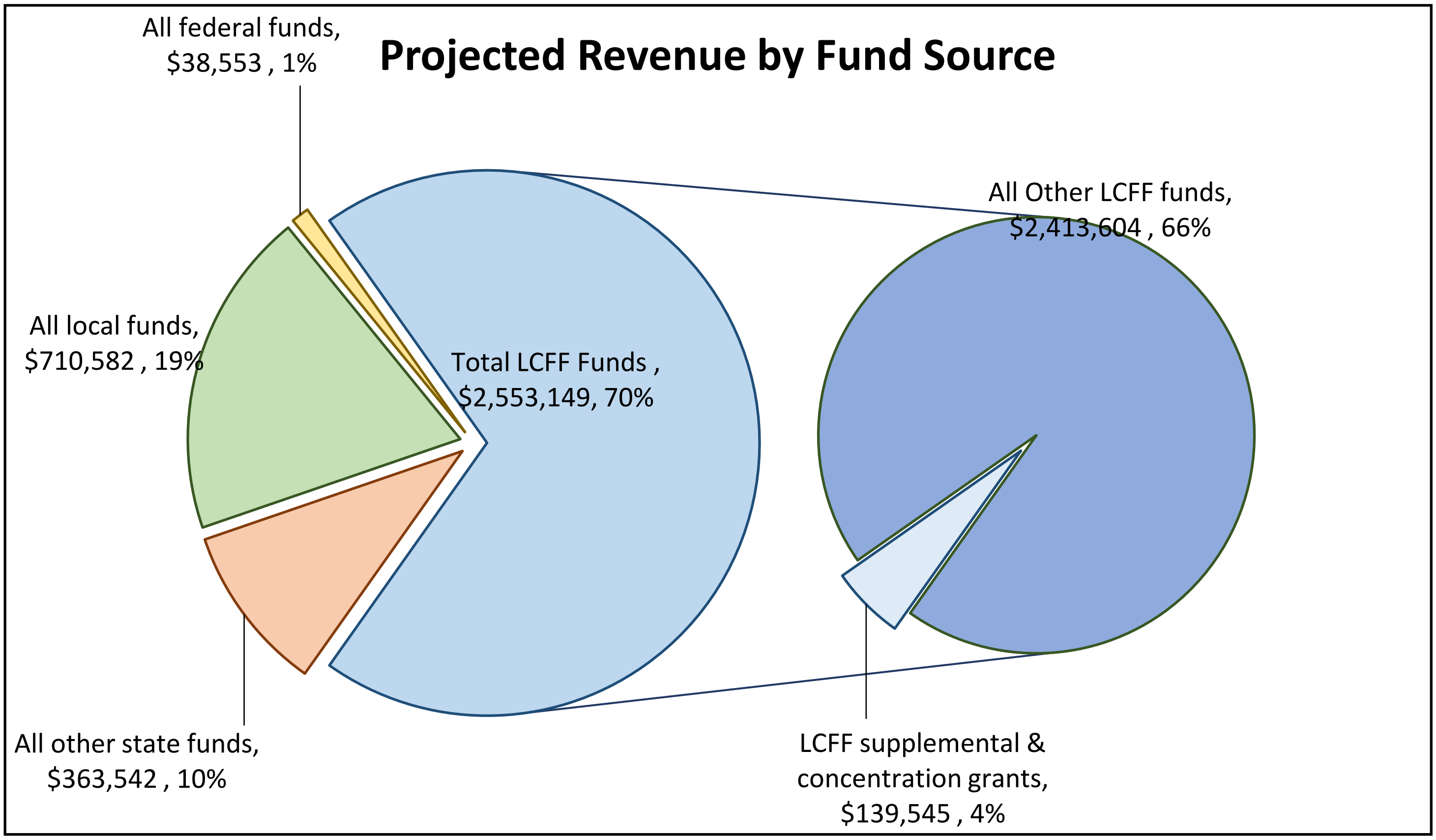
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Marcum-Illinois Union Elementary School District
CDS Code: 51714076053292
School Year: 2026/27
LEA contact information: Maggie Irby; (530) 656-2407; maggiei@sutter.k12.ca.us

SCSOS Approved
09-16-2026

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026/27 School Year

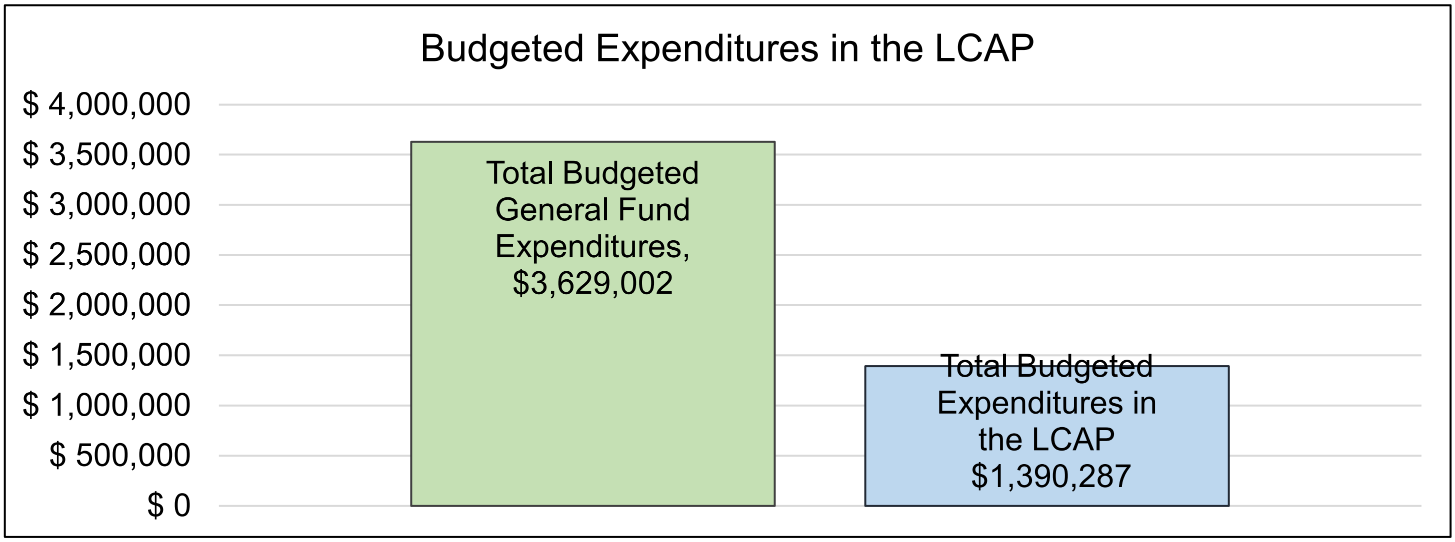


This chart shows the total general purpose revenue Marcum-Illinois Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Marcum-Illinois Union Elementary School District is $3,665,826.00, of which $2,553,149.00 is Local Control Funding Formula (LCFF), $363,542.00 is other state funds, $710,582.00 is local funds, and $38,553.00 is federal funds. Of the $2,553,149.00 in LCFF Funds, $139,545.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Marcum-Illinois Union Elementary School District plans to spend for 2026/27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Marcum-Illinois Union Elementary School District plans to spend $3,629,002.00 for the 2026/27 school year. Of that amount, $1,390,287.00 is tied to actions/services in the LCAP and $2,238,715.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

