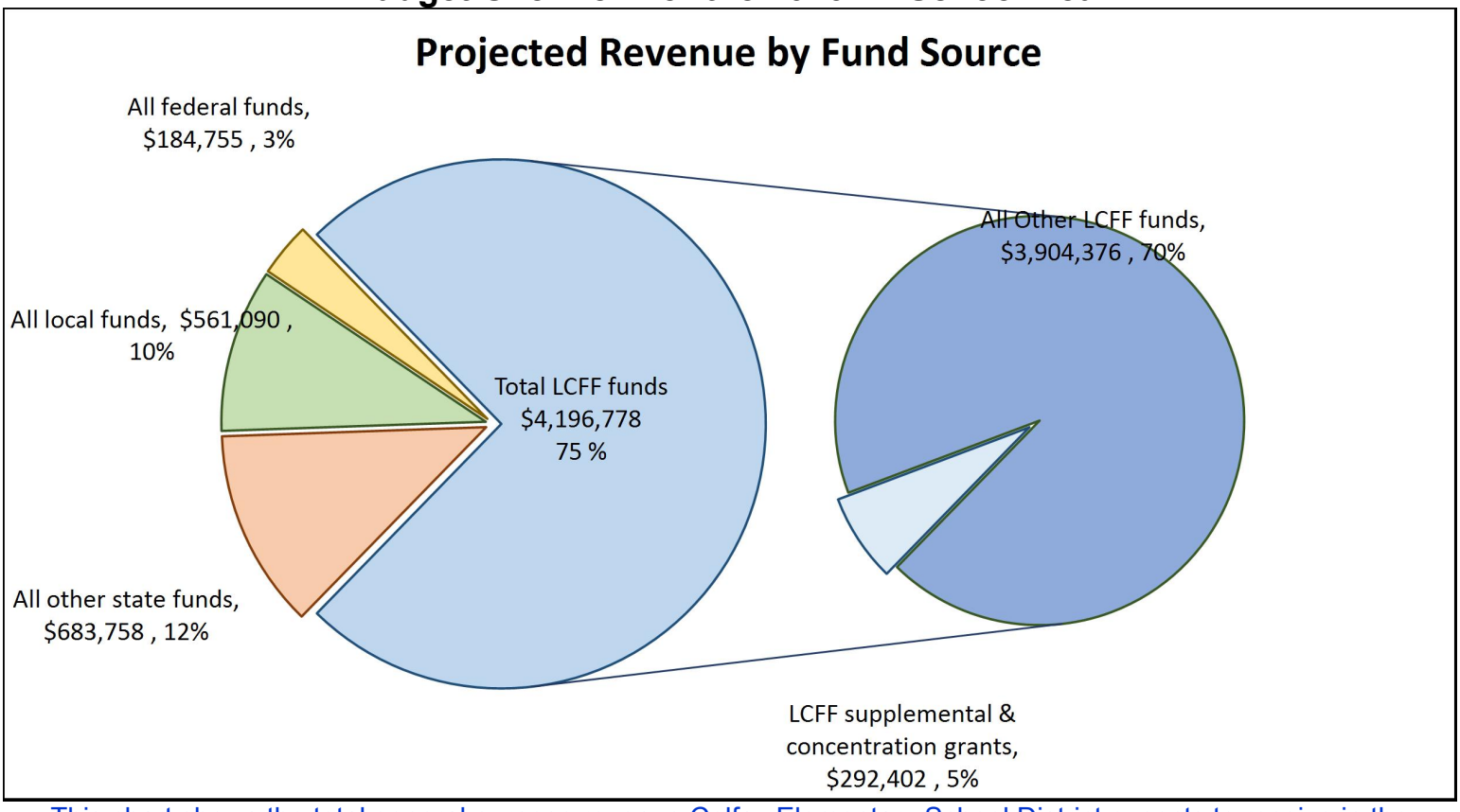
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Colfax Elementary School District
CDS Code: 31 66795 0000000
School Year: 2026-27
LEA contact information:
Andrew Giannini, Ed.D
Superintendent
agiannini@colfax.k12.ca.us
(530) 346-2202

