD instruction. While progress is evident, 2024 CAASPP results show English Learners remain 71.3 points below standard in ELA and 91.6 points below in Math, highlighting the need to continue focused support to fully prepare all students for academic success.

Action 1.8 Hiring an additional full-time teacher to reduce class sizes and eliminate a combination class in grades 6–8 has been partially effective. CAASPP 2024 results show that 40% of 8th graders met or exceeded the standard in ELA and 33.3% in Math, outperforming the schoolwide average, where students scored 50.3 points below standard in ELA and 70.1 points below in Math. While smaller classes improved instructional access, persistent gaps for English Learners and Socioeconomically Disadvantaged students highlight the continued need for stronger differentiation and instructional rigor to fully meet the goal of preparing all students for high school success.

Action 1.9 Hiring full-time instructional aides to support K–2 classrooms has been partially effective in improving early literacy outcomes. From 2023–24 to 2024–25, kindergarten benchmarks increased significantly, with 67% of all students, 75% of English Learners, and 74% of SED students meeting targets. However, first and second grade reading scores declined overall, with notable drops among English Learners and Socioeconomically Disadvantaged students in first grade. While additional aides strengthened foundational skills in kindergarten, inconsistent impact across grades suggests the need for focused aide training and stronger instructional alignment to accelerate literacy growth in all early grades.

Action 1.10 Did not implement this year.

Action 1.11 The purchase of a data warehouse (KiDS) and the hiring of a Data Analyst and Needs Manager has been partially effective in strengthening data-driven practices at Pond Elementary. While the new systems improved access to student performance data and intervention tracking, CAASPP 2024 results show students remain 50.3 points below standard in ELA and 70.1 points below standard in Math. STAR Reading data also revealed mixed results, with strong growth in kindergarten but declines in first and second grade. Although data infrastructure has improved, the inconsistent use of data to drive targeted instruction and timely interventions limits the full impact on student achievement. Continued staff training and stronger data application practices are necessary to accelerate growth and meet the goal of preparing all students for high school success.

Action 1.13 Hiring a permanent substitute to support professional development and coaching attendance has been partially effective in building staff capacity and providing additional student support. With uninterrupted access to Math and ELA training, teachers were better positioned to strengthen instructional practices; however, CAASPP 2024 results show students remain 50.3 points below standard in ELA and 70.1 points below standard in Math, and STAR Reading outcomes were mixed across K–2. While having an immediate substitute and added instructional support improved professional development access and intervention coverage, further focus is needed to ensure the professional learning translates into consistent gains in student achievement across all grade levels.

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

Pond expanded Action 1.4 by purchasing supplemental, hands-on instructional resources and manipulatives for K–2 students, in addition to digital tools. This change was due to feedback and reflections from our primary teachers/parents that Pond needs to provide tactile, developmentally appropriate interventions that support early literacy and math skills through multisensory learning experiences.

Pond expanded Action 1.3 by attending Steve Ventura’s Achievement Teams training for the coming year. This professional development will build staff capacity to collaboratively analyze student data, identify instructional needs, plan targeted responses, and monitor impact over time. This action was added based on reflections from past CAASPP and STAR data, which highlighted a need for stronger, team-based data practices to accelerate student growth. Even with the increase of PDs for next year, we will decrease our budgeted expenditure by 50%, so that it is close to the actuals that was spent for 2024-25.

Pond has expanded Action 1.11 to expand the job description of our Data Analyst and Needs manager. The action's name has been revised from "Data Analyst and Needs Manager" to "Curriculum and Instructional Support" to more accurately reflect the scope and instructional focus of the role. While data analysis remains a key component, the responsibilities of the position extend beyond data management to include the interpretation of student achievement data for the purpose of improving classroom instruction, supporting differentiated teaching strategies, and informing curriculum decisions. The revised title better aligns with the individual's support role in instructional planning and implementation, particularly in service of underperforming student groups such as English Learners. This expansion in role increased the budgeted expenditure from $6,000 to $20,000.

Based on the actual expenditures for our 2024-25 LCAP, Pond has also adjusted some of its budgeted expenditures for Actions 1.2, 1.6, 1.9, and 1.13 for 2025-26, so that it is closer to the actuals that was spent for this previous year. For example, the actual spent for AVID training for 2024-25 was roughly $20,000 and so, we have decreased our budgeted to reflect this actual spending.

Pond has added Action 1.5. Pond intends to hire a full-time Math Interventionist. This action was added in response to persistent math achievement gaps for unduplicated students and feedback from educational partners requesting increased academic support. Winter 2024 STAR Math data shows only 32% of unduplicated students scored at or above the 50th percentile, compared to 55% of non-unduplicated peers. Teachers and other educational partners identified the need for targeted intervention due to wide skill gaps and limited capacity to meet diverse learning needs during core instruction.