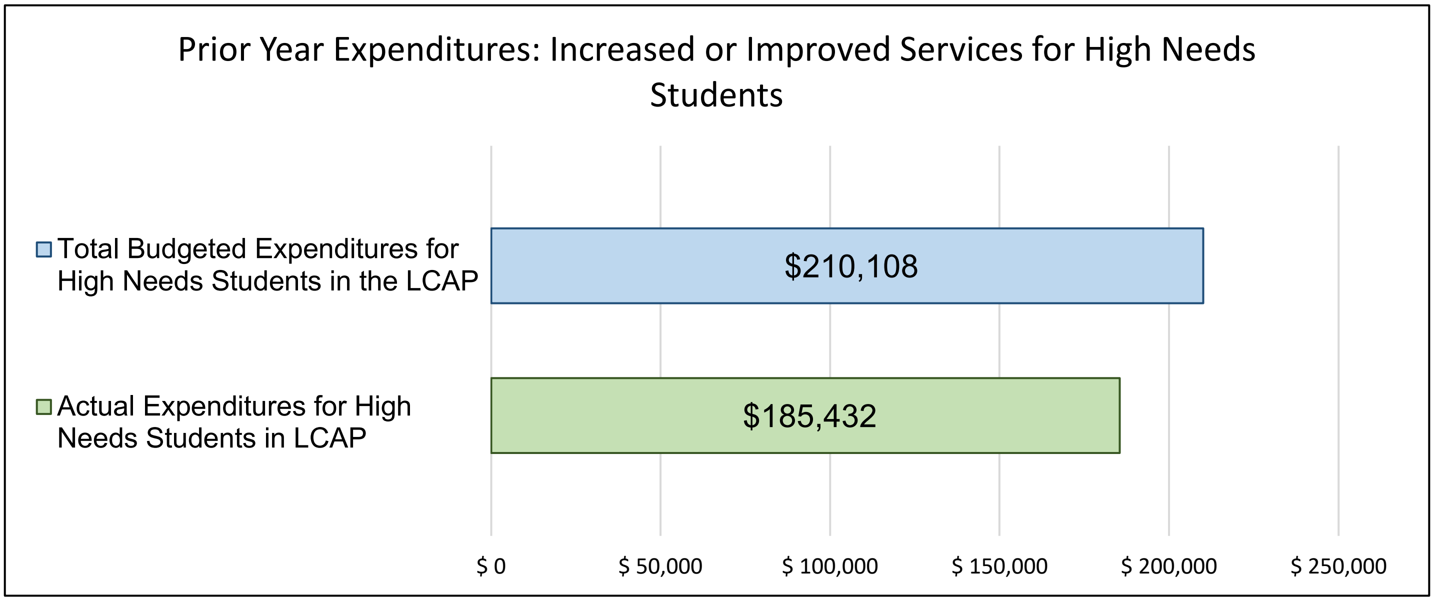
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, transportation, maintenance and operations, preschool, instructional supplies, administration, technology, and cafeteria.

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

In 2026/27, Marcum-Illinois Union Elementary School District is projecting it will receive $139,545.00 based on the enrollment of foster youth, English learner, and low-income students. Marcum-Illinois Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Marcum-Illinois Union Elementary School District plans to spend $237,611.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025/26



This chart compares what Marcum-Illinois 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 Marcum-Illinois Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025/26, Marcum-Illinois Union Elementary School District's LCAP budgeted $210,108.00 for planned actions to increase or improve services for high needs students. Marcum-Illinois Union Elementary School District actually spent $185,432.00 for actions to increase or improve services for high needs students in 2025/26. The difference between the budgeted and actual expenditures of $24,676.00 had the following impact on Marcum-Illinois Union Elementary School District's ability to increase or improve services for high needs students:

Actual expenditures for actions and services to increase or improve services for high needs students were lower than budgeted in 2025/26 because employee salary and benefit costs were lower than originally projected. This difference did not materially impact the implementation of planned actions and services, and we continued to provide the intended supports and services for high needs students.

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
Marcum-Illinois Union Elementary School District	Maggie Irby, Superintendent/Principal	Maggiei@sutter.k12.ca.us 530-656-2407

Plan Summary 2026/27

General Information

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

The Marcum-Illinois Union Elementary School District (MIUESD), established in 1926, serves approximately 190 students in Transitional Kindergarten through eighth grades, as well as 3 and 4-year-olds in our state preschool. The mission of Marcum-Illinois School, to improve the basic skills of all children attending this school, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high academic standards, is supported by all educational partners. It is our intent to provide an environment that fosters in children the ability to recognize and accept responsibility so that they may participate productively in a democratic society.

Most of our students, 53.89%, come to us on inter-district transfers because of our core values, academic success, and connection to the community. Among our student population, 30.05% are Socioeconomically Disadvantaged (SED), 6.74% are English learners (EL), and 13.47% are Students with Disabilities (SWD). We believe that all children can learn and have allocated financial and personnel resources to support students. The Superintendent, under direction of the Board of Trustees, is committed to keeping class sizes small and providing the instructional materials and support needed to assure the success of all students.

In addition to our state preschool, MIUESD supports after-school Gifted and Talented programs, sports, tutoring, and an after-school program (ASES) called "The Den" that provides literacy, enrichment, and recreational support for students daily from 3:00 to 6:00 p.m. The district authorizes one charter school (South Sutter Charter) that is required to create their own LCAP.

Marcum-Illinois Elementary School is a Title I Schoolwide Program (SWP) and because we are a single school district, we can use our LCAP as our School Plan for Student Achievement (SPSA).

Reflections: Annual Performance

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

Student Achievement

2025 California School Dashboard (Dashboard)

English Language Arts (ELA)

-All: 15.1 points above standard, increased 4.6 points
-SED: 35.4 points below standard, increased 9.4 points

Math
-All: 6.9 points above standard, increased 10 points
-SED: 49.1 points below standard, declined 8.5 points

Science
-All: 60 science points, increased 4.1 points

Winter 2026 Local Assessment – Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP)
Percentage scoring in the 61st percentile or higher

Reading
-All: 47% winter 2026; 42% winter 2025; 48% winter 2024
-SED: 28.8% winter 2026; 22% winter 2025; 29.7% winter 2024
Math
-All: 50% winter 2026; 46% winter 2025; 32.7% winter 2024
-SED: 28.8% winter 2026; 28% winter 2025; 21% winter 2024

The 2025 Dashboard indicates overall improvement in ELA and Math for all students, while performance for the SED student group remains significantly below standard (Metric 5). In ELA, all students scored 15.1 points above standard, increasing 4.6 points, while SED students scored 35.4 points below standard but increased 9.4 points. As a result, the achievement gap between all students and the SED student group decreased from 55.3 points in 2024 to 50.5 points in 2025. In Math, all students scored 6.9 points above standard with a 10-point increase; however, SED students declined 8.5 points to 49.1 points below standard. As a result, the achievement gap widened in math to 56 points in 2025 from 37.5 in 2024.

CAASPP results confirm this trend (Metric 6). In ELA, the percentage of students meeting or exceeding standards increased for all students (64.54% in 2025 from 59.65% in 2024), while SED students remained relatively stable (50.0% from 50.95%), increasing the gap from 8.7 percentage points in 2024 to 14.54 percentage points in 2025. In Math, all students improved by 12.25 percentage points while SED students declined slightly by 1.72 percentage points, widening the gap from 6.18 percentage points in 2024 to 20.15 percentage points in 2025.

Winter 2026 MAP results showed improvement in the percentage of students scoring at or above the 61st percentile in Reading (All +5; SED +6.8) and Math (All +4; SED +0.8) (Metric 11). More students met growth projections in Reading (All +9.65; SED +13.7), while Math growth increased for our All student group but declined slightly for SED students. These results indicate improvement overall but ongoing performance gaps between all students and SED students.

During the 2025/26 school year our highly skilled teachers and six instructional aides directly supported students for intervention/tutoring. Early release collaboration time was used for regular data review; identification of underperforming students; development of intervention groups; and planning effective intervention. One hundred percent of students in the unduplicated student group and students with exceptional needs scoring Standard Not Met on local assessments received tutoring or tiered intervention. (Actions 1.1 & 1.2) These supports increased opportunities for targeted skill development because students received small-group instruction aligned to identified areas of need.