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

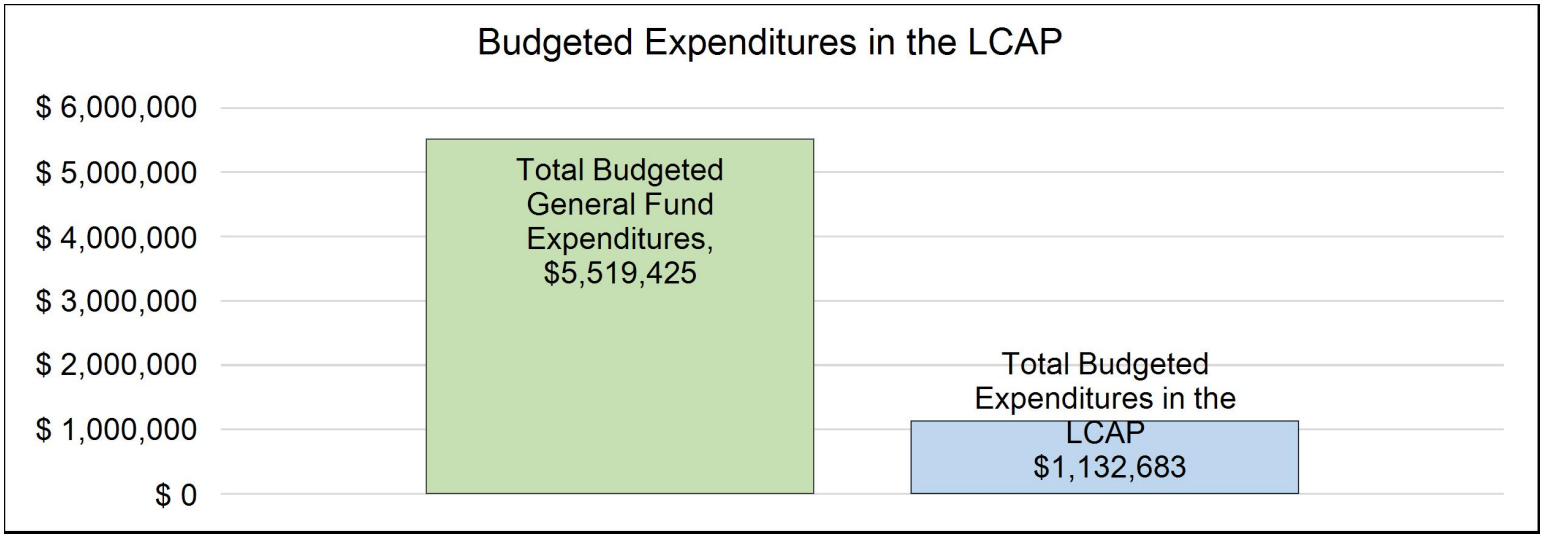


This chart shows the total general purpose revenue Colfax Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Colfax Elementary School District is $5,626,381, of which $4,196,778.00 is Local Control Funding Formula (LCFF), $683,758.00 is other state funds, $561,090.00 is local funds, and $184,755.00 is federal funds. Of the $4,196,778.00 in LCFF Funds, $292,402.00 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 Colfax 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: Colfax Elementary School District plans to spend $5,519,425.00 for the 2026-27 school year. Of that amount, $1,132,683.00 is tied to actions/services in the LCAP and $4,386,742.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