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	Technology Infrastructure	Pond will create a comprehensive technology infrastructure by ensuring that students and staff have high-speed internet access, robust network infrastructure, updated hardware, educational software, and digital literacy training for both students and staff. Pond Elementary will also provide technical support services as needed to assist with any technology-related issues, and data security measures must be implemented to protect sensitive information. Pond will also ensure accessibility for all students, including those with disabilities. This may involve providing assistive technologies, such as screen readers or alternative input devices. For our ELs and LI, access to technology allows them access to interactive learning platforms that integrate visual and auditory learning methods to help reinforce language acquisition and foundational literacy skills. Moreover, it gives access to digital libraries that allows student to read along with audio support, enhancing comprehension and pronunciation. In addition, multimedia resources, such as educational videos provide ELs and LI visual and auditory context, making abstract concepts more understandable. Finally, Pond will design the technology with scalability for future growth in order to accommodate future growth and changes in technology needs.By addressing these aspects, Pond Elementary can	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		establish an environment conducive to effective teaching and learning in the digital age.		
1.2	AVID	Teachers, instructional aides, and other personnel will attend AVID Summer Institute for professional development and training. Through AVID Elementary, students receive academic support in the form of tutoring, study groups, and strategies for success in rigorous coursework. This support is especially valuable for English learners who may need additional assistance with language acquisition and comprehension, as well as for low-income students who may not have access to private tutors or other academic resources outside of school. Additionally, through AVID, teachers are given instructional practices that emphasizes college readiness skills such as critical thinking, organization, and time management. For English learners and low-income students, who may face additional barriers to higher education, the AVID program provides essential guidance and support in developing the necessary skills for success in post-secondary education. Finally, through AVID, our staff are equipped to promote cultural relevance by incorporating students' backgrounds and experiences into the curriculum. For English learners and low-income students, who may come from diverse cultural and socioeconomic backgrounds, this approach helps to validate their identities and create a supportive learning environment where they feel valued and understood.	$10,000.00	Yes
1.3	Ongoing Professional Development	Classroom teachers will receive professional development in areas of need. In Math, Pond will contract with KCSOS to hire a Math Consultant. Grades 4-8th will meet with a Math Consultant for at least 30 days during the school year to help with math implementation in the classroom. Pond will pay consultants throughout the year to offer the entire teaching staff professional development in teaching English Learners, classroom implementation in writing and ELA and providing intervention to struggling students, principally directed to our ELs, LI, and FY. Ongoing, professional development will focus on building the capacity of our teaching staff to implement whole class Math and ELA instruction and establishing a multi-tiered system of support for our students. Substitutes will be hired as needed, so that teachers can collaborate with one another and also to	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attend any professional development that are offered during instructional hours. Pond Elementary will use $10,000 in LREBG funds to support professional development by sending a team of teachers to attend Steve Ventura's Achievement Team Training in October 2025. This training is grounded in research by John Hattie and Ventura, emphasizing the impact of teacher collective efficacy and data-driven instruction on student achievement. Participating staff will learn structured protocols to analyze student work, apply formative assessments, and improve Tier 1 instruction through collaborative practices. The impact of this action will be monitored using CAASPP and STAR data (ELA and Math), PLC documentation, and classroom walkthroughs focused on data-informed teaching.		
1.4	RTI Programs	Pond Elementary will purchase RTI programs that will help with the specific needs of our students and provide multi-tiered support. Pond Elementary will purchase STAR Early Literacy, STAR Reading, and Star Math to conduct universal screening and identify students who may need additional support in areas such as literacy and mathematical practices, so that teachers can differentiate instruction to meet the diverse needs of learners, including small-group instruction, flexible grouping, and varied instructional strategies. Pond Elementary will also purchase other RTI programs, both physical and online resources, so that teachers can implement multi-tiered support in their classroom. For Math, Pond will purchase ALEKS as an adaptive, online RTI program to provide differentiated and targeted math instruction for our students. These math programs will be implemented with fidelity for the next three years. For ELA, Pond is still in the process of looking and piloting an ELA RTI program. Pond will monitor progress for English learners and for all students using District universal screen tool (STAR Reading/Math) and CAASPP Language Arts and Mathematics in grades 3-8th to measure proficiency in grade level standards. Learning Recovery funding will cover $10,000, and used for the following: A review of state and local data indicates that DFS of our English Learners is farther than our other student groups. Based on this, we have integrated	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		STEAM into Action 1.4. Integrating STEAM into our Response to Intervention framework supports the goals of the Learning Recovery Emergency Block Grant by providing equitable access to engaging, rigorous, and differentiated instruction that addresses unfinished learning and accelerates academic growth. Integrating STEAM into RTI is especially beneficial for English Learner because it provides hands-on, visual, and collaborative learning experiences that support language development alongside academic growth. STEAM activities naturally incorporate speaking, listening, reading, and writing in meaningful contexts, allowing ELs to develop academic vocabulary and language skills through real-world problem-solving and project-based learning. Pond will monitor progress for English learners and for all students using District universal screen tool (STAR Reading/Math) and CAASPP Language Arts and Mathematics in grades 3-8th to measure proficiency in grade level standards.		
1.5	Math Interventionist	Pond Elementary will hire a full-time Math Interventionist to provide targeted, small-group math instruction for students who are performing below grade level, with a focus on addressing learning gaps identified through STAR Math, classroom assessments, and CAASPP data. The Math Interventionist will collaborate with classroom teachers to support Tier 2 and Tier 3 interventions within the MTSS framework, using evidence-based strategies and materials. This action is intended to accelerate student progress toward meeting or exceeding math standards, particularly for unduplicated students who are disproportionately performing below standard.	$115,000.00	Yes
1.6	Supplemental Instructional Programs	Pond will provide extended learning time after instructional hours and provide supplemental supplies and materials for these extended after school programs. Extended instructional programs, such as Saturday academics, after school Homework Club, after school tutoring, and Summer school, provides students more individual attention for academic	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		growth and social emotional supports for low income, forster. youth, and English learners in order to mitigate learning loss and reengage students Unduplicated students are given priority for supplemental and extended instructional program registration. Funded by ELOP		
1.7	ELD Program	Pond's English Learners are our lowest performing group in Math and ELA according to the 2023 CAASPP Language Arts and Mathematics. Input from our ELAC community, SSC, and teachers identified that many English learners may not have the language proficiency needed to understand and respond to complex questions. English learners are still developing their English language skills and struggle to comprehend academic content and demonstrate their knowledge effectively. English learners also encounter academic content and references that are culturally specific, which can pose challenges for English learners who come from different cultural backgrounds. Pond will purchase a supplemental ELD curriculum for designated ELD block. This supplemental ELD curriculum will be replacing the ELD curriculum that was provided with our core ELA program because educational partner feedback has stated that it was not meeting the needs of our students. Then, the reading specialist and classroom teachers will work together to develop ELD lesson plans to increase explicit instruction in academic vocabulary, grammar, language structures and provide skills practices that develop all four language skills -- listening, speaking, reading, and writing -- in an integrated manner. Pond will monitor progress by using CA Dashboard ELPI scores.	$6,000.00	Yes
1.8	Smaller class sizes in Middle School	Pond Elementary will hire one additional full-time teacher in our middle school in order to reduce class sizes and prevent a combo class in grades 6th-8th. Middle school curriculum tends to be more complex and demanding, requiring a higher level of language proficiency to understand and engage with academic content effectively. English learners may struggle to keep up with the academic demands of a combo class, particularly if they are still developing their English language skills. Furthermore, in a combo class, English learners may have limited	$135,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities for peer interaction and collaboration, which are essential for language development. Interacting with peers who are at similar language proficiency levels can provide valuable language practice and support. By hiring one additional full-time teacher, Pond will have three middle school teachers who will be responsible for only one grade span; therefore, each grade level teacher will be able to differentiate instruction effectively to meet the needs of their students, especially their English learners. We will monitor progress for English learners and all students by using STAR Math/ELA data in grades 6th-8th, and CASSPP Language Arts assessment in grades 6th-8th.		
1.9	Instructional Aides	Pond will hire four full-time instructional aides for our K-2nd classrooms. Instructional aides will help our primary and special education classroom by providing individualized support to our students, principally our English learners and low income students who enter the classroom with minimal, childhood education and development. Instructional aides will provide instruction that include one-on-one assistance with academic tasks, reinforcement of concepts, and targeted interventions for struggling learners. Instructional aides will work with small groups of students to provide focused instruction on specific skills or concepts. This allows teachers to differentiate instruction and meet the diverse needs of students within the classroom. In early elementary classrooms, students are still developing social and emotional skills, and behavioral issues may arise. Instructional aides will assist with behavior management strategies, providing guidance, encouragement, and redirection to help students stay on task and maintain a positive learning environment. Finally, instructional aides will assist early elementary teachers with assessing student progress and monitoring learning outcomes. We will monitor progress and effectiveness of this action by measuring Star Early Literacy, Star Reading, and Star Math for K-2 classrooms.	$175,000.00	Yes
1.10	Supplemental Academic Tutoring for English Learners	English learners will receive supplemental academic tutoring during extended, instructional hour for our English learners. A small group of English learners will meet after school with their tutor to relearn key skills in ELA, focusing on language development, vocabulary acquisition, reading, writing, and speaking skills. Pond will pay extra time for teachers to work	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with English Learners and will also purchase any supplemental materials needed throughout the year.		
1.11	Curriculum and Instructional Support	Pond Elementary recognizes the critical role of data-informed instruction in improving student achievement. This action supports the continued use of the Kern Integrated Data System (KiDS), a region-specific data warehouse that facilitates comprehensive analysis of student performance. In addition, Pond will provide extra time compensation for a designated staff member serving in a Curriculum and Instructional Support role. This individual will focus on analyzing academic data, particularly for English Learners, the school's lowest-performing group, to identify instructional gaps, monitor student progress, and evaluate the impact of interventions. Responsibilities include reviewing STAR Reading/Math data, attendance trends, and other student performance indicators to guide instructional planning and support differentiated instruction. This role will also contribute to LCAP decision-making and write the LCAP narrative by providing evidence-based recommendations on which programs or actions to continue, revise, or phase out. Effectiveness will be measured by growth in K–5 STAR Reading and Math performance.	$20,000.00	Yes
1.12	Reading Intervention	Pond Elementary will hire one reading interventionist personnel to improve the reading skills of those who are struggling with literacy. The reading interventionist will be responsible for conducting assessments to students who are identified as Tier 2 or Tier 3 in reading. After assessment, the reading interventionist will develop and implement personalized reading intervention plans on each student's needs. The reading specialist will meet with students at a 6 week interval and provide one-on-one or small group instruction to give targeted support. The reading interventionist will prioritize unduplicated students who are struggling readers, before considering other students. The reading interventions will regularly monitor and track students' progress through formal and informal assessments, and adjust intervention strategies as needed based on ongoing assessment data.	$115,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Funding source: Title I, II, and IV		
1.13	Additional Staff	Pond Elementary will hire one additional staff to be a permanent substitute for the year. Pond will be working on building the capacity of our staff through professional development and ongoing Math and ELA in-person coaching. An additional staff will provide immediate availability, so that there is always someone available to cover classes at a moment's notice, so that teachers can attend these professional development trainings and coachings. When the additional staff is not acting as a substitute, she will be working with our primary elementary teacher to provide additional support to targeted students who might need individualized support.	$100,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a positive learning environment that supports the academic, social, emotional, relational, and physical needs of our students by creating a safe and well-maintained facilities and providing socioemotional support to all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