Despite progress, achievement gaps remain in ELA and Math, particularly for SED students. For 2026/27, professional development will focus on improving writing instruction and strengthening math instruction and intervention. Training will include structured writing strategies, explicit modeling, and use of common rubrics, as well as targeted math intervention practices and flexible grouping based on assessment data. This professional learning will support teachers in providing targeted instruction for SED students and other underperforming students. (Action 1.1) Teachers will provide targeted small-group instruction in ELA and Math using structured intervention cycles based on assessment data. Writing intervention blocks and math intervention cycles will be implemented for students performing below standard, prioritizing SED students. Instruction will focus on essential standards, targeted skill development, and frequent reassessment to adjust groups and supports. Instructional aides will support targeted intervention groups and assist with progress monitoring. Monthly data review meetings will include focused monitoring of SED student performance, identification of students needing additional support, and adjustment of intervention groups. Assessment data will be used to track progress, refine instruction, and ensure SED students receive targeted intervention to reduce achievement gaps. (Actions 1.2 and 1.3)

Engagement and School Climate

2025 California School Dashboard (Dashboard)

Chronic Absenteeism
-All: 4.4%, declined 2.6%
-SED: 8.5%, maintained -0.1%

Suspension
-All: 1.1%, declined 1.6%
-SED: 0%, declined 5.5%

2026 Surveys

Parents
- There is two-way communication between home and school: 100% in 2026; 100% in 2025; 88.9% in 2024
- My child's school is a friendly, welcoming environment for students, parents, and families: 100% in 2026; 100% in 2025; 98.2% in 2024

Students
- There is at least one adult on campus that I feel comfortable talking to if I have something bothering me or need help: 89.8% in 2026; 90.2% in 2025; 85% in 2024
- There are activities at school that I enjoy participating in: 92.5% in 2026; 93.2%in 2025; 93.8% in 2024
- Students bullying other students is a problem at my school: Never 45.4% in 2026; Never 50.5% in 2025; Never 34.5% in 2024

The actions in place in Goal 2 in the 2025/26 LCAP around engagement and school climate have been effective in decreasing chronic absenteeism and suspensions; supporting students’ social-emotional needs; and maintaining our welcoming school environment. Parents praise the open communication, caring atmosphere, and balance between academics and engaging activities and events that focus on community and family. The percentage of parents who say there is good two-way communication between home and school remains at 100% for the second consecutive year (Metric 11). Parent engagement is important at Marcum, and we have seen positive outcomes so we will maintain our Parent Engagement and Communication action. Teachers will continue to send at least one postcard for positive reinforcement to each child during the year, and we will use social media to engage families by posting videos, pictures, and live streams of school events for families who are unable to attend in person. (Action 2.1)

Our 2025 Dashboard Suspension Rate declined 1.6% for our All student group keeping them in the Low (Green) performance level and declined 5.5% for our SED student group moving them from the Medium (Yellow) performance level to the Very Low (Blue) (Metric 7). On the 2023 Dashboard our All and SED student groups were in the Very High (Red) performance level, so we took decisive action to improve student behavior. We are pleased to see that the steps we have taken are continuing to positively impact student behavior so we will maintain Action 2.2 Student Behavior. Students who are engaged and connected to the school community have fewer discipline issues. At Marcum we have Houses that connect students across grade levels and give everyone a sense of belonging, and we regularly offer whole school events designed to bring students together as teams with a little friendly competition. Additional activities to improve student behavior include referrals to the school counselor as needed; a review of the behavior matrix with staff and students at the beginning the school year and periodically throughout the year; and Positive Behavior Intervention System (PBIS) incentives. (Action 2.2)

According to the 2025 Dashboard, our Chronic Absenteeism Rate declined from 7% in 2024 to 4.4% and is below our Target for Year 3 Outcome of 5% (Metric 5). Our April 2026 local Attendance Rate increased from 94.22% in 2025 to 95.73% (Metric 4). Attendance is improving and we would like it to improve even more, so we will maintain our attendance action to the 2026/27 LCAP. We will continue the “Miss a Day, Miss a Lot” attendance campaign with random prizes and offer Saturday School attendance make-up days. (Action 2.3)

Learning Recovery Emergency Block Grant (LREBG)

Goal 1; Actions 1.1, 1.2, and 1.3

Marcum-Illinois Union Elementary School District identified ongoing academic recovery needs in ELA and Mathematics based on Dashboard and local assessment data, particularly for students performing below grade-level expectations. Winter 2026 NWEA MAP results indicate that SED students continue to perform below all students in both reading and mathematics. Educational partner feedback also emphasized the need for continued academic intervention, targeted instructional support, and access to technology resources that support student learning and engagement.

To address these needs, we will utilize LREBG funds to support professional development for teachers (Action 1.1), individualized virtual tutoring provided by credentialed teachers through i-Tutoring (Action 1.2), and technology resources and instructional programs that support academic intervention and learning access (Action 1.3).

Professional development will emphasize evidence-based instructional practices aligned to the California Mathematics Framework and the English Language Arts/English Language Development Framework, including differentiated instruction, progress monitoring, and targeted intervention strategies. These supports are intended to strengthen foundational literacy and math proficiency because increasing teacher capacity to deliver data-informed instruction and targeted intervention improves the likelihood that students performing below grade-level expectations receive instruction aligned to their demonstrated academic needs.

Through i-Tutoring, students identified through assessment and progress monitoring data will receive individualized or small-group virtual instruction delivered by credentialed teachers. Tutoring sessions will target identified learning gaps in literacy and math because providing additional targeted instruction beyond the core instructional day increases opportunities for guided practice, immediate feedback, and intervention aligned to student academic needs.

Technology resources and instructional programs will support student access to digital learning platforms, intervention programs and assessment tools because consistent access to instructional technology increases opportunities for students to participate in learning recovery supports and engage with instructional materials aligned to classroom instruction and intervention goals.

Research supports evidence-based tutoring, targeted intervention, progress monitoring, and high-quality instructional practices as effective strategies for accelerating academic recovery and improving student achievement. The coordinated implementation of professional development, tutoring, and technology supports is intended to strengthen instructional consistency and expand access to academic intervention and learning recovery opportunities.

LREBG funds supporting this action: Action 1.1 - $22,575; Action 1.2 - $5,658; Action 1.3 - $35,432

Metrics used to monitor effectiveness include:
- Metric 11: Percentage of students scoring at or above the 61st percentile on NWEA MAP English Language Arts and Mathematics assessments.
- Progress monitoring and intervention data
- Student participation and engagement in tutoring and intervention supports

We will review student outcome data and educational partner feedback annually to evaluate the effectiveness of these LREBG-funded actions and determine ongoing learning recovery needs.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Marcum-Illinois actively sought the involvement and input of all educational partners as part of the development process for the 2025/26 LCAP and considered their input before finalizing the LCAP.	
Educational Partner(s)	Process for Engagement
Certificated & Classified Staff (No Bargaining Unit)	Staff completed a survey in May 2026. Survey data was used for metrics to drive potential adjustments to goals and actions for the 2026/27 LCAP. All school staff had the opportunity to review data and to provide input toward the 2026/27 LCAP goals and actions during spring 2026.
Principals & Administrators	The Vice-Principal worked with the Superintendent/Principal throughout the LCAP process and participated in meetings to discuss the LCAP with educational partners including PAC and SSC.
Parents	The Mid-Year Update and a review of the MIUESD Dashboard was shared with parents during a Popcorn with the Principals meeting on February 9, 2026. Parent surveys were sent out in February 2026 and used to obtain data for metrics to drive goals and actions for the 2026/27 LCAP. In January and May 2026 parents were invited to attend our SSC meeting to review survey data, successes, needs, and discuss possible additions or changes to actions for the 2026/27 school year. Meetings and the availability of surveys were publicized through email messages and social media.
Students	Students in grades 3rd-8th were surveyed in February 2026 via Google forms for their input on conditions of learning, engagement, and academics. Results were used for the metrics to drive potential adjustments to actions for the 2026/27 LCAP. Our Student Council leaders served as our Student Advisory Committee and were consulted on the draft LCAP in May 2026.
Parent Advisory Committee (PAC) School Site Council (SSC)	Throughout the 2025/26 school year progress toward goals and actions was shared with the PAC/SSC. The Mid-Year Update was shared with the group at a meeting on January 22, 2026. At this meeting the PAC/SSC reviewed survey data, successes, needs, and discussed potential adjustments to actions for the 2026/27 school year. In May 2026, we consulted with our PAC/SSC on the draft LCAP prior to adoption by the board.
ELAC/DELAC	N/A, fewer than 21 English learners
SELPA	Meeting February 26, 2026
Board of Trustees	Throughout the year the board received updates on progress of goals and actions, data outcomes, and survey results