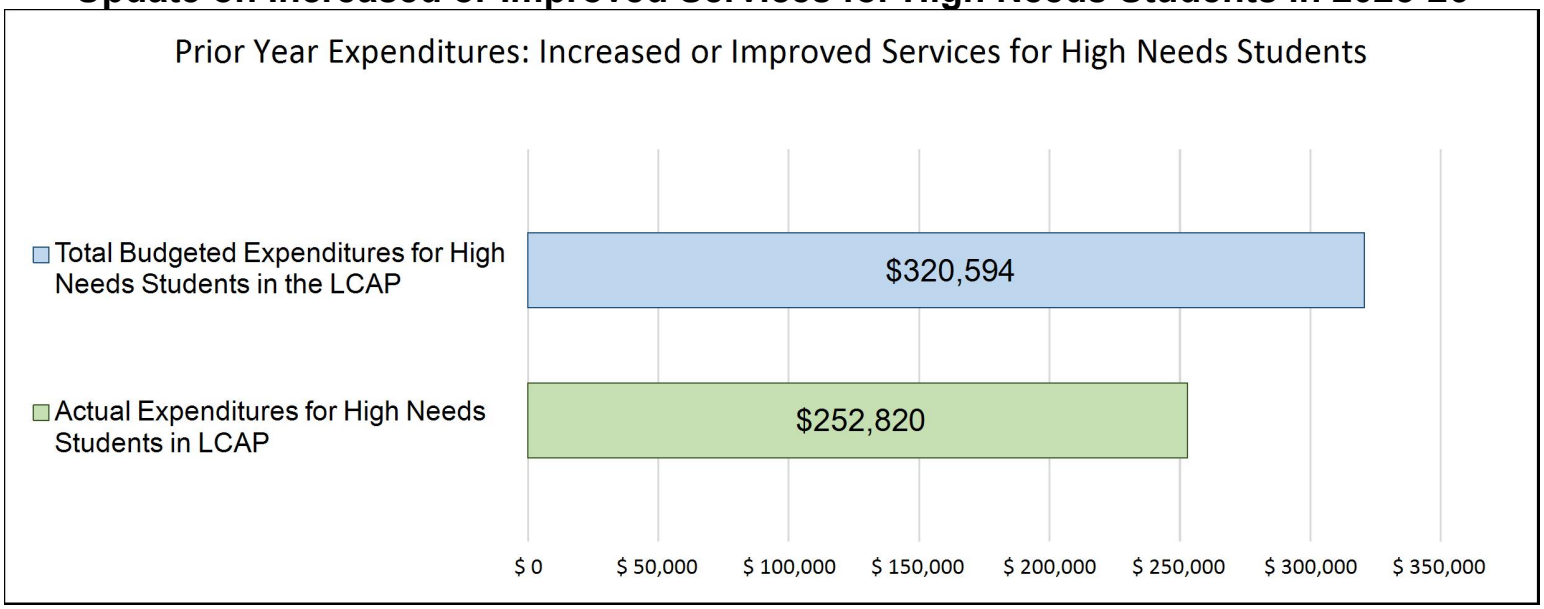
The General Fund Budgeted Expenditures not included in the LCAP consist of the costs associated with providing the core program including, but not limited to, the salaries and benefits of certificated, classified, and administrative staff and costs of materials and services to support our educational programs.

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

In 2026-27, Colfax Elementary School District is projecting it will receive $292,402.00 based on the enrollment of Foster Youth, English learner, and low-income students. Colfax Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Colfax Elementary School District plans to spend $350,621.00 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 Colfax 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 Colfax 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, Colfax Elementary School District's LCAP budgeted $320,594.00 for planned actions to increase or improve services for high needs students. Colfax Elementary School District actually spent $252,820.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $67,774 had the following impact on Colfax Elementary School District's ability to increase or improve services for high needs students:

No summer school occurred in 2025-26, outside of the ELO and the ESY programs. Additionally, costs initially budgeted for the student welcome and onboarding program are deferred to 2026-27.

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
Colfax Elementary School District	Andrew Giannini, Ed.D Superintendent	agiannini@colfax.k12.ca.us (530) 346-2202

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.

Located just five minutes off Interstate 80 along the Bear River in the Sierra Nevada foothills beneath the Tahoe National Forest, Colfax Elementary School District (CESD) offers a picturesque setting for learning. Our campus, nestled among pine trees, features cedar siding and green rooftops, reflecting a commitment to environmental stewardship. Serving students in grades TK-8, with approximately 345 students enrolled, our one-school campus provides an intimate educational environment where everyone knows each other's names.

At CESD, we pride ourselves on being small enough to foster a sense of community, yet large enough to offer outstanding educational and enrichment opportunities. Our curriculum emphasizes 21st-century learning skills, focusing on problem-solving, collaboration, critical thinking, and global awareness. From raising trout in collaboration with local fisheries to utilizing 3D printers for engineering projects, our hands-on approach engages students at every level. Middle school students also benefit from a block schedule, and many students participate in enrichment activities such as graphic design, culinary arts, leadership, art, and Advancement Through Individual Determination (AVID).

Additionally, at CESD, we prioritize personalized support for every student through our Intervention Block program. Designed to address individual learning needs, students in all grades receive targeted reteaching in small groups for reading and mathematics. This program ensures that each student receives the necessary support to master essential skills, fostering academic growth and confidence. Whether through push-in or pull-out support, our dedicated educators work tirelessly to ensure that every student has the opportunity to succeed.

Furthermore, our commitment to inclusive education extends to our full-inclusion preschool, Transitional Kindergarten (TK), and kindergarten through 3rd grade classrooms. These early childhood programs provide a nurturing environment where children of all abilities learn and grow together. With a focus on play-based learning and individualized support in our preschool and TK, our experienced educators lay the foundation for academic success and social-emotional development. Through differentiated instruction and a focus on early intervention, we ensure that every child receives the support they need to thrive from the very beginning of their educational journey.