There is a large connection between a student's social, emotional, physical and mental health with their academic performance and development. A student's academic success and positive life outcomes are dependent on their access to a safe and welcoming environment. Based on Maslow's hierarchy of needs, students need to meet their basic needs and psychological needs before they focus in achieving their full potential. Based on these facts and research, Pond's educational partners agree that it is important that Pond focuses on providing students their basic needs and psychological needs. This is especially important at Pond because 87% of our student population are socioeconomically disadvantaged and 1% are homeless. Therefore, many of our students at Pond are struggling to meet their basic needs at home and do experience some level of emotional trauma within the home because of their environment. Because of these reasons, educational partners agree that Pond needs to support the students emotional and mental health, alongside providing a learning environment where they feel safe and welcomed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School facilities maintained in good repair Source: FIT report State Priority: 1C	2023-2024 100%	2024-2025 100%		Maintain 100%	No change. Maintained at 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	School attendance rate Source: Local data State Priority: 5A	May 2023 ALL 95.35% LI: 95.4% EL: 95%	May 2024 ALL 96.55% LI: 97% EL: 97%		ALL: 96.5% LI: 96.5% EL: 96%	ALL: +1.2% LI: +1.6% EL: +2%
2.3	Chronic absenteeism Source: CA School Dashboard State Priority: 5B	2022-2023 CA Dashboard ALL: 18.3% Chronically absent SD: 20% EL: 17.8%	2023-2024 CA Dashboard ALL: 12.1 chronically absent SD: 11.7% EL: 12.1 %		All: 12% SD: 15% EL: 10%	All: -6.2% SD: -8.4% EL: -5.7%
2.4	Middle school dropout rates as per local data State Priority: 5C	0%	0%		Maintain 0%	No change. Maintained at 100%
2.5	High school dropout rate State Priority: 5D	2023-2024 0%	2023-24 0%		Maintain 0%	No change. Maintained at 100%
2.6	High school graduation rates State Priority: 5E	NA	NA		NA	NA
2.7	Pupil suspension rate Source: CA Dashboard State Priority: 6A	2022-2023 ALL: 2.6% EL: 4.3% SED: 2.8%	2023-2024 ALL: 0.5% EL: 0% SD: 0.6%		All: 1% LI: 1% EL: 2%	All: -2.1% LI: -4.3% SED: -2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Pupil expulsion rate Source: Local data from SIS platform State Priority: 6B	2023-2024 0%	2023-2024 0%		Maintain 0%	No change. Maintained at 0%
2.9	Percent of students who strongly agree or agree with the following statements: Q1: I feel like it is easy to talk with teachers/staff at this school Q2: I feel like my teachers and school staff care about me. Q6: I feel like I belong when I am at school. Source: KernKiDS Student Connectedness Survey State Priority: 6C	2023-2024 Q1: 77% Q2: 75% Q6: 76%	2024-2025 Q1: 72% Q2: 77% Q6: 73%		Q1: 85% Q2: 85% Q6: 80%	Q1: -5% Q2: +2% Q6: -3%

Goal Analysis [2024-25]

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 are no substantive differences in planned actions and actual implementation of these actions. Actions 2.1-2.9 were successfully implemented this year. No relevant challenges implementing actions within Goal 2 were experienced. Some of the relevant successes were as follows:

Action 2.1 Pond hired a full time social worker to work principally with our unduplicated students.
Action 2.2 Pond is in its first year roll-out of our MTSS implementation. Actual expenditure exceeded budgeted expenditures due to purchases of school posters, t-shirts, etc.
Action 2.4 Pond purchased a three-year SEL curriculum, Character Strong, and we are in our first year of implementation
Action 2.5 Pond has increased its SEL activities that include an 8th Grade Girl's and Boy's Group, and SEL activities that deal with grief, mental awareness, happiness, and therapeutic art.
Action 2.6 Continued provided trimester attendance challenges, monthly class challenges, and celebrated Perfect Attendance during our monthly assemblies.

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.

2.1 The social worker was a new position for 24/25 and we were unsure of the salary placement, and so, we underbudgeted the Social Worker's salary and benefits. Pond updated 25/26 budget to reflect more accuracy salary and benefits.
2.2 There is about $7,000 increase in spending due to the initial purchase of School-wide banners and posters to implement our positive behavior MTSS program.
2.3 Was not able to make improvement/repairs for windows and restrooms, thus the $20,000 material difference.
2.4 The estimated cost of the curriculum was significantly smaller than the actual expenditure. Three year curriculum was roughly $11,000, while we budgeted $50,000.
2.6 The estimated cost of our attendance field trips and attendance rewards was roughly only 70% of the budgeted $10,000.

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

The combined implementation of hiring a full-time school social worker (Action 2.1) and launching a comprehensive attendance incentive program (Action 2.6) has been effective in improving attendance and reducing chronic absenteeism (Metric 2.2, 2.3). Schoolwide attendance increased from 95.35% in 2023 to 96.55% in 2024, with Low-Income and English Learner students both reaching 97%. Chronic absenteeism decreased substantially across all groups, with the overall rate dropping from 18.3% to 12.1%, and even greater reductions among socioeconomically disadvantaged students (from 20% to 11.7%). These outcomes suggest that targeted socioemotional supports and positive reinforcement strategies have positively impacted student engagement and school connectedness, supporting the goal of creating a safe and supportive learning environment.

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.

Action 2.4 - SEL Curriculum is being retired and will not be funded within the 2025-26 LCAP.

Pond added Action 2.7 P.E. teacher due to educator feedback and based on needs assessment that Pond needs to provide more structured physical activity that teaches conflict resolution skills, and supports positive behavior. Furthermore, student feedback indicated that students need regular opportunities to manage stress, build teamwork, and engage positively with peers.