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

Educational partner feedback influenced the continuation and refinement of actions in Goals 1 and 2. Teachers and administrators emphasized the value of Monday early release time dedicated to professional development and collaboration focused on using data to plan and deliver effective intervention. In response, we will maintain early release professional development and continue instructional coaching, with an increased focus on writing instruction and math intervention. (Goal 1, Action 1.1)

Educational partners also identified targeted intervention as an important support for student learning. Parents expressed appreciation for the academic support their children receive, and staff noted the importance of continued progress monitoring. Based on this feedback, the district will maintain actions supporting targeted intervention, progress monitoring, and use of assessment systems to identify student needs. (Goal 1, Actions 1.2 and 1.3)

Parents and staff highlighted strong home-school communication and the positive impact of school events and outreach. To maintain these strengths, we will continue the Parent Engagement and Communication action, including positive postcards, social media communication, and family engagement opportunities. (Goal 2, Action 2.1)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a high-quality, effective instructional program that ensures college and career readiness by addressing the unique needs and abilities of all students.	Broad

State Priorities addressed by this goal.

State Priorities: 1, 2, 4, 7, & 8

An explanation of why the LEA has developed this goal.

This goal was developed to improve the academic achievement of all students. The actions and services linked to this goal concentrate on professional development to improve instructional practices, data analysis, and delivery of targeted interventions across the grade levels, for all students, especially our SED and EL students.

The 2025 Dashboard shows that in ELA all students improved from 10.5 points above the standard in 2024 to 15.1 points in 2025, while the SED student group increased 9.4 points to 35.4 points below standard. There is a gap of 50.5 points (55.3 in 2024) between our All and SED student groups in ELA and the gap widened in Math from 37.5 points in 2024 to 56 points in 2025

Results on the 2025 CAASPP were mainly positive with more students in all student groups scoring Standard Met/Exceeded in ELA shown as (2025, 2024) - All: 64.54%, 59.65%; White: 69.11%, 65.15%; Hispanic 51.51%, 52.78%; SED: 50.0%, 50.95%. All student groups except our SED student group improved in Math (All: +12.25 percentage points; White: +9.43 percentage points; Hispanic +17.93 percentage points; SED -1.72 percentage points. In Science there were some increases and some decreases in the number of students scoring Standard Met/Exceeded. All: +6.77 percentage points; White: +12.96 percentage points; Hispanic: -23.48 percentage points; SED -16.49 percentage points. The gap in the percentage of students scoring Standard Met/Exceeded in ELA and Math has increased as our All student group continues to make increases and our SED student group declines slightly. In ELA in 2024 the difference in the percentage of students meeting the standard in the All student group compared to the SED student group was 8.7% but in 2025 the difference is 14.54% and in Math in 2024 the gap was 6.18%, but in 2025 it is 20.15%.

Comparing winter 2025 to winter 2026, MAP testing showed positive results with more students scoring at or above the 61st percentile in ELA (All: +5%; SED: +6.8%) and in Math (All: +4%; SED: +0.8%). More students are meeting their growth projections in ELA (All: +9.65%; SED: +13.7%) but in Math only our All student group increased (All: 8.87%; SED: -4.4%). Even with gains there remains a performance gap in Reading/ELA and Math between All students and SED students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1A - Percentage of teachers: Appropriately assigned and fully credentialed Misassignments Vacancies Source: Local Data	October 2023 Appropriately assigned and fully credentialed: 80% Misassignments: 20% Vacancies: 0%	October 2024 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2025 Appropriately assigned and fully credentialed: 90% Misassignments: 10% Vacancies: 0%	October 2026 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	Appropriately assigned and fully credentialed: +10 Misassignments: -10 Vacancies: 0
2	Priority 1B - Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%	January 2026 100%	January 2027 100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3	Priority 2A - Progress (1-5) in providing professional learning for teaching to the standards and frameworks Source: Local Indicator Tool - Priority 2	January 2024 ELA: 4 ELD: 4 Mathematics: 4 NGSS: 4 HSS: 4	January 2025 ELA: 4 ELD: 4 Mathematics: 4 NGSS: 4 HSS: 4	January 2026 ELA: 4 ELD: 3 Mathematics: 4 NGSS: 4 HSS: 3	January 2027 ELA: 5 ELD: 5 Mathematics: 4 NGSS: 4 HSS: 4	ELA: 0 ELD: -1 Mathematics: 0 NGSS: 0 HSS: -1
4	Priority 2B - Percentage of English learners scoring at or above the 61st percentile on the winter Reading NWEA MAP assessment Source: Local Assessment (NWEA MAP)	Winter 2024 0%	Winter 2025 0%	Winter 2026 23%	Winter 2027 20%	+23 Percentage Points
5	Priority 4A - Distance from Standard Met on CAASPP (*points above/below standard*) Source: CA School Dashboard	2023 Dashboard <u>ELA</u> All: 8 above White: 20.5 above Hispanic: 24.8 below SED: 40.5 below <u>Math</u> All: 13.4 below White: 1.5 below Hispanic: 39.1 below SED: 59 below	2024 Dashboard <u>ELA</u> All: 10.5 above White: 22.1 above Hispanic: 21.6 below SED: 44.8 below <u>Math</u> All: 3.1 below White: 8.6 above Hispanic: 31.7 below SED: 40.6 below <u>Science</u> All: 8.6 below *Added 2025*	2025 Dashboard <u>ELA</u> All: 15.1 above White: 28.4 above Hispanic: 20.1 below SED: 35.4 below <u>Math</u> All: 6.9 above White: 18.3 above Hispanic: 23.4 below SED: 49.1 below <u>Science</u> All: 60 science points	2026 Dashboard <u>ELA</u> All: 12 above White: 25 above Hispanic: 15 below SED: 25 below <u>Math</u> All: At Standard White: ~~5~~ 10 above Hispanic: 15 below SED: 25 below <u>Science</u> All: 3 below *Updated 2025*	<u>ELA</u> All: +7.1 White: +7.9 Hispanic: +4.7 SED: +5.1 <u>Math</u> All: +20.3 White: +19.8 Hispanic: +15.7 SED: +9.9 <u>Science</u> N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6	Priority 4A - Percentage of students meeting and exceeding (Level 3 or 4) on CAASPP Summative Assessment Source: CAASPP	2023 CAASPP ELA All: 57.38% White: 59.74% Hispanic: 48.48% SED: 36.59% Math All: 50.82% White: 55.84% Hispanic: 42.42% SED: 26.83% Science All: 26.83% White: 29.16% Hispanic: 9.09% SED: 6.67%	2024 CAASPP ELA All: 59.65% White: 65.15% Hispanic: 52.78% SED: 50.95% Math All: 49.57% White: 58.21% Hispanic: 30.55% SED: 43.39% Science All: 38.23% White: 38.89% Hispanic: 41.66% SED: 30.77%	2025 CAASPP ELA All: 64.54% White: 69.11% Hispanic: 51.51% SED: 50.00% Math All: 61.82% White: 67.64% Hispanic: 48.48% SED: 41.67% Science All: 45.00% White: 51.85% Hispanic: 18.18% SED: 14.28%	2026 CAASPP ELA All: ~~62%~~ 65% White: ~~65%~~ 68% Hispanic: ~~51%~~ 55% SED: ~~45%~~ 48% Math All: 53% White: ~~58%~~ 60% Hispanic: 46% SED: 33% Science All: ~~32%~~ 35% White: ~~35%~~ 40% Hispanic: ~~12%~~ 45% SED: ~~12%~~ 35% *Updated 2025*	Percentage Points ELA All: +7.16 White: +9.37 Hispanic: +3.03 SED: +13.41 Math All: +11 White: +11.80 Hispanic: +6.06 SED: +14.84 Science All: +18.17 White: +22.69 Hispanic: +9.09 SED: +7.61
7	Priority 4E - Percentage of English learners making progress toward English proficiency by increasing one level on the ELPAC Source: CA School Dashboard and/or ELPAC	2023 Dashboard 35.7%	2024 Dashboard Fewer than 11 students – data not displayed for privacy Spring 2025 ELPAC 20%	2025 Dashboard Fewer than 11 students – data not displayed for privacy Spring 2026 ELPAC 38.46%	2026 Dashboard 50%	Dashboard N/A ELPAC +18.46 Percentage Points
8	Priority 4F - Number of English learners who are reclassified Source: Local Data	2023/24 School Year 2 (12 EL)	2024/25 School Year 1 (10 EL)	2025/26 School Year 1 (13 EL)	2026/27 School Year ≥1	-1 Student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9	Priority 7A - Progress (1-5) implementing academic standards for all students Source: Local Indicator Survey	January 2024 Health Education: 4 Physical Education: 4 VAPA: 4	January 2025 Health Education: 4 Physical Education: 4 VAPA: 5	January 2026 Health Education: 2 Physical Education: 2 VAPA: 3	January 2027 Health Education: 4 Physical Education: 5 VAPA: ~~4~~ 5 *Updated 2025*	Health Education: -2 Physical Education:-2 VAPA: -1
10	Priorities 7B/C- Percentage of unduplicated students and students with exceptional needs scoring in the 20th percentile or lower on the fall NEWA MAP Reading and/or Math assessment receiving intervention. Source: Attendance in programs	November 2023 ELA: 100% Math: 100%	November 2024 ELA: 100% Math: 100%	November 2025 ELA: 100% Math: 100%	November 2026 ELA: 100% Math: 100%	No Difference
11	Priority 8 - Percentage of students (K-8th) scoring at or above the 61st percentile on the winter NWEA MAP Source: NWEA MAP	Winter 2024 ELA All: 48% SED: 29.7% Math All: 32.7% SED: 21%	Winter 2025 ELA All: 42% SED: 22% Math All: 46% SED: 28%	Winter 2026 ELA All: 47% SED: 28.8% Math All: 50% SED: 28.8%	Winter 2027 ELA All: 55% SED: 35% Math All: ~~40~~% ≥48% SED: ~~28~~% ≥30% *Updated 2025*	Percentage Points ELA All: -1 SED: -0.9 Math All: +17.3 SED: +7.8