Moreover, at CESD, our Wellness Center plays a vital role in promoting students' mental health and well-being. Staffed with dedicated professionals, including a full-time Social Worker and Family and Youth Community Liaison, the Wellness Center offers individual and group support to students. Beyond addressing mental health concerns, the center serves as a hub for building friendships and developing essential social skills. Through group activities, counseling sessions, and peer support initiatives, students learn to navigate challenges, form meaningful connections, and cultivate resilience. By fostering a supportive community within our school, the Wellness Center empowers students to thrive academically, emotionally, and socially.

Our facilities boast state-of-the-art technology, including Promethean boards and 1:1 Chromebooks, enhancing digital instruction. Students also participate in athletic programs like cross country, track and field, volleyball, and basketball, fostering teamwork and physical fitness.

Community involvement is at the heart of CESD's mission. We collaborate with local organizations like the Colfax Lions Club, American Legion, and Colfax Garden Club Docents to enrich our students' educational experience. Recently, partnerships with Auburn Tutoring have expanded our academic support for students primarily in the content area of mathematics.

Aligned with our vision for student success, CESD is dedicated to achieving specific goals that shape our educational environment. First and foremost, we aim to equip students with the skills necessary to thrive in an ever-changing world. This includes fostering adaptability, resilience, and ensuring measurable growth for every student. Additionally, we recognize the critical role of our educators in realizing this vision. Therefore, we are committed to recruiting, training, and retaining high-quality staff who embody our values of trust, innovation, and collaboration. Furthermore, we prioritize the maintenance and development of state-of-the-art facilities through a comprehensive facilities master plan, ensuring that our learning environments meet the evolving needs of both students and staff. Fiscal responsibility is another cornerstone of our mission, as we strive to maximize funds to deliver a comprehensive, safe, and enriching education for all. Finally, we endeavor to cultivate a culture of trust and collaboration, valuing the voices of our district and fostering meaningful connections with our community, neighbors, and partners. Through these goals, CESD remains steadfast in its commitment to providing an exceptional educational experience that empowers every student to succeed.

In essence, at Colfax Elementary School District, we are more than just a school; we are a close-knit community committed to nurturing future leaders. Through collaborative efforts between families, staff, and the broader community, we empower students to excel academically, socially, and personally, preparing them for success in our ever-changing world.

Our Local Control Accountability Plan (LCAP) goals for the next two years include:

Goal #1: All students at Colfax Elementary will benefit from rigorous learning conditions and a broad course of study that develop individual skills to be adaptive to change and resilient to challenges by meeting proficiency in ELA and Mathematics as measured by local and state assessments while narrowing performance gaps between all student groups.

Goal #2: All students in Colfax Elementary School District will grow in social and emotional health by benefiting from relationships that value the voice of each student in a safe, inclusive, positive, and engaging learning environment created through a collaboration and connection between school staff, parents, and community members built upon trust.

Reflections: Annual Performance

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

In 2025, Colfax Elementary School District (CESD) demonstrated significant growth in English Language Arts (ELA) achievement. According to the California School Dashboard, the District increased its ELA performance by 35 points, while 30.26% of students met or exceeded grade-level standards on the California Assessment of Student Performance and Progress (CAASPP), representing a 6.03 percentage point increase from the previous year. Notably, student groups that have historically experienced achievement gaps demonstrated substantial gains, with students experiencing economic disadvantage increasing by 35.7 points and students with disabilities increasing by 22.6 points on Dashboard measures.

Local assessment data further supports these positive outcomes. As of May 2026, 50% of students in grades K–8 were performing at or above grade level in ELA as measured by the i-Ready Diagnostic Assessment, representing a 14 percentage point increase compared to the previous school year.

These improvements can be attributed to several intentional enhancements to the District's instructional program. During the 2025–2026 school year, teachers implemented a comprehensive system of targeted literacy support designed to accelerate student learning. Students in grades 3–8 participated in at least three cycles of Focused Interim Assessment Blocks (FIABs), providing teachers with timely data to identify learning gaps and adjust instruction. Teachers in grades K–3 implemented University of Florida Literacy Institute (UFLI) small-group instruction to strengthen foundational literacy skills, including phonemic awareness, phonics, and decoding.

In addition, the District continued to strengthen its Multi-Tiered System of Supports (MTSS) by providing targeted interventions through a dedicated Intervention Block at every grade level. A reading specialist and two intervention paraprofessionals worked with students in grades TK–8 on a weekly basis to provide supplemental reading support. Intervention programs, including SIPPS, Sonday System, Signs for Sounds, Words Their Way, and Wonders intervention materials, were utilized to develop phonemic awareness, decoding skills, reading fluency, and comprehension. Primary-grade students also received after-school tutoring focused on foundational literacy skills, while expanded learning opportunities provided additional academic support and homework assistance. Professional development in classroom management and student engagement further enhanced instructional effectiveness and increased opportunities for rigorous classroom learning.