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	School Social Worker	Pond Elementary will hire a full-time, onsite school social worker. The school social worker will develop individualized intervention plans to address attendance issues. These plans may include strategies such as family counseling, referrals to community resources, or behavior contracts.The school social worker will monitor students' attendance and progress, providing ongoing support and follow-up to ensure that intervention plans are effective. School social worker may adjust plans as needed and provide additional support as students work to improve their attendance. Additionally, the school social worker will collaborate with teachers, administrators, and other school staff to support students with attendance problems. They may provide training and consultation on strategies for improving attendance and creating a supportive school environment. Beyond attendance, the school social worker will provide social and emotional support to students, helping them navigate personal and interpersonal challenges, manage emotions, and develop coping skills. In order to provide these services, the social worker will offer individual and group counseling to address a variety of issues, including academic struggles, peer conflicts, and family dynamics. Finally, the school social	$130,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		worker will model and train teachers how to implement Pond's new SEL curriculum in their classrooms. Pond will monitor effectiveness through attendance rate and students' school connectedness.		
2.2	MTSS	Pond Elementary will begin building the infrastructure for a Multi-Tiered System of Support. Pond will send teachers and staff to MTSS professional development, so that teachers and staff can provide Tier 1 support to all students, and Tier 2 Targeted Support for at-risk students. Pond will also send Support staff (Social Worker and Intervention Teachers) to professional development, so that they can more effectively provide Tier 3 intensive supports for students with high needs. Through these professional development, the leadership site team will be able to implement a positive behavior system of support to establish positive behavior expectations and provide proactive strategies to promote a positive school climate for all students.	$10,000.00	Yes
2.3	Facilities Well Maintained and Safe	Continue to repair and improve facilities as needed including restrooms, playground, cafeteria, replace window and doors if necessary in order to obtain the highest score on the FIT report. These costs will insure a safe and healthy environment for students and staff. We will do so as long as we have the funds to continue. Students will be provided with a safe, clean, and well-maintained school facilities.	$100,000.00	No
2.4	SEL Curriculum	Pond Elementary will purchase an SEL curriculum for all of K-8th. The social worker will model and train teachers and faculty on how to effectively implement the SEL curriculum in their classrooms. Teachers and faculty will teach students how to develop essential life skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Teachers and faculty, by implementing the SEL curriculum will also help students develop positive relationships with peers, teachers, and other members of the school community. By learning empathy, communication skills, and conflict resolution strategies, students	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		build strong interpersonal connections and create a positive classroom environment. Finally, teachers and faculty will use the SEL curriculum to provide students with tools to manage their emotions effectively, cope with stress, and develop resilience. By teaching emotional regulation and mindfulness techniques, SEL helps students navigate challenges and maintain their mental health and well-being. Action being retired following 2024-25 LCAP year.		
2.5	SEL Activities	The leadership site team will also begin to implement awareness campaigns during and after instructional hours that support the SEL curriculum being taught in the classroom, reinforcing positive behavior expectations, and teaching students the importance of resilience and having a growth mindset. The leadership site team will purchase materials needed for these activities and will provide any assemblies or workshops as needed to students and parents.	$10,000.00	Yes
2.6	Attendance Incentive Program	Pond Elementary will implement an attendance incentive program that is designed to encourage regular attendance among students by rewarding positive attendance behavior. Students who maintain perfect attendance or show significant improvement in attendance are recognized and rewarded on a regular basis. Rewards may include certificates, medals, and school-branded merchandise. Each month, Pond school will set a specific attendance goal for students to achieve. This could be based on overall school attendance rates, grade-level attendance, or individual classroom attendance. Throughout the school year, the program hosts special "incentive days" where students can participate in fun and educational activities as a reward for their attendance. These may include field trips, assemblies, guest speakers, or themed events that celebrate student achievement and attendance milestones.	$10,000.00	Yes
2.7	P.E. Teacher	Pond Elementary will hire a full-time Physical Education (P.E.) teacher to provide structured physical education instruction for all students. This action supports the physical, social, and emotional well-being of students	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		by ensuring consistent access to developmentally appropriate physical activity. The P.E. teacher will also reinforce schoolwide expectations for behavior, teamwork, and wellness, contributing to a safe and positive learning environment.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Nurture strong family, school, and community relationships through meaningful school based engagement opportunities to ensure all educational partners feel welcome to participate and contribute in school related events and activities.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students are more motivate, confident, and engaged in their learning when they see and experience that their families and community members are taking an active interest in their education. When families and communities are involved, students are more likely to receive additional support at home and in their communities, reinforcing what they learn in schools. Parents and guardians of ELs and LI students are often less involved in school due to language barriers and socioeconomic challenges, such as time constraints and lack of resources. Therefore, this goal is to address these challenges and increase parental and guardian involvement by providing outreach, education, a welcoming environment, flexible scheduling, and language support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of parents who attend parent teacher conferences Source: Attendance Log State priority: 3A	2023-2024 95%	2024-2025 96.5%		98%	+0.5%
3.2	Average attendance rate of parents who attend parent education for LI, EL, and FY. Source: Attendance Log	2023-2024 0%	2024-2025 0.08%		3%	+0.08%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority: 3B					
3.3	Attendance rate of parents who attend IEP and 504 meetings Source: Attendance log State Priority: 3C	2023-2024 100%	2024-2025 100%		Maintain 100% of parents of SWD attend IEPs and 504 meetings	No change. Maintain at 100%
3.4	Percent of unduplicated students who attend extracurricular services/programs Source: Local data State Priority: 7B	2023-2024 26%	2024-2025 ALL: 41% EL: 51% LI: 42%		32%	All: +15% EL: No baseline data LI: No baseline data
3.5	Number of field trips offered to each grade level per year Source: Local data State Priority: 7B	2023-2024 One field trip	2024-2025 One field trip		Three field trips	No change. Remains at one field trip.
3.6	Number of unduplicated parents who check out books from Pond Elementary School Source: Local Data State Priority: 3B	2023-2024 0%	2024-2025 0%		3%	No change. Remains at 0%
3.7	Chronic absenteeism Source: CA School Dashboard	2022-2023 CA Dashboard	2023-2024 ALL: 11.7% SD: 12.1%		All: 12% SD: 15% EL: 10%	All: -6.6% SD: -7.9% EL: -5.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority: 5B	ALL: 18.3% Chronically absent SD: 20% EL: 17.8%	EL: 12.1%			

Goal Analysis [2024-25]

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.

Pond had substantive differences in planned actions and actual implementation of the following actions with relevant challenges noted below:

Action 3.5 Partially implement. Pond purchased Aries Parent Square to connect more with families and parents; however, we did not hold any parent education trainings for parents this year.
Action 3.6 Actual implementation exceeded planned action as Pond expanded the infrastructure, e.g. raised beds, shade structures, irrigation upgrades of the school community garden.
Action 3.7 Partially implemented. We were not able to find and hire a full-time credentialed librarian. Instead, Pond hired a part-time librarian aide.
Action 3.8 Did not implement. We were not able to find and hire a full-time art teacher.

Pond had relevant successes through fully implementing the following actions:

Action 3.1 Provided transportation to students for all ELO-P activities: after school, Saturday academies, and Summer School.
Action 3.3 Students were given incentives to meet their academic goals such as A.R., i-Ready, and ALEKS.
Action 3.4 Students were able to go to at least one field per grade level.

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

Action 3.1 Did not carry out future plans to purchase an ELOP ban or bus. Budget was also overbudgeted. Reduced estimated actual for 25/26 to better reflect the budget.

Action 3.5 Due to lack of interest and staffing, we were not able to hold any parent education classes for our families. Therefore, we were only able to spend roughly 30% of the budgeted expenditure which was used to purchase Aries Parent Square to increase parent communication and engagement.

Action 3.7 We spent roughly 25% of our budgeted expenditures. We were not able to find and hire a full time credentialed librarian. Instead, we have a part-time librarian aide and purchased more books for the library.

Action 3.8 We spent 0% of our budgeted expenditures due to staffing issues. We were not able to find and hire a full-time art teacher. We have retired this action.

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

Action 3.3 Academic incentives has shown partially effective in reducing chronic absenteeism, especially among unduplicated groups. A nearly 8 percentage point drop among Low Income students suggests that recognition and motivational programs tied to attendance and academic success are encouraging consistent school engagement. Continued use and potential expansion of these incentives is warranted.

Action 3.4 Field trips have significantly contributed to student participation in extracurricular programs, with a 25% increase for ELs and a 16% increase for LI students. These off-campus enrichment opportunities appear highly effective in enhancing real-world learning and sense of belonging. They are especially impactful for unduplicated students who may have limited access to such experiences outside of school.

Action 3.5 Despite being in place for two years, parent education efforts remain ineffective based on attendance data. The negligible increase in participation suggests that current formats, times, or topics may not be accessible or engaging for target families.

Action 3.6 The school garden is moderately effective in fostering student engagement and supporting improved attendance. However, its impact on family involvement is still limited.

Action 3.7 Although not directly tied to a specific metric in the dataset, the school library may be contributing to the reduction in absenteeism by serving as a supportive, welcoming space. Further documentation (library usage logs, student feedback) would strengthen the evidence of effectiveness. Currently, the library's potential as a community and literacy hub for families remains underutilized.

Action 3.8 Did not implement; therefore, cannot measure effectiveness or ineffectiveness.

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.

Action 3.2 New action. Pond will purchase a new van. Staff and community feedback emphasized the need for expanded outreach, especially through home visits and mobile family engagement efforts. However, the ability to conduct consistent home visits or deliver materials has been limited by lack of dedicated transportation.

Action 3.5 Broaden and change the name of the action from "Parent Education" to "Family Engagement and Home-School Partnership" to increase the scope of the action reflecting a more inclusive, two-way approach to communication and collaboration between families and the school. This shift will allow for a wider range of activities such as home visits, culturally responsive events, family resource nights, and parent leadership opportunities, all aimed at strengthening trust, promoting academic support at home, and improving attendance and student outcomes—particularly for unduplicated pupils. This change has increased the budget from $10,000 to $20,000.

Action 3.8 Retired due to lack of staffing.