Insert or delete rows, as necessary.

Goal Analysis for 2025/26

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

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

Overall, we implemented the actions in Goal 1 as described in our adopted LCAP. We maintained our Monday early release professional development time and used it for reviewing assessment data, planning interventions, and engaging in focused professional learning. The Director of Student Services led this work by supporting teachers in analyzing initial and progress monitoring data, organizing intervention cycles, and refining instructional practices. Our PD included Step Up to Writing training, participation in the Sutter County Math Matters series, development of grade-span common writing assessments, review of interim assessments, and initial review of approved math curriculum materials aligned to our developing math vision. (Action 1.1)

We also delivered structured intervention. Each grade span (K-2, 3-5, and 6-8) had a scheduled daily intervention block. At the beginning of each 4–6 week cycle, students took pre-assessments aligned to specific math standards, were grouped based on identified needs, and progress was monitored before regrouping. Families received Intervention Placement Communication forms so they knew the focus of their child's intervention cycle. Monday early release time was used to review MAP, Edmentum, classroom, and writing data, with particular attention to the progress of our SED student group, as planned. The Director of Student Services worked alongside teachers to identify underperforming students and determine the most appropriate intervention supports. In addition to core classroom intervention, we provided supplemental supports as described. We had six aides directly supporting intervention and tutoring during the school day. Teachers used Reading Horizons in grades 1–2 as a reading intervention program. We contracted with Full Mind to provide after-school ELA tutoring and also offered after-school math tutoring. We purchased and implemented Step Up to Writing to strengthen vocabulary development and writing instruction. (Action 1.2)

Our technology systems were implemented as described. Illuminate continued to serve as our data management system, allowing us to efficiently review assessment data by student group and generate reports. MAP and FastBridge Fluency assessments were administered three times per year, and students actively used Edmentum as a personalized learning tool to support targeted skill development. (Action 1.3)

There were no major substantive differences between what we planned and what we implemented. Adjustments were primarily logistical, such as the number of aides directly assigned to intervention and expanding tutoring through a contracted provider, which strengthened our ability to deliver services. (Action 1.2) A key success this year has been the consistency of our intervention cycles and the intentional use of assessment data to drive grouping and instructional decisions. A continuing challenge is balancing time and staffing to address both math and writing priorities while maintaining strong progress monitoring systems.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 1. We slightly overestimated the cost of employees in Action 1.2 but overall, we spent 98.96% of what we budgeted for actions and services.

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

Actions 1.1 Certificated Staff/PD; 1.2 Support Academic Achievement; and 1.3 Technology to Support Academic Achievement encompassed our high-quality instructional program, professional development, and student support systems and have largely proven to be effective in moving us toward Goal 1 and our Target for Year 3 Outcomes during Year 2 of this three-year LCAP cycle, as demonstrated by progress across multiple state and local metrics.

At Marcum-Illinois, we continue to prioritize recruiting and retaining skilled certificated staff as the foundation of a high-quality instructional program. In October 2023, 80% of teachers were appropriately assigned and fully credentialed, with 20% misassignments. In October 2024, we exceeded our baseline and achieved 100% appropriately assigned and fully credentialed teachers; however, this declined to 90% in 2025 (Metric 1). Access to standards-aligned instructional materials has remained at 100% from baseline through 2025 (Metric 2). Professional learning implementation (Metric 3) has remained strong in ELA, Mathematics, and NGSS, sustaining a level 4 implementation rating from baseline through 2025, while ELD and HSS experienced slight declines. We continued to provide intervention to 100% of students scoring at or below the 20th percentile on the fall MAP assessment (Metric 10), ensuring that struggling students received targeted support through structured intervention cycles.

State assessment results show that these actions are helping us make overall academic progress. The 2025 Dashboard reports that in ELA, our All student group improved from 8 points above standard in 2023 to 15.1 points above standard in 2025. All other student groups also increased. Although we saw improvement across groups, the gap between all students and our SED student group increased slightly from 48.5 points in 2023 to 50.5 points in 2025 (Metric 5). The 2025 CAASPP results were positive in ELA. The percentage of students scoring Standard Met/Exceeded increased for all student groups compared to baseline: All (64.54% in 2025 from 57.38% at baseline), White (69.11% from 59.74%), Hispanic (51.51% from 48.48%), and SED (50% from 36.59%) (Metric 6). The CAASPP ELA percentage gap between all students and the SED student group narrowed from 20.79 percentage points in 2023 to 14.54 percentage points in 2025. While state results show growth, our local assessment data tells a more mixed story. The percentage of students scoring at or above the 61st percentile on the winter MAP assessment did not show the same improvement from baseline (All: 47% winter 2026 from 48% at baseline; SED: 28.8% from 29.7%).