Mathematics achievement also showed positive growth during 2025. According to the California School Dashboard, CESD increased its mathematics performance by 16.1 points. Additionally, 28.95% of students met or exceeded standards on the CAASPP Mathematics assessment, representing a 4.72 percentage point increase from the previous year. Student groups demonstrated measurable growth, with students experiencing economic disadvantage increasing by 15.6 points and students with disabilities increasing by 6.6 points.

Local assessment data indicates continued progress in mathematics achievement. As of May 2026, 35% of students in grades K–8 were performing at or above grade level in mathematics as measured by the i-Ready Diagnostic Assessment.

Several instructional initiatives contributed to these gains. Upper elementary and middle school students participated in after-school tutoring programs focused on reteaching priority mathematics standards and addressing unfinished learning. Middle school students engaged in structured spiral review activities during the second and third trimesters to reinforce previously taught concepts and improve retention of essential skills. Teachers also provided explicit instruction in solving multi-step mathematical problems and emphasized mathematical reasoning strategies. To increase student ownership of learning, all students in grades 3–8 participated in goal-setting conferences with teachers and school staff during the second and third trimesters, reviewing individual performance data and establishing academic goals in both ELA and mathematics.

Preliminary 2026 assessment results indicate continued academic progress across the District. Early data suggests that all grade levels demonstrated growth in ELA achievement, while three grade levels showed increases in mathematics performance. These trends provide evidence that the District's instructional strategies are producing positive outcomes for students. Specifically, the Intervention Block model has demonstrated effectiveness in addressing learning gaps in both reading and mathematics. The use of Focused Interim Assessment Blocks has enabled teachers to make data-informed instructional decisions, while professional development in classroom management and student engagement has strengthened classroom instruction and increased academic rigor. Student goal-setting conferences have also emerged as a valuable strategy for increasing student engagement, accountability, and ownership of academic progress.

For the third consecutive year, CESD utilized the Kelvin Pulse Survey to gather feedback from students, staff, and families regarding school climate, student engagement, and program effectiveness. Survey results continue to provide valuable information that informs continuous improvement efforts and supports responsive decision-making.

In 2025–2026, 39% of families reported that the District provided quality programs that met their child's talents, gifts, or special needs, representing a two-percentage-point decline from the previous year. In response to this feedback, CESD will expand enrichment opportunities during the 2026–2027 school year. The new middle school schedule will continue to include a daily 45-minute Enrichment Wheel, providing students opportunities to participate in leadership development, public speaking, home economics, and other exploratory learning experiences. The District will also re-establish after-school clubs, partner with an outside agency to provide music instruction, and implement monthly STEAM learning days designed to engage students in hands-on, project-based learning experiences.

Student voice and engagement remain important priorities for the District. In May 2026, 60% of students reported that the school cares about what they think. While this represents a five-percentage-point decrease from the previous year, it reflects a six-percentage-point increase compared to the two-year trend. To further strengthen student connectedness and leadership opportunities, upper elementary and middle school students will participate in Advancement Via Individual Determination (AVID) during the 2026–2027 school year. In addition, the Student Council will continue leading monthly school assemblies and participating in the Big Buddy program to foster positive relationships between older and younger students.

Student social-emotional development also remains a focus area. In May 2026, 77% of students reported having the skills necessary to manage difficult people and challenging situations, maintaining the same positive level reported during the previous school year. Behavioral

data indicates continued improvement in school climate, with 62.2% of students receiving zero or one discipline referral during the 2025–2026 school year, representing a modest increase of 0.6 percentage points from the prior year.

In response to the 2023 California School Dashboard identifying Students with Disabilities and Homeless students in the Red performance level for suspension rates, Colfax Elementary School District partnered with the Placer County Office of Education to conduct a comprehensive analysis of discipline practices and identify a districtwide problem of practice. This work resulted in the development of a shared philosophy and core statement regarding the purpose of student discipline, expanded implementation of alternatives to suspension, and increased proactive behavioral supports. The District is strengthening staff capacity through ongoing coaching and the implementation of behavior support plans, behavior contracts, and behavioral specialist services to provide early interventions that promote positive student behavior while reducing exclusionary discipline practices for all students.