Metric 3.4 Expanded the data set to include the different subgroups of unduplicated students: ALL, ELs, LI in order to see a clearer picture of who is being impacted.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Additional Transportation Services	Because transportation provided by parents has been revealed in surveys and interviews to be difficult, Pond will provide additional bussing service to support student engagement and attendance at summer school, extra-curricular activities etc. at the school and among school related events and activities. Funded through ELOP	$275,000.00	No
3.2	Transportation Support	To strengthen family-school-community partnerships, Pond Elementary will purchase a school van to reduce transportation barriers that limit participation in school events, meetings, and outreach efforts. The van will be used to conduct home visits, transport families to parent workshops and school functions, and support community engagement activities for unduplicated students—English Learners, low-income students, and foster youth. The van will also increase school visibility and build trust by enabling staff to provide outreach directly in neighborhoods. This action promotes equitable access to engagement opportunities by ensuring all	$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families feel welcomed, included, and able to participate in school-related events.		
3.3	Academic Incentives	Academic incentives provide opportunities to recognize and celebrate student accomplishments, creating a positive and supportive school climate. When families, schools, and communities come together to celebrate students' academic achievements, it fosters a sense of pride and accomplishment among students and their families, strengthening their bond with the school and community. Pond will offer an incentive program for those students who are performing at/above benchmark in STAR Math and STAR Reading or have grown in a performance level in K-8th. Pond will also offer incentives for students who have grown a level in CAASPP ELA and Math for 3rd-8th.	$5,000.00	Yes
3.4	Field Trips	Pond Elementary will provide at least one field trip experience for all grade levels every year. These real-world experiences allow students to apply what they've learned in the classroom to authentic settings, deepening their understanding of academic concepts and enhancing their learning outcomes.	$5,000.00	Yes
3.5	Family Engagement and Home-School Partnership	Pond Elementary will expand its efforts to strengthen family-school partnerships by providing at least one parent education workshop per trimester, conducting targeted home visits to build trust with families of unduplicated students, and enhancing communication through ParentSquare. To increase accessibility and engagement, the school will host three parent workshops with food and raffles, and hold two Principal's Parent Meetings focused on academic updates and collaborative dialogue. All events will be bilingual and designed to equip families with the tools, knowledge, and confidence to support learning at home and stay actively connected to the school community. Teachers will also spend two days before the start of the school year to do home visits to engage and connect with families.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	School Garden	Grades K–8 will actively use the school garden throughout the school year to integrate hands-on learning across science, ELA, health, and environmental studies. The school garden will also serve as a family engagement hub through monthly garden events, family planting days, and multilingual workshops. The district will allocate funding to expand infrastructure (e.g., raised beds, shade structures, irrigation upgrades), provide grade-level planting kits aligned with the curriculum, and purchase seasonal seeds, tools, signage, and culturally relevant crops that reflect the school community. Pond will continue to provide seeds, tools, and support with material acquisition, while staff and volunteers will maintain the space.	$2,000.00	Yes
3.7	School Library	Pond Elementary will expand access to high-interest, culturally relevant books in both English and Spanish by strengthening both the central school library and classroom libraries across all grade levels. The school will purchase diverse books, magazines, and graphic novels to reflect the languages, identities, and reading levels of its students. A part-time librarian aide will support the maintenance and organization of the main library collection, assist with book circulation, and coordinate schoolwide literacy activities such as reading challenges and book giveaways. In the absence of a public library in the community, classroom libraries will be enriched to ensure students have daily access to free-choice reading materials. Additionally, the librarian aide and school staff will collaborate to provide take-home book opportunities and promote family engagement in reading through events and multilingual communication. This action supports family-school connections and equitable access to literacy resources, especially for English Learners, low-income students, and foster youth.	$60,000.00	Yes
3.8	Art Teacher	Pond Elementary will hire an art teacher. The budget will also provide the art teacher any supplies that the teacher will need to purchase for the classes. The Art teacher will work with students from TK-8th grade per a rotating schedule. The art teacher will see and interact with all students at the school and will play a crucial in supporting the holistic development of unduplicated students, addressing their academic, emotional, social, and cultural needs in ways that traditional subjects may not fully encompass.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Action Retired 2024-2025 due to lack of staffing.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$822,379	$108,849

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
43.474%	16.552%	$306,066.25	60.026%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Technology Infrastructure **Need:** English learners have shown a negative growth in their academic success as suggested by the 40% 2023 ELPI score, a 18.1 decrease from 2022. Also, our EL are our lowest performing group in CAASPP Math and ELA. Teachers expressed that English learners need learning resources that can	Having a robust technology infrastructure at school will provide all students (including our English learners) access to engage with language learning resources, such as language learning apps and multimedia content. Additionally, technology allows students to access educational, adaptive online programs that provide all students tailored and targeted lessons that meet their needs. Next, technology can level the playing field for all students, so that students can access digital textbooks, online tutorials, and educational	1.5 (EL/LI), 1.9 (EL)

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
	facilitate language acquisition and accelerate proficiency. Additionally, teachers also expressed that English Learners need personalized learning experiences tailored to their individual needs, so that they can progress at their own pace and receive targeted support. Finally, parents of LI pupils and other community members have expressed that their child do not have access to electronic devices at home to access online resources at home. **Scope:** LEA-wide	software that may not be available in traditional classroom settings. Moreover, technology can bridge the digital divide by providing connectivity to the internet, enabling students to explore educational content beyond the confines of the classroom and access resources for homework and research. This is provided LEA-wide because all students need technology access in order to increase their 21st century learning.	
1.2	**Action:** AVID **Need:** CAASPP data indicate that our English learners have the lowest academic success in Math and ELA between them and their peers. Teachers and administration staff expressed that many of our English learners come into the classroom with a wide variety of learning deficits, such as academic vocabulary and other language development. Also, our ELPI scores shows that our English learners are not making appropriate progress each year. Teachers expressed that while English learners make growth in Speaking, many of them struggle to improve in writing, reading, and speaking within academic content. **Scope:**	AVID prioritizes teaching W.I.C.O.R. strategies to our teachers, which stands for Writing, Iniquiry, Collaboration, Organization, and Reading. Based on teacher feedback, English learners will greatly benefit in improving their writing, reading, and academic inquiry and collaboration during instruction. The AVID program is school-wide in the Elementary level only. Therefore, we are doing AVID school-wide because that's what the AVID implementation program entails.	1.9 (EL)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	**Action:** Ongoing Professional Development **Need:** In contrast to our ELA academic performance (36.4 DFS) per CA Dashboard, our Mathematics score for ALL students is significantly lower with an average 60 DFS. Furthermore, our LI are farther from DFS with 63.5 points. Additionally, English learners are the lowest performing group in Math. Teachers and Principal/Superintendent expressed that Pond needs to build up the teachers' capacity in Math instruction for LI students and increasing their teaching capacity for effective instruction in word problems and academic vocabulary for our English learners. In terms of ELA, our English learners (61.1 DFS) are significantly farther away from standard compared to All students (36.4 DFS). Our teaching staff expressed that they need to learn more on the best practices for English learners, and implementing stronger small group instruction for differentiation during the ELA block to provide personalized instruction for English learners. **Scope:** LEA-wide	The action will build on the capacity of the teaching staff to implement better math practices for explicit instruction, increasing rigor during math instruction, and building effective instructional practices for word problems and academic, vocabulary acquisition in math for our EL and LI pupils. Next, the ELA and ELD professional development will focus on increasing our staff's capacity to teach English Learners in areas of language development, vocabulary acquisition, writing, and other specific needs for our English learners. Professional development will also focus on implementing a stronger, small group instruction during ELA to mitigate the learning gaps of our English learners. This action is LEA-wide because it targets the capacity of our teachers; therefore, the strategies and skills they gain from these professional development will not only benefit our English learners , but also all the students in their classrooms	1.5 (EL/LI)
1.4	**Action:** RTI Programs	RTI programs aim to mitigate the learning gaps between English Learners and all students by providing additional support and resources to help	1.5 (EL/LI), 1.13 (EL/LI)

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
	Need: 2023 CAASPP ELA and Math results indicate that English learners are Pond's lowest performing group. In ELA, our English Learners are 61.1 points DFS and in Math, they are 76.1 points DFS. Teachers have noticed and expressed that English learners and low-income students enter their classroom with gaps in their foundational skills due to limited access to educational resources and language barriers. Therefore, teachers have expressed that English learners need additional instruction in language development and vocabulary building to fill their lack of academic background. Teachers and principal/superintendent have also indicated that English learners will need small group instruction in order to provide personalized intervention. **Scope:** LEA-wide	students catch up academically and bridge the divide between them and their peers. RTI emphasizes individualized, small group instruction and support based on ongoing assessment data. This approach recognizes that every student learns differently and may require different levels or types of support to succeed academically. However, while these RTI programs are principally directed to our English learners, many of these programs are adaptive; therefore, it meets the needs of both at-risk students and those who need enrichment, thus, the reason why it is provided LEA-wide.	
1.5	**Action:** Math Interventionist **Need:** Unduplicated pupils at Pond Elementary—particularly English Learners and Socioeconomically Disadvantaged students—are performing significantly below grade level in mathematics. CAASPP 2024 results show a schoolwide average of 70.1 points below standard in Math, with ELs and SED students	Hiring a full-time Math Interventionist will provide unduplicated pupils with targeted, small-group instruction focused on foundational math skills and learning gaps identified through STAR and CAASPP data. By working closely with classroom teachers and supporting Tier 2 and Tier 3 interventions, the interventionist will deliver differentiated instruction and real-time support to English Learners and Socioeconomically Disadvantaged students, helping to accelerate progress toward grade-level proficiency and close	1.5 (EL/LI), 1.16 (EL/LI)