In Mathematics, all student groups showed strong growth in distance from standard on the 2025 Dashboard compared to baseline: All +20.3 points; White +19.8 points; Hispanic +15.7 points; and SED +39.9 points (Metric 5). However, the gap between all students and our SED student group increased from 45.6 points in 2023 to 56 points in 2025. The 2025 CAASPP Math results were also positive compared to baseline. Although not as strong as ELA, the CAASPP math gap narrowed from 23.99% in 2023 to 20.15% in 2025 (Metric 6). In contrast to ELA, our MAP results showed growth from baseline in Math (All +17.3%; SED +7.8%).

Science results were also positive, with all student groups increasing the percentage of students scoring Standard Met/Exceeded as compared to baseline (All +18.17%; White +22.69%; Hispanic +9.09%; SED +7.61%), demonstrating the impact of Year 1 science training and sustained instructional focus.

English learner progress toward English proficiency also improved. Spring 2026 ELPAC results showed that 38.46% of English learners increased at least one proficiency level compared to 20% in Spring 2025 (Metric 7). This increase suggests that designated and integrated ELD instruction, targeted intervention, and instructional supports contributed to stronger English language development because students demonstrated measurable growth in English proficiency levels over time.

The LREBG-funded portion of actions under Goal 1 use Metric 11 to measure effectiveness. Local data provides early evidence of impact. The percentage of students scoring at or above the 61st percentile on the winter MAP assessment (Metric 11) increased in 2026 from 2025 (All students: 47%, up from 42%; SED: 28.8%, up from 22%). ELA growth data (MAP fall 2025 to winter 2026) further demonstrates effectiveness. Students met or exceeded projected growth targets (All: +9.65%; SED: +13.7%; EL: +5.07%; SWD: +2.05%). This growth indicates that LREBG-funded professional development and research-supported writing and vocabulary instruction are strengthening instructional practice resulting in accelerated academic growth, particularly for the SED group. Although growth has increased, outcomes are below the target. Continued implementation and monitoring through Metric 11 will determine whether these actions result in increased proficiency over time.

These results show that Actions 1.1 and 1.2, which focus on improving instruction, reviewing data regularly, and providing targeted intervention, are contributing to stronger ELA outcomes, especially for our SED students. Our math-focused professional development is also having a positive impact overall. Action 1.3 has ensured that technology and instructional resources are available to support the implementation of standards-based curriculum and assessment systems. Maintaining 100% access ensures that instructional delivery aligns with state standards and supports equitable access for all students.

Although overall results indicate that Actions 1.1–1.3 are contributing to academic progress, achievement gaps between all students and the SED student group persist, particularly in math, and growth across local and state measures is inconsistent. Adjustments to actions can be found in prompt 4.

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

Refinements were made to Goal 1 actions to address persistent achievement gaps between all students and the SED student group, particularly in Math, increase monitoring of SED student progress, and to strengthen writing instruction.

Action 1.1 was revised to enhance professional development in structured writing instruction, math intervention strategies, flexible grouping, use of assessment data to monitor SED student progress, and implementation of structured writing and math intervention cycles for students performing below standard. Math preadoption was removed since that has been done.

Action 1.2 was refined to implement structured writing intervention blocks, targeted math intervention cycles, scheduled daily intervention time, and ongoing progress monitoring, prioritizing SED students. After-school tutoring was replaced with intervention during the school-day and supplemental curriculum was removed since it was purchased.

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	Certificated Staff/PD	Provide rigorous instruction to all students by recruiting, retaining, and training/supporting skilled certificated staff. Maintain early release Monday professional development for regular data review, intervention planning, and professional learning. The Director of Student Services will plan and deliver professional development and provide onsite coaching. PD topics include: ○ Use of assessment data to monitor SED student performance, adjust intervention groups, and provide targeted instructional support based on identified areas of need. ○ ELA: Framework and standards related to effective expression; structured writing strategies; use of common rubrics; modeling of effective writing practices; and implementation of structured writing intervention blocks ○ Math: Framework and standards; strengthening math intervention strategies, including targeted skill-based instruction, flexible grouping, use of assessment data to identify student needs, and implementation of targeted math intervention cycles for students performing below standard, prioritizing SED students ○ Attend county-provided ELD professional development, as available ○ Continue SCSOS science training for teachers in grades TK–8 LREGB funded action – See Annual Progress	$1,041,694 *($22,575 LREGB Funds)*	No

Action #	Title	Description	Total Funds	Contributing
1.2	Support Academic Achievement	Support the academic achievement of all students, with emphasis on unduplicated students (including Socioeconomically Disadvantaged, English learners, Homeless, and Foster Youth). Components include: ○ A Director of Student Services to oversee assessment and intervention system, work with teachers to analyze data and plan instruction and intervention ○ Use Monday early release days for regular data review (MAP, Edmentum, classroom data); identification of underperforming students and development of intervention groups with progress monitoring; and review of SED student performance. ○ Implement structured writing intervention blocks for students performing below standard, prioritizing SED students, using targeted skill instruction and common writing expectations. ○ Implement targeted math intervention cycles using assessment data to regroup students and provide focused instruction on essential standards, with priority for SED students. ○ Adjust intervention groups regularly based on progress monitoring data to ensure students receive timely support and movement between groups as skills improve. ○ Each grade span (K-2, 3-5, and 6-8) will have a scheduled daily intervention time. At the beginning of each 4-5 week intervention cycle, students will take a pre-assessment for specific standards. Based on results and classroom data, teachers will group students by identified needs and families will receive an “Intervention Placement Communication” form outlining targeted skills. ○ Teachers will provide small-group instruction focused on targeted skills and mastery of essential standards, with eight instructional aides supporting ○ Virtual tutoring with a credentialed teacher through i-Tutoring LREGB funded action – See Annual Progress	$254110 *($5,658 LREGB Funds)*	Yes
1.3	Technology to Support Academic Achievement	○ Illuminate as a data management system to efficiently obtain assessment data for student groups and create reports to view all assessment data holistically ○ A comprehensive assessment system (MAP & FastBridge) ○ Edmentum, a personalized learning program ○ Technology support programs LREGB funded action – See Annual Progress	$59,088 *($35,432 LREGB Funds)*	No

Goal

Goal #	Description	Type of Goal
2	Ensure the school is a safe, engaging, and inclusive environment for students and their families so that all students achieve academic excellence, and families will be actively involved in the educational process.	Broad

State Priorities addressed by this goal.

State Priorities: 1, 3, 5, & 6

An explanation of why the LEA has developed this goal.

Educational partner feedback and a review of the 2025 California School Dashboard and local data indicate a need to maintain progress in parent engagement and communication, while continuing to improve attendance and student behavior outcomes.

Parents praise the open communication, caring atmosphere, and balance between academics and engaging activities and events that focus on community and family. One hundred percent of parents who responded to the 2026 Parent Survey say there is good two-way communication and the school is a friendly, welcoming environment for students, parents, and families. Educational partners attribute this to consistent outreach, school events, and relationship-building efforts. When surveyed in February 2026, 89.8% of students say there is at least one adult on campus that they feel comfortable talking to if they have something bothering them or need help compared to 90.2% in 2025 and 45.4% say bullying is never a problem compared to 50.5% in 2025 indicating a need to continue strengthening school climate and student supports.

Dashboard data reports significant improvement in student behavior and attendance. Our 2025 Dashboard Suspension Rate declined 1.6% for our All student group keeping them in the Low (Green) performance level and declined 5.5% for our SED student group moving them from the Medium (Yellow) performance level to the Very Low (Blue). On the 2023 Dashboard our All and SED student groups were in the Very High (Red) performance level, so we took decisive action to improve student behavior. We are pleased to see that the steps we have taken are continuing to positively impact student behavior.

According to the 2025 Dashboard, our Chronic Absenteeism Rate declined from 7% to 4.4% and is below our Target for Year 3 Outcome of 5%. Our April 2026 local Attendance Rate increased from 94.22% in 2025 to 95.73%. Attendance is improving and we would like it to improve even more.