To support positive student behavior and reduce exclusionary disciplinary practices, the District continued implementation of its Integrated Positive Behavioral Interventions and Supports (I-PBIS) framework. For the second consecutive year, the I-PBIS team utilized a Request for Assistance process, enabling teachers to access timely support for students experiencing academic or behavioral challenges. Overall I-PBIS implementation increased by 21%, and the District continued to successfully operate its Check In/Check Out (CICO) mentorship program, providing students with a Tier II intervention that promotes positive behavior, increased adult connection, and accountability while reducing the need for suspension. Based on student and family feedback collected through the Kelvin Pulse Survey, CESD will continue implementation of the Safe School Ambassadors program during the 2026–2027 school year to further strengthen school climate, student leadership, and peer support systems.

In response to the increased suspension rates identified on the California Dashboard, Colfax Elementary School District conducted a comprehensive review of student discipline data, policies, procedures, and intervention practices during the 2025–2026 school year. This analysis focused on student groups demonstrating significant increases in suspension rates, including Hispanic students (+7.0%), Homeless students (+7.8%), Socioeconomically Disadvantaged students (+11.0%), Students with Disabilities (+12.1%), and White students (+5.7%).

As a result of this review, the District will implement several targeted improvements during the 2026–2027 school year to reduce exclusionary discipline practices and improve student outcomes. A primary focus will be increasing the use of alternative means of correction prior to suspension, including restorative practices, problem-solving conferences, behavioral skill-building, social-emotional supports, conflict resolution strategies, and other interventions designed to address the root causes of student behavior while maintaining a safe and supportive learning environment.

To establish greater consistency across the school, the District will develop and implement a staff statement on the purpose of student discipline. This statement will emphasize that discipline is intended to teach, support, and restore rather than simply punish. In conjunction with this work, staff will receive clearer guidance regarding the continuum of intervention options available before suspension is considered, ensuring that alternative means of correction are consistently understood and utilized across classrooms and programs.

The District will also provide professional development for all certificated and classified staff in trauma-informed practices and instruction. This training will strengthen staff understanding of the impact of adverse childhood experiences, poverty, housing instability, and disability-related challenges on student behavior and engagement. Staff will be equipped with strategies to build positive relationships, de-escalate behaviors, and create supportive classroom environments that promote student success.

Additionally, Colfax Elementary will strengthen its Multi-Tiered System of Supports (MTSS) processes by improving the identification, monitoring, and follow-up of students experiencing behavioral or social-emotional challenges. Student Success Team (SST) processes will be enhanced to include more frequent follow-up meetings, progress monitoring, and collaboration with families. The District will also increase consideration of Section 504 evaluations and supports when appropriate to ensure students receive necessary accommodations and interventions before behaviors escalate to disciplinary action.

Through these actions, Colfax Elementary School District is committed to reducing suspension rates, improving equity in discipline practices, and ensuring all students have access to the behavioral, social-emotional, and academic supports necessary to thrive in school.

In response to the increase in chronic absenteeism among students with disabilities, Colfax Elementary School District conducted a review of attendance data, student records, and support systems to better understand the factors contributing to missed instructional time. The District recognizes that students receiving special education services may face unique challenges related to health needs, anxiety, transportation, social-emotional concerns, and academic difficulties that can impact consistent school attendance.

During the 2026–2027 school year, the District will strengthen its attendance intervention processes to ensure that students with disabilities receive timely and coordinated support. Attendance data will be monitored regularly by school staff, and students demonstrating patterns of absenteeism will be identified early for intervention. The District will increase collaboration among special education staff, general education teachers, administrators, and families to develop individualized strategies that address barriers to attendance and support student engagement. The District does not have any unexpended Learning Recovery Emergency Block Grant funds.

Student Success Team (SST) meetings will be utilized more proactively and will include follow-up meetings to monitor progress and evaluate the effectiveness of interventions. When appropriate, Individualized Education Program (IEP) teams will review attendance concerns and consider whether additional supports, accommodations, services, or behavioral interventions may be necessary to improve school participation. The District will also increase family outreach efforts to strengthen home-school partnerships and ensure families are connected with available resources and supports.

In addition, staff will receive professional development in trauma-informed practices and student engagement strategies to better support students whose disabilities, social-emotional needs, or life circumstances may contribute to attendance challenges. Through these efforts, Colfax Elementary School District is committed to improving attendance rates for students with disabilities, increasing access to instruction and support services, and ensuring that all students have the opportunity to fully participate in their educational program.

Reflections: Technical Assistance

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

Colfax Elementary School District is actively engaged in Differentiated Assistance focused on reducing suspension rates for students with disabilities. In partnership with the Placer County Office of Education (PCOE), the District completed a deep analysis of suspension data to identify patterns, contributing factors, and systemic needs impacting student outcomes.