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
	scoring even lower. STAR Math data also reflects low proficiency, especially for ELs (only 25% of kindergarten ELs met benchmark). These students require targeted, small-group intervention and differentiated instruction to address foundational skill gaps, accelerate math growth, and ensure equitable access to grade-level standards. **Scope:** LEA-wide	achievement gaps in mathematics. All students that are below benchmark in Math will receive intervention, but action will be principally	
1.8	**Action:** Smaller class sizes in Middle School **Need:** English learners are our lowest performing group in CAASPP Math and ELA. Pond's ELPI score also indicate that our ELs are not making progress towards English language proficiency, with a 18.1% ELPI score decrease in 2023. Based on teacher feedback and Principal/Superintendent input, English learners and all students need effective, differentiated instruction to meet their diverse, instructional needs, such as targeted language support in complex and demanding middle-grade content areas. **Scope:** LEA-wide	By having only one grade level per classroom, the teacher will be able to have a smaller teacher to student ratio, and is better able to effectively provide differentiated support to English learners and to all of the students in the classroom. This is done LEA-wide since hiring an additional teacher affects all students in the classroom, not just English learners or specific unduplicated students, and affects the whole school since other teachers will not have to take on extra students.	1.5 (EL/LI)
1.9	**Action:** Instructional Aides	Instructional aides will be provided for K-2 classroom to decrease the teacher to student ratio. This will allow more individualized attention to	1.16 (EL/LI)

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
	Need: STAR data show that an average of 46% of EL in ELA and 50% of EL in Math are at/above benchmark for K-2 students. Additionally, an average of 50% of LI in ELA and 54% of LI in Math are at/above benchmark for K-2 students. Based on teacher and parent feedback, many K-2 students enter their primary, educational years with a large, academic gap due to minimal to no early childhood educational and development. **Scope:** LEA-wide	English Learners and Low Income students who have limited language proficiency or who lack early academic development. Having instructional aides in these classrooms will accelerate academic acquisition in literacy and mathematical concepts. This is provided on a schoolwide basis since it positively benefits all K-2, although the action is principally directed to English Learners and low income students.	
1.11	**Action:** Curriculum and Instructional Support **Need:** STAR data show that an average of 46% of EL in ELA and 50% of EL in Math are at/above benchmark for K-2 students. Additionally, an average of 50% of LI in ELA and 54% of LI in Math are at/above benchmark for K-2 students. As for our 3rd-8th grade pupils, 2023 CAASPP ELA and Math results indicate that English learners are Pond's lowest performing group. In ELA, our English Learners are 61.1 points DFS and in Math, they are 76.1 points DFS. Based on these results, teachers and parents expressed that the majority of our students, and especially our English Learners, need intervention or urgent interventions. **Scope:**	The data analyst tracks the academic progress of English learners and Low Income over time to determine if interventions and supports are effective in closing achievement gaps between All and English learners. The data analyst use data to evaluate the impact of programs and initiatives aimed at improving outcomes for these students. This is provided schoolwide since the data analyst will be analyzing all data, from all students, and not only data from Pond's English learners and Low Income pupils.	1.5 (EL), 1.16 (EL/LI)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.13	**Action:** Additional Staff **Need:** CAASPP data shows that ELs and LI students have a higher DFS compared to ALL students. Teacher feedback indicated that in order to mitigate the learning gap and increase academic success, ELs and LI pupils need teachers who are able to provide scaffolded instruction and other instructional strategies that target the specific needs of English Learners and Low Income pupils, such as vocabulary acquisition and help with background knowledge. **Scope:** LEA-wide	An additional staff will ensure that there will be a substitute that can cover a teacher's class, so that teachers can learn and increase their capacity to provide instruction that are effective and beneficial for English learners and Low Income pupils. This is provided LEA-wide because the additional staff will benefit all students as she will provide individualized instruction not only to unduplicated students to all struggling students, and she will also interact with all students when she substitutes for teachers.	1.5 (EL/LI), 1.16 (EL/LI)
2.1	**Action:** School Social Worker **Need:** Overall, Pond's attendance rate for EL and LI students are slightly better than all students with 95.6% and 95.4% respectively, compared to 95.35% for all students. However, 13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic. Therefore, at least 50% of our EL and LI students are chronically absent	The social worker will be implementing multi-tiered system of support for Pond Elementary, which targets not only our English learners and Low Income pupils, but also all students. The social worker will provide Tier 1 support for all students, including developing and implementing campaigns to raise awareness about the importance of regular attendance among students, families, and staff. This may include school-wide announcements, posters, and incentives for good attendance. The social worker will also provide Tier 2 for at-risk students, through early identification and intervention, attendance monitoring, case management, and working	2.2 (LI/EL), 2.3 (LI/EL), 2.9 (LI)

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
	or trending towards absence issues. Based on feedback from additional staff (Social Worker, administrative office, and Principal/Superintendent), many students who are at-risk or nearly at-risk in attendance lack motivation/desire because they do not feel they belong at school. **Scope:** LEA-wide	closely with families. Finally, the social worker will also provide Tier 3 support for students with severe attendance issues, that can include wraparound services, behavioral interventions, and re-engagement strategies. This is implemented LEA wide since the social worker will not only provide Tier 2/3 work with English Learners and LI, but will also help with implementation of Tier 1 instruction in SEL for all students.	
2.2	**Action:** MTSS **Need:** Currently 66% of all students feel they belong at school. Therefore, at least 34% of students do not feel they belong at school. Since 86% of all students are LI, then we can estimate that at least 27% of those 34% are LI pupils. Based on feedback from teachers, instructional aides, and school school worker, all students, including Low Income pupils, need to feel that they belong at school to succeed academically. This is especially important for Low Income pupils who might feel displaced in school because based on community members, many Low Income families face challenges such as homelessness and lack of access to resources. MTSS provides targeted support tailored to their specific needs, ensuring they receive the assistance necessary to overcome barriers to learning.	MTSS allows schools to identify low income pupils who may be at risk of falling behind academically or experiencing behavioral difficulties early on. With early identification, schools can intervene promptly and provide support before problems escalate, preventing long-term academic struggles. MTSS is provided LEA wide because while Low Income pupils might have more at-risk qualities that make them susceptible to feeling disconnected from the school, other students also experience trauma and displacement and disconnectedness; therefore, Pond wants to ensure that all students are being served.	2.9 (LI)

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		
2.5	**Action:** SEL Activities **Need:** An average of 76% feel connected to teachers and staff at school; therefore, at least 24% of our students disagree that they feel they belong at school or that there is an adult whom they feel connected to at school. Based on teacher feedback, Low Income students need reinforcement of the SEL strategies and tools that they've learned in the classroom through the SEL curriculum. Based on parent feedback, Low Income pupils have had less exposure to SEL tools and strategies in their homes, and will need multiple exposure to these tools and strategies for internalization. **Scope:** LEA-wide	These SEL activities provide extra exposure (outside of the classroom and SEL curriculum taught by the teachers) all students, including LI and EL pupils. These activities will supplement the social-emotional learning that is happening in the classrooms, and is crucial LI and EL who need multiple exposure to ideas and strategies before they can internalize these important strategies. These SEL activities are provided LEA wide since all students will be able to participate in these activities, and the invitation is not limited to LI and EL pupils.	2.7 (LI/EL), 2.9 (LI)
2.6	**Action:** Attendance Incentive Program **Need:** Overall, Pond's attendance rate for EL and LI students are slightly better than all students with 95.6% and 95.4% respectively, compared to 95.35% for all students. However, 13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically	The action will incentivized our EL and LI students to prioritize attendance, and encourage those who have attendance issues to come to class every day. This is provided on a LEA wide because all of our students need to come to school everyday to learn.	2.2 (EL/LI), 2.3 (EL/LI)