Although outcomes are positive, the data indicates a continued need to sustain and refine these systems, particularly to address slight declines in student perception data and to maintain strong attendance and behavior outcomes over time. Therefore, we will maintain Goal 2 actions in the 2026/27 LCAP to continue increasing student engagement, strengthening school climate, and supporting positive attendance and behavior.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1C - Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	September 2023 99% Exemplary	November 2024 98.62% Good	November 2025 97.72% Good	September 2026 Exemplary	-1.28% and one level
2	Priority 3A - Percentage of parents who agree that they have opportunities to provide input on school policies and programs Source: Local Parent Survey	February 2024 91.7%	February 2025 91.1%	February 2026 93.8%	February 2027 ≥95%	+2.1 Percentage Points
3	Priority 3B/C- Percentage of parents who attended Trimester 1 Parent/Teacher Conferences Local Parent Survey	November 2023 All: 94.9% SED: 89% EL: 86% SWD: 100%	November 2024 All: 96% SED: 91% EL: 88% SWD: 100%	November 2025 All: 97% SED: 97% EL: 100% SWD: 96%	November 2026 All: 97% SED: 93% EL: 90% SWD: 100%	Percentage Points All: +2.1 SED: +8 EL: +14 SWD: -4
4	Priority 5A - Attendance Rate Source: P2 Attendance Report	April 2024 92.38%	April 2025 94.22%	April 2026 95.73%	April 2027 ≥95%	+3.35 Percentage Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	Priority 5B - Percentage of students who were absent for 10% or more of the total instructional days Source: CA School Dashboard	2023 Dashboard All: 10% White: 10.1% Hispanic: 6.7% SED: 18.9% SWD: 21.2%	2024 Dashboard All: 7% White: 7.3% Hispanic: 5.2% SED: 8.6% SWD: 10.3%	2025 Dashboard All: 4.4% White: 4.3% Hispanic: 4% SED: 8.5% SWD: 9.1%	2026 Dashboard All: 5% White: 6% Hispanic: 5% SED: 10% SWD: 15%	Percentage Points All: -5.6 White: -5.8 Hispanic: -2.7 SED: -10.4 SWD: -12.1
6	Priority 5C - Middle School Dropout rate Source: Local SIS	April 2024 0%	April 2025 0%	April 2026 0%	April 2027 0%	No Difference
7	Priority 6A - Percentage of students suspended 1 or more times during the school year Source: CA School Dashboard	2023 Dashboard All: 4% White: 5% Hispanic: 3.3% SED: 9.2% SWD: 2.9%	2024 Dashboard All: 2.6% White: 3.6% Hispanic: 1.7% SED: 5.5% SWD: 3.3%	2025 Dashboard All: 1.1% White: 1.7% Hispanic: 0% SED: 0% SWD: 5.9%	2026 Dashboard All: 2% White: 3% Hispanic: 1% SED: 2% SWD: 2%	Percentage Points All: -2.9 White: -3.2 Hispanic: -3.3 SED: -9.2 SWD: +3
8	Priority 6B - Percentage of students expelled at any time during the school year Source: Student Information System	April 2024 0%	April 2025 0%	April 2026 0%	April 2027 0%	No Difference
9	Priority 6C - Percent of parents, students, and staff who feel the school is safe. Source: Local Survey	February 2024 Students: 96.5% Parents: 100% Staff: 100%	February 2025 Students: 99% Parents: 94.1% Staff: 100%	February 2026 Students: 99% Parents: 100% Staff: 85.7%	February 2027 Students: 98% Parents: 100% Staff: 100%	Percentage Points Students: +2.5 Parents: 0 Staff: -14.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	Priority 6C - Percentage of parents, students, and staff who feel a sense of connectedness to the school. Source: Local Survey	February 2024 Students: 85% Parents: 91.7% Staff: 96.7%	February 2025 Students: 90.2% Parents: 100% Staff: 100%	February 2026 Students: 100% Parents: 100% Staff: 89.3%	February 2027 Students: 90% Parents: 95% Staff: 98%	Percentage Points Students: +15 Parents: +8.3 Staff: -7.4%
11	Priority 6C – Percentage of parents who say there is good two-way communication between home and school. Source: Local Survey	February 2024 88.9%	February 2025 100%	February 2026 100%	February 2027 ≥95%	+11.1 Percentage Points

Insert or delete rows, as necessary.

Goal Analysis for 2025/26

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

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

Overall, Actions 2.1 Parent Engagement and Communication; 2.2 Student Behavior; and 2.3 Attendance were implemented as planned during Year 2 of this three-year LCAP cycle. The focus remained on strengthening family engagement, promoting positive school culture, and improving attendance through consistent systems and proactive monitoring.

We continued hosting engagement events including Back to School Night, Parent-Teacher Conferences, the Pumpkin Carving/Decorating Contest, and the Winter Program. Communication systems remained consistent through Facebook, Bright Arrow, Alma, newsletters, text messages, emails, and our website. Teachers and staff implemented the positive postcard initiative, sending postcards to students. (Action 2.1)

Our House system and PBIS structures strengthen student connectedness and reduced behavior concerns. House Challenges were led during Fun Friday and ROAR Assembly events, with students and staff participating in specific challenges and school-wide events allowing all students to participate. ROAR behaviors and Paw Pride Tickets continued, with weekly recognition and one school-wide prize level achieved. We periodically reviewed the behavior matrix, provided supervision training to support staff, monitored discipline data with a focus on SED students, notified families when interdistrict expectations were not met, and funded a part-time school counselor. These systems were implemented as described and provided structured support for behavior improvement. (Action 2.2)

Attendance efforts continued as planned. The “Miss a Day, Miss a Lot” campaign remained in place with random incentives. Two Saturday School sessions were offered, and students not meeting attendance expectations were notified and placed on probation when appropriate. (Action 2.3)

There were no substantive differences between planned actions and actual implementation. A continuing challenge is ensuring that increased engagement and positive behavior systems translate into measurable improvements in discipline and attendance outcomes, particularly for SED students. Ongoing monitoring of data will guide refinement in Year 3. Overall, Goal 2 actions were implemented with consistency and fidelity. The engagement, behavior, and attendance systems in place provide a stable foundation for continued improvement.

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

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 2. We spent about 96% of what we budgeted for actions and services.

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

Actions 2.1 Parent Engagement and Communication; 2.2 Student Behavior; and 2.3 Attendance encompassed our efforts to strengthen family engagement, improve student behavior, and increase attendance and have largely proven to be effective in moving us toward Goal 2 and our Target for Year 3 Outcomes during Year 2 of this three-year LCAP cycle, as demonstrated by progress across multiple state and local metrics.

At Marcum-Illinois, we continue to prioritize strong communication systems and meaningful engagement opportunities for families as the foundation of a positive school culture. The percentage of parents who report having opportunities to provide input remained high at 93.8% and have consistently gone up each year (Metric 2). Attendance at Trimester 1 Parent-Teacher Conferences increased for most student groups from baseline to Year 2: All students increased from 94.9% to 97%; SED students from 89% to 97%; EL students from 86% to 100%; and the only decline is for Students with Disabilities who went from 100% to 96% (Metric 3). In addition, 100% of parents reported good two-way communication between home and school in 2025, an increase from 88.9% at baseline (Metric 11). These results indicate that our communication systems, outreach efforts, and engagement activities are strengthening school-home partnerships.

Attendance data demonstrates that these actions are contributing to improved student engagement. The overall attendance rate increased from 92.38% at baseline to 95.73% in Year 2 (Metric 4). Chronic absenteeism decreased significantly across student groups from the 2023 Dashboard to the 2025 Dashboard: All students decreased from 10% to 4.4%; White from 10.1% to 4.3%; Hispanic from 6.7% to 4%; SED from 18.9% to 8.5%; and SWD from 21.2% to 9.1% (Metric 5). These reductions reflect substantial improvement, particularly for SED and SWD students. Middle school dropout rates and expulsions remained at 0%, indicating continued stability in student engagement (Metrics 6 and 8).