Through this collaborative process, the District identified a clear problem of practice: the need to build a shared, school-wide language and understanding of the purpose of student discipline. This work is intended to shift practice toward a more consistent, instructional, and supportive approach to behavior, ensuring that discipline is understood as an opportunity to teach and reinforce expected behaviors rather than solely a response to infractions.

A key component of this work is the intentional expansion and consistent use of alternative means of correction prior to suspension. Staff will be supported in identifying, implementing, and documenting interventions such as restorative practices, behavior supports, structured problem-solving, and skill-building strategies to address student needs early and effectively.

In addition, the District is strengthening follow-up processes connected to Student Success Teams (SSTs), Individualized Education Programs (IEPs), and Section 504 plans. These improvements will ensure that interventions are not only developed but also monitored for effectiveness over time, with adjustments made as needed to better support student progress and reduce the likelihood of repeated behavioral incidents.

To further enhance capacity, the District is exploring the addition of a Registered Behavior Technician (RBT) to support staff in the development and implementation of behavior contracts and individualized behavior plans. This role would provide direct expertise in behavior intervention strategies and strengthen the District's ability to implement consistent, data-driven supports for students with disabilities.

Through these coordinated efforts, Colfax Elementary School District is committed to reducing suspension rates, improving equity in discipline practices, and ensuring that students with disabilities receive the targeted behavioral and instructional supports necessary for success.

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.

The Colfax Elementary School District did not qualify 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.

The Colfax Elementary School District did not qualify for CSI.

Monitoring and Evaluating Effectiveness

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

The Colfax Elementary School District did not qualify for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents provided input on the LCAP through participation in our Kelvin Pulse survey for Families on January 30, 2026. Parents and families were also given a LCAP aligned survey from March 23, 2026 through April 3, 2026. Parents also participated in the development of the LCAP through participation in our District and Community Leadership Team on February 4, 2026, and at a Superintendent's Breakfast on April 24, 2026. The District Superintendent attended the meeting and addressed all questions in person. Based upon feedback, changes were made to Actions .
Teachers and other school staff	Both the classified (CSEA) and certificated unions (ACE) met regularly with the Superintendent during 2025-2026 school year to provide input on LCAP-related actions and services, with teachers and other school staff participating on the District and Community Leadership Team (DCLT). Teachers and other school staff provided input on proposed LCAP goals at the staff meeting on April 20, 2026. At the staff meeting, the Superintendent shared progress toward LCAP goals and received feedback from the teachers and other school staff for the new LCAP cycle. The Superintendent also met with teacher representatives of the Instructional Leadership Team on April 21, 2026. Based upon feedback changes were made to Actions.
Principal and Program Specialist	The school Principal and Program Specialist provided feedback based upon a review of the proposed goals and actions at an Executive Team meeting with the Superintendent on May 4, 2026. Based upon this meeting, Action .

Educational Partner(s)	Process for Engagement
SELPA	Colfax Elementary collaborated with SELPA and PCOE representatives throughout the year, focusing on the creation of Differentiated Assistance actions, professional development needs, and LCAP goals. The new LCAP goals and actions were reviewed by a member of the Placer County SELPA on May 1, 2026. Feedback was received for the new LCAP cycle. Based upon this feedback, changes were made to Action .
Students	Student input was gathered through the Kelvin Pulse survey in October 2025 and in January 2026, with comparative results reviewed at staff and board meetings. The Superintendent met with students on April 21, 2026, to review the LCAP goals and actions. Students provided feedback and changes were made to Action

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

As an essential component of the district's governance and continuous improvement process, the Colfax Elementary School District (CESD) engaged a broad range of educational partners in the development, review, refinement, and adoption of the 2026–2027 Local Control and Accountability Plan (LCAP). Throughout the 2025–2026 school year, the CESD Board of Trustees actively participated in the LCAP development process by reviewing student outcome data, monitoring progress toward LCAP goals, receiving updates on implementation efforts, and providing feedback regarding priorities for the upcoming school year. In addition to the Board of Trustees, educational partners involved in the process included students, certificated and classified staff, site and district administrators, parents and guardians, members of the District Community Leadership Team (DCLT), and the District Advisory Committee (DAC).

The district utilized multiple methods to gather meaningful feedback and ensure broad stakeholder participation. Educational partners were invited to reflect on the district's accomplishments and challenges during the 2025–2026 school year, identify areas of need, and provide input regarding goals, actions, services, and expenditures for 2026–2027. Feedback was collected through student, parent, and staff surveys; staff meetings; committee meetings; DAC meetings; DCLT meetings; and regularly scheduled public Board of Trustees meetings. These opportunities allowed educational partners to review student achievement, attendance, school climate, and social-emotional data while discussing strategies to improve outcomes for all students.