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
	absent and 37% are Nearly Chronic or Trending Chronic. Therefore, at least 50% of our EL and LI students are chronically absent or trending towards chronic. Based on student and teacher surveys, some of our students are not motivated to attend school because they find school not engaging and many teachers are not actively encouraging students to come to school. **Scope:** LEA-wide		
2.7	**Action:** P.E. Teacher **Need:** Unduplicated pupils at Pond Elementary, including English Learners and Socioeconomically Disadvantaged students, continue to face challenges with attendance, and school engagement. Although chronic absenteeism decreased from 18.3% to 12.1% overall, rates remain concerning for unduplicated students, such as socioeconomically disadvantaged students (11.7%) and English Learners (12.1%) in 2023–24. These results indicate a critical need for increased engagement, stronger social-emotional supports, and greater opportunities for connection within the school environment. **Scope:**	Hiring a full-time P.E. teacher will directly address the needs of unduplicated pupils by providing consistent, structured physical education, which research links to improved school connectedness, attendance, and behavior. Daily physical activity will offer English Learners and Socioeconomically Disadvantaged students developmentally appropriate opportunities to build teamwork, communication, emotional regulation, and leadership skills. By fostering a stronger sense of belonging and positive peer interaction through physical education, Pond Elementary aims to continue reducing chronic absenteeism and create a safer, more supportive school climate, ultimately supporting improved academic achievement. This is provided LEA-wide because Physical Education benefits all students, although the action is principally directed to our unduplicated students.	2.3 (LI/EL)

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		
3.2	**Action:** Transportation Support **Need:** The continued low parent engagement rates (0.03%) and elevated chronic absenteeism among English Learners and socioeconomically disadvantaged students (both at 12.1%) highlight a need for proactive, community-based engagement and logistical support. **Scope:** LEA-wide	Purchasing a school van will allow Pond Elementary to address these barriers by facilitating home visits, transportation to parent education workshops, and support for attendance interventions. This action will promote equitable participation, strengthen school-home partnerships, and help reduce absenteeism by building stronger, more consistent connections with families—particularly those hardest to reach.	3.2 (LI/EL), 3.7 (LI/EL)
3.3	**Action:** Academic Incentives **Need:** 13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic. Based on student, parent, and teacher feedback, EL and LI pupils face stigma or negative stereotypes related to their language proficiency or socioeconomic status. Also, parents of unduplicated students have expressed that may face barriers to engagement due to language barriers, work schedules, or other factors; and would benefit in attending parent education classes. Because they feel a disconnect between home	Being recognized and rewarded for their academic accomplishments can help build confidence and a sense of belonging within the school community, which will in turn encourage them to attend school. Academic incentive programs can also help level the playing field by providing additional support and resources to these students, closing the opportunity gap and ensuring that all students have access to the tools and incentives they need to succeed academically, which again, can encourage them to attend school. Finally, by offering incentives for academic achievement, schools can encourage parents to become more involved in their child's education and create a stronger home-school partnership. This is provided LEA wide since all students will be awarded/rewarded for their academic accomplishments even if they are not EL or LI	3.7 (LI/EL) 3.2 (LI/EL/FY)

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
	and school, parents of EL and LI are less likely to attend parent education classes (0% 2024) and parent conferences (95%). Therefore, both students and parents need validation of their accomplishments to increase their confidence and motivation in school. **Scope:** LEA-wide	pupils. All students should feel celebrated for their accomplishments.	
3.4	**Action:** Field Trips **Need:** 13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic. Based on parent, social worker, teacher, and administrative staff, many LI and EL pupils do not have access to resources and opportunities that their peers might have. Pond community does not have any access to resources and opportunities, such as museums, science centers, historical sites, nature reserves, and other educational destinations, which can broaden students' horizons and inspire them to pursue new interests and career paths. Therefore, unless families travel outside of the community,Low Income pupils will not have these experiences. By providing field trips, students are more motivated to attend school in order to experience these extracurricular activities.	This action is provided LEA wide because all students are given the opportunity to the field trip. However, it is principally directed to our Low Income because these are the students who probably have not had these prior experiences. By providing field trips, more LI, EL, and FY will be able to participate in extracurricular activities/opportunities that they would not have had if Pond did not offer them; therefore, increasing their background knowledge and fostering their interests and increasing their interest to attend school.	3.7 (EL/LI) 3.4 (EL, LI, FY)

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		
3.5	**Action:** Family Engagement and Home-School Partnership **Need:** 13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic. Furthermore, 0% of our parents of LI, E, and FY students attend the parent education classes offered by the school. Based on feedback from the school social worker, community members, and teachers, unduplicated pupils need an advocate in their home that can help them navigate barriers that affect their learning. However, based on home surveys, many parents of unduplicated pupils have limited formal education or familiarity with the educational system. By providing parent workshops and strengthening home-school partnership, Pond seeks to provide a more engaged community that encourages students to attend school. **Scope:** LEA-wide	Providing family workshops and meetings with the principals can empower parents to take an active role in their child's academic success, which will in turn help parents understand the importance of attendance. Pond provides this LEA-wide because all parents would benefit in furthering and building up their parent capacity in supporting their child's education.	3.7 (LI/EL), 3.2 (LI, EL, FY)
3.6	**Action:** School Garden	Hands-on activities, such as the school garden, offer alternative pathways to understanding and retention, and increase student engagement. By	3.7 (LI, EL), 3.4 (LI, EL, FY)

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
	Need: 13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic. Furthermore, only 26% of unduplicated students (LI/EL/FY) attend any extracurricular activities/programs at school. Based on teacher feedback, unduplicated students need hands-on learning to engage with educational concepts in concrete and tangible ways, making learning more accessible and meaningful, especially for unduplicated students who may have limited English proficiency, lack economic resources, or lack prior educational experiences. **Scope:** LEA-wide	increasing engagement, student would be motivated to attend school and less likely to become chronically absent. This is offered LEA wide since all students will receive the benefit of cultivating a school garden, although the action is principally directed to unduplicated students.	
3.7	**Action:** School Library **Need:** 13% of EL are chronically absent, and 37.5% are Nearly Chronic or Trending Chronic. Additionally, 25% of our LI are chronically absent and 37% are Nearly Chronic or Trending Chronic. Furthermore, Unduplicated pupils (LI,EL,FY) need access to a diverse collection of books and other printed materials that help develop essential skills such as reading comprehension, vocabulary, and critical thinking. Currently, 0% of families of unduplicated pupils take advantage of the Pond library to check out books for their	The Pond community does not have its own public library. Pond residents who attend Pond rely solely on the school library to access books. Pond expects to decrease student absenteeism as students and parents connect positive feelings towards school. This action is LEA-wide because all students would benefit in having access to a wide variety of high-interest books.	3.7 (LI, EL), 3.6 (LI, EL, FY)

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
	children. By increasing student and parent engagement through literacy, Pond expects to decrease student absenteeism. **Scope:** Schoolwide		

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
1.7	**Action:** ELD Program **Need:** English learners are our lowest performing group in CAASPP Math and ELA. Pond's ELPI score also indicate that our ELs are not making progress towards English language proficiency, with a 18.1% ELPI score decrease in 2023. Based on teacher feedback, English Learners need proficiency in English, including listening, speaking, reading, and writing skills. Teachers reported that English learners need to expand in both basic and academic vocabulary. ELs need teaching strategies that make academic instruction accessible and need integrated language instruction with academic content to develop language skills while learning subject matter.	Pond's ELD Program is designed to provide ELs with scaffolded instruction in order to support understanding. The ELD program will equip English learners, in a safe learning space, with the language skills necessary to thrive academically through personalized instruction and development of four key skills: reading, listening, reading, and writing.	1.5 (EL), 1.9 (EL), 1.10 (EL)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.10	**Action:** Supplemental Academic Tutoring for English Learners **Need:** English learners are our lowest performing group in CAASPP Math and ELA. Pond's ELPI score also indicate that our ELs are not making progress towards English language proficiency, with a 18.1% ELPI score decrease in 2023. Educational partner feedback indicate that English learners need personalized attention, reinforcement of classroom learning, and accelerated language acquisition through more individualized tutoring sessions after instructional hours to mitigate the learning gap. **Scope:** Limited to Unduplicated Student Group(s)	This action will provide academic tutoring specifically to English Learners. Tutors will focus on providing instruction tailored to the specific language proficiency levels and learning styles of ELs. The tutors will assist ELs by clarifying concepts and content that ELs might find challenging to understanding in a mainstream classroom setting, especially if there is a language barrier.	1.5 (EL), 1.9 (EL), 1.10 (EL)

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.

NA

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.