Student behavior outcomes also show strong progress. Suspension rates decreased significantly from the 2023 Dashboard to the 2025 Dashboard. Overall suspensions decreased from 4% to 1.1%; White suspensions decreased from 5% to 1.7%; SED suspensions decreased from 9.2% to 0%; and Hispanic suspensions decreased from 3.3% to 0% (Metric 7). While suspensions for students with disabilities increased 3% to 5.9%, this subgroup remains an area for continued monitoring and targeted support.

School climate indicators further support the effectiveness of these actions. In Year 2, 99% of students reported feeling safe at school compared to baseline (96.5%), and student connectedness increased from 85% at baseline to 100% in Year 2 (Metrics 9 and 10). Parent and staff perceptions of safety and connectedness also remained high, reflecting the positive impact of our House system, PBIS implementation, and structured engagement activities.

These results show that Actions 2.1, 2.2, and 2.3, which focus on strengthening communication, promoting positive school culture, and improving attendance systems, are contributing to reduced chronic absenteeism, decreased suspension rates, and increased student connectedness. While most indicators show improvement, cont

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 2.2 was refined to include monitoring of student behavior data, with a specific focus on Students with Disabilities, as this subgroup showed an increase in suspension rates.

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	Parent Engagement and Communication	○ Continue to promote parent involvement through parent information opportunities such as: Back to School Night; Parent Teacher Conferences; Popcorn with the Principals ○ Communication systems using: Bright Arrow; Alma ○ Teachers will continue to send at least one postcard for positive reinforcement to each child per year. ○ Maintain social media to engage families (videos, pictures, and live streams of school events) Engaging school events include: Pumpkin Carving/Decorating Contest; Assemblies; Movie Nights; Winter Program; Open House	$8,458	No
2.2	Student Behavior	Students who are engaged and connected to the school community have fewer discipline issues. At Marcum we have *Houses* that connect students across grade levels and give everyone at the school a sense of belonging. We regularly offer whole school events designed to bring students together as teams with a little friendly competition. The following actions to address the need to improve student behavior will be continued: ○ Director of Student Services will continue to examine suspension data from the previous three years for SED students to gather data on trends and root causes. Data will be used when developing strategies to decrease suspension rates for SED students ○ Director of Student Services will continue to monitor the patterns and trends of discipline for all students but especially for our SED and SWD student groups and develop and implement strategies to decrease behavior incidents ○ Notify students and families who are not meeting the terms of interdistrict contracts (place on probation when appropriate) ○ Fund a part-time school counselor and refer to school counselor as needed ○ Training for support staff (student supervision) and Improve supervision efficiency ○ Review behavior matrix with staff and students at the beginning of the school year and periodically throughout the year	$24,446	No

Action #	Title	Description	Total Funds	Contributing
2.3	Attendance	Reducing absences and improving student attendance are crucial for student success. Actions that will be maintained include: ○ Attendance campaign, “Miss a Day, Miss a Lot” with random attendance incentives ○ Saturday School ○ Notify students and families who are not meeting the terms of interdistrict contracts regarding attendance (place on probation when appropriate)	$2,491	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$139,545	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.36%	0%	$0.00	6.36%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 1.2 Support Academic Achievement	The 2025 Dashboard shows continued improvement for all students, but persistent gaps for the SED student group. In ELA, all students scored 15.1 points above standard while SED students scored 35.4 points below standard. In Math, all students scored 6.9 points above standard, but SED students declined to 49.1 points below standard, widening the gap. (Metric 5) The 2025 CAASPP results show similar trends. In ELA, 64.54% of all students met or exceeded standard compared to 50% of SED students. In Math, 61.82% of all students met or exceeded standard compared to 41.67% of SED students. (Metric 6) Winter 2026 MAP results also show gaps, with 47% of all students and 28.8% of SED students scoring at or above the 61st percentile in Reading, and 50% of all students compared to 28.8% of SED students in Math. (Metric 11) Educational partner input from parents and teachers identified the continued need for targeted intervention and structured use of assessment data. These data demonstrate a need for additional small-group instruction, structured intervention cycles, and ongoing progress monitoring for unduplicated students.	Although overall academic performance has improved, achievement gaps between All students and the SED student group persist in ELA and Math. We will continue Action 1.2 with refinements including structured writing intervention, targeted math intervention cycles, and ongoing progress monitoring. The Director of Student Services and teachers will use assessment data during Monday collaboration time to identify underperforming students and plan intervention. Each grade span will have a scheduled daily intervention block where students performing below standard, prioritizing SED students, receive small-group instruction in writing and math. Students will participate in short math intervention cycles using pre-assessments, flexible grouping, and progress monitoring. Instructional aides will support intervention groups and targeted skill development. This action is provided on an LEA-wide basis so all students performing below standard can access support; however, unduplicated students will be prioritized for placement and intensity of intervention. This increases and improves services because unduplicated students receive additional small-group instruction, targeted intervention, and more frequent progress monitoring aligned to identified skill gaps.	Metric 5: CAASPP Distance from Standard (SED vs All) Metric 6: CAASPP Percentage Met/Exceeded Metric 10: Percentage of students receiving intervention Metric 11: Winter MAP percentile (SED and All students)

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A			

Insert or delete rows, as necessary.

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

N/A

Additional Concentration Grant Funding

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

Marcum-Illinois Union Elementary School District does not receive concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026/27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026/27	$ 2,194,014	$ 139,545	6.360%	0.000%	6.360%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,293,901	$ 58,007	$ -	$ 38,379	$ 1,390,287.00	$ 1,283,080	$ 107,207

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	Certificated Staff/PD	All	No	LEA-wide		All	Ongoing	$ 1,035,694	$ 6,000	$ 1,018,395	$ 22,575	$ -	$ 724	$ 1,041,694	0.000%
1	1.2	Support Academic Achievement	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 246,395	$ 7,715	$ 237,611	$ 5,658	$ -	$ 10,841	$ 254,110	0.000%
1	1.3	Technology to Support Academic Achievement	All	No	LEA-wide		All	Ongoing	$ -	$ 59,088	$ 2,500	$ 29,774	$ -	$ 26,814	$ 59,088	0.000%
2	2.1	Parent Engagement and Communication	All	No	LEA-wide		All	Ongoing	$ -	$ 8,458	$ 8,458	$ -	$ -	$ -	$ 8,458	0.000%
2	2.2	Student Behavior	All	No	LEA-wide		All	Ongoing	$ -	$ 24,446	$ 24,446	$ -	$ -	$ -	$ 24,446	0.000%
2	2.3	Attendance	All	No	LEA-wide		All	Ongoing	$ 991	$ 1,500	$ 2,491	$ -	$ -	$ -	$ 2,491	0.000%

2026/27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,194,014	$ 139,545	6.360%	0.000%	6.360%	$ 237,611	0.000%	10.830%	**Total:**	$ 237,611
								LEA-wide Total:	$ 237,611
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Support Academic Achievement	Yes	LEA-wide	English Learners and Low-Income	All	$ 237,611	0.000%

2025/26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,310,731.00	$ 1,296,087.00

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	Certificated Staff/PD	No	$ 1,016,974	$ 1,012,615
1	1.2	Support Academic Achievement	Yes	$ 229,425	$ 215,072
1	1.3	Technology to Support Academic Achievement	No	$ 29,143	$ 34,577
2	2.1	Parent Engagement and Communication	No	$ 9,410	$ 12,333
2	2.2	Student Behavior	No	$ 21,419	$ 18,637
2	2.3	Attendance	No	$ 4,360	$ 2,853

2025/26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 138,818	$ 210,108	$ 185,432	$ 24,676	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	1.2	Support Academic Achievement	Yes	$ 210,108	$ 185,432.00	0.000%	0.000%

2025/26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,153,941	$ 138,818	0.000%	6.445%	$ 185,432	0.000%	8.609%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

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).