On February 11, 2026, the Superintendent presented the Mid-Year LCAP Report to the Board of Trustees, providing an update on progress toward annual goals, implementation of actions and services, and student outcome data. On April 8, 2026, survey results and other stakeholder feedback were shared publicly with the Board of Trustees and community members, providing an additional opportunity for questions, discussion, and input regarding district priorities.

Educational partner feedback directly influenced the development of the 2026–2027 LCAP and resulted in several modifications to actions and services. Based on teacher feedback regarding the need for greater consistency in assessing student learning, Action 1.2 was revised to include professional development focused on the implementation and use of Focus Interim Assessments as common assessments. In

response to concerns expressed by parents and teachers regarding increasing class sizes in upper elementary grades, Action 1.9 was added to provide additional classroom support through a paraprofessional to strengthen academic intervention and differentiated instruction. Feedback from parents and staff also resulted in revisions to Action 1.6, expanding student enrichment opportunities through the addition of an after-school music program. Action 1.8 was enhanced to expand AVID implementation into the upper elementary grades, reflecting teacher and staff recommendations to strengthen college and career readiness skills at an earlier age. To address attendance concerns identified by staff and educational partners, Action 2.3 was modified to include contracted attendance support services and additional staffing resources to transition Attendance Recovery opportunities to an after-school format. Finally, Action 2.11 was added to provide a Registered Behavior Technician (RBT) to support students with behavioral and social-emotional needs, a priority consistently identified by teachers, staff, administrators, and the Board of Trustees.

A public hearing on the proposed 2026–2027 LCAP was conducted on June 10, 2026, providing an additional opportunity for public comment and Board discussion prior to adoption. Feedback received during the hearing was reviewed and considered before final revisions were made. The final 2026–2027 LCAP and corresponding district budget were presented to the Board of Trustees for adoption on June 24, 2026.

The District Advisory Committee (DAC) continues to serve as an important forum for ongoing educational partner engagement. The committee meets monthly and includes representation from certificated staff, classified staff, parents, community members, administrators, students, and a non-voting Board member. Through the review of survey results, student performance data, attendance information, and stakeholder feedback, the DAC provides valuable input regarding district priorities, community engagement efforts, and strategies to improve services and outcomes for all students. This ongoing collaboration ensures that the district’s LCAP remains responsive to the needs and priorities of the school community while supporting continuous improvement and student success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students at Colfax Elementary will benefit from rigorous learning conditions and a broad course of study that develop individual skills to be adaptive to change and resilient to challenges by meeting proficiency in ELA and Mathematics as measured by local and state assessments while narrowing performance gaps between all student groups.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The number one goal of the Colfax Elementary School District is to provide a learning environment where all students develop skills to be adaptive to change and resilient to challenges and are proficient in all academic content areas. According to the 2023 CAASPP, 31.76% of students in grades 3-8 met or exceeded the standards in English/Language Arts, and 30.04% of students in grades 3-8 met or exceeded the standards in Math as measured by the annual Smarter Balanced Summative Assessment. As of Fall 2023 California Dashboard, students in grades 3-8 were 40.2 points below average in ELA and 48.7 points below average in Math. Students from socio-economically disadvantaged backgrounds were 54.8 points below average in ELA and 56.5 points below average in mathematics. Students with disabilities were 89.3 points below average in ELA and 103.6 points below average in mathematics. This goal has been developed to increase academic proficiency and learning outcomes for all students and to close achievement gaps for significant subgroups. This goal has also been developed to provide a robust, rigorous, and broad course of student for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students in grades 3-8 who have met or exceeded standard in ELA and	31.76% of students in grades 3-8 met or exceeded the standards in English/Language	24.23% of students in grades 3-8 met or exceeded the	30.26% of students in grades 3-8 met or exceeded the	By June 2027, 60% of all students in grades 3-8 will meet or exceed	Between 2023 and 2025, students in grades 3-8 have experienced a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Math as measured by the annual SBAC test.	Arts, and 30.04% of students in grades 3-8 met or exceeded the standards in Math as measured by the 2023 annual Smarter Balanced Summative Assessment. ELA proficiency by subgroup: Students from Economic Disadvantage: 25.47% Students with Disabilities: 16.13% Math proficiency by subgroup: Students with Economic Disadvantage: 27.36% Students with Disabilities: 12.90%	standards in English/Language Arts, and 24.23% of students in grades 3-8 met or exceeded the standards in Math as measured by the 2024 annual