Pond Union School District used the additional concentration grant funding at Pond School by retaining teachers to maintain smaller class sizes in middle school (Action 1.8). Additionally, we are maintaining our instructional aides in order to continue to provide supplemental individual and small groups targeted academic supports for K-2 pupils (Action 1.9). Pond will hire an additional staff that is qualified to be substitute in the classroom, so that teachers can attend professional development, create engaging lesson plans, do classroom observations, and collaborate with other teachers (Action 1.13).

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	Not applicable	1:19
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable	1:17

2025-26 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	1,891,661	822,379	43.474%	16.552%	60.026%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,253,000.00	$495,000.00	$0.00	$115,000.00	$1,863,000.00	$1,101,000.00	$762,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Technology Infrastructure	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
1	1.2	AVID	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$3,000.00	$7,000.00	$10,000.00				$10,000.00	
1	1.3	Ongoing Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$20,000.00	$90,000.00	$100,000.00	$10,000.00			$110,000.00	
1	1.4	RTI Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$10,000.00	$10,000.00	$10,000.00	$10,000.00			$20,000.00	
1	1.5	Math Interventionist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$115,000.00	$0.00	$115,000.00				$115,000.00	
1	1.6	Supplemental Instructional Programs	All	No			All Schools	Ongoing	$125,000.00	$75,000.00		$200,000.00			$200,000.00	
1	1.7	ELD Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$6,000.00	$6,000.00				$6,000.00	
1	1.8	Smaller class sizes in Middle School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$135,000.00	$0.00	$135,000.00				$135,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$175,000.00	$0.00	$175,000.00				$175,000.00	
1	1.10	Supplemental Academic Tutoring for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.11	Curriculum and Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$20,000.00	$0.00	$20,000.00				$20,000.00	
1	1.12	Reading Intervention	All	No			All Schools		$115,000.00	$0.00				$115,000.00	$115,000.00	
1	1.13	Additional Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$100,000.00	$0.00	$100,000.00				$100,000.00	
2	2.1	School Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$130,000.00	$0.00	$130,000.00				$130,000.00	
2	2.2	MTSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,000.00	$7,000.00	$10,000.00				$10,000.00	
2	2.3	Facilities Well Maintained and Safe	All	No			All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
2	2.4	SEL Curriculum	All	No			All Schools	2024-25	$0.00	$0.00	$0.00				$0.00	
2	2.5	SEL Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.6	Attendance Incentive Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.7**	P.E. Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	
3	**3.1**	Additional Transportation Services	All	No			All Schools	Ongoing	$0.00	$275,000.00		$275,000.00			$275,000.00	
3	**3.2**	Transportation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$80,000.00	$80,000.00				$80,000.00	
3	**3.3**	Academic Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	**3.4**	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	**3.5**	Family Engagement and Home-School Partnership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$10,000.00	$20,000.00				$20,000.00	
3	**3.6**	School Garden	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	**3.7**	School Library	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$40,000.00	$20,000.00	$60,000.00				$60,000.00	
3	**3.8**	Art Teacher	All	No			All Schools	Retired (2024-25)	$0.00	$0.00	$0.00				$0.00	

2025-26 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
1,891,661	822,379	43.474%	16.552%	60.026%	$1,153,000.00	0.000%	60.952 %	**Total:**	$1,153,000.00
								LEA-wide Total:	$1,077,000.00
								Limited Total:	$16,000.00
								Schoolwide Total:	$60,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Technology Infrastructure	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
1	**1.2**	AVID	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	
1	**1.3**	Ongoing Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	**1.4**	RTI Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	
1	**1.5**	Math Interventionist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,000.00	
1	**1.6**	Supplemental Instructional Programs				All Schools		
1	**1.7**	ELD Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,000.00	
1	**1.8**	Smaller class sizes in Middle School	Yes	LEA-wide	English Learners Foster Youth	All Schools	$135,000.00	

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 (%)
					Low Income			
1	1.9	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,000.00	
1	1.10	Supplemental Academic Tutoring for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,000.00	
1	1.11	Curriculum and Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.12	Reading Intervention				All Schools		
1	1.13	Additional Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	2.1	School Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,000.00	
2	2.2	MTSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.5	SEL Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.6	Attendance Incentive Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.7	P.E. Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.2	Transportation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
3	3.3	Academic Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.4	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.5**	Family Engagement and Home-School Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	**3.6**	School Garden	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
3	**3.7**	School Library	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$60,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,036,141.50	$1,332,500.00

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**	Technology Infrastructure	Yes	$40,000.00	$60,000.00
1	**1.2**	AVID	Yes	$30,000.00	$20,000.00
1	**1.3**	Ongoing Professional Development	Yes	$204,913.00	$95,000.00
1	**1.4**	RTI Programs	Yes	$10,000.00	$8,500.00
1	**1.6**	ELD Program	Yes	$6,000.00	$0.00
1	**1.7**	Supplemental Instructional Programs	No	$200,000.00	$200,000.00
1	**1.8**	Smaller class sizes in Middle School	Yes	$115,000.00	$135,000.00
1	**1.9**	Instructional Aides	Yes	$194,500.00	$140,000.00
1	**1.10**	Supplemental Academic Tutoring for English Learners	Yes	$10,000.00	$0.00
1	**1.11**	Data Analyst and Needs Manager	Yes	$6,000.00	$20,000.00
1	**1.12**	Reading Intervention	No	$108,853.00	$115,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.13	Additional Staff	Yes	$100,000.00	$100,000.00
2	2.1	School Social Worker	Yes	$110,000.00	$130,000.00
2	2.2	MTSS	Yes	$10,000.00	$17,000.00
2	2.3	Facilities Well Maintained and Safe	No	$100,000.00	$80,000.00
2	2.4	SEL Curriculum	Yes	$50,000.00	$11,000.00
2	2.5	SEL Activities	Yes	$10,000.00	$2,000.00
2	2.6	Attendance Incentive Program	Yes	$10,000.00	$7,000.00
3	3.1	Additional Transportation Services	No	$348,778.00	$120,000.00
3	3.3	Academic Incentives	Yes	$5,000.00	$5,000.00
3	3.4	Field Trips	Yes	$5,000.00	$5,000.00
3	3.5	Parent Education	Yes	$10,000.00	$0.00
3	3.6	School Garden	Yes	$2,000.00	$2,000.00
3	3.7	School Library	Yes	$165,000.00	$60,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.8**	Art Teacher	Yes	$185,097.50	$0.00

2024-25 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)
$787,881	$1,278,510.50	$817,500.00	$461,010.50	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Technology Infrastructure	Yes	$40,000.00	$60,000.00		
1	**1.2**	AVID	Yes	$30,000.00	$20,000.00		
1	**1.3**	Ongoing Professional Development	Yes	$204,913.00	$95,000.00		
1	**1.4**	RTI Programs	Yes	$10,000.00	$8,500.00		
1	**1.6**	ELD Program	Yes	$6,000.00	$0.00		
1	**1.8**	Smaller class sizes in Middle School	Yes	$115,000.00	$135,000.00		
1	**1.9**	Instructional Aides	Yes	$194,500.00	$140,000.00		
1	**1.10**	Supplemental Academic Tutoring for English Learners	Yes	$10,000.00	$0.00		
1	**1.11**	Data Analyst and Needs Manager	Yes	$6,000.00	$20,000.00		
1	**1.13**	Additional Staff	Yes	$100,000.00	$100,000.00		
2	**2.1**	School Social Worker	Yes	$110,000.00	$130,000.00		
2	**2.2**	MTSS	Yes	$10,000.00	$17,000.00		
2	**2.4**	SEL Curriculum	Yes	$50,000.00	$11,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	SEL Activities	Yes	$10,000.00	$2,000.00		
2	2.6	Attendance Incentive Program	Yes	$10,000.00	$7,000.00		
3	3.3	Academic Incentives	Yes	$5,000.00	$5,000.00		
3	3.4	Field Trips	Yes	$5,000.00	$5,000.00		
3	3.5	Parent Education	Yes	$10,000.00	$0.00		
3	3.6	School Garden	Yes	$2,000.00	$2,000.00		
3	3.7	School Library	Yes	$165,000.00	$60,000.00		
3	3.8	Art Teacher	Yes	$185,097.50	$0.00		

2024-25 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)
$1,849,098	$787,881	18.154%	60.763%	$817,500.00	0.000%	44.211%	$306,066.25	16.552%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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 32526(d).

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

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

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

    - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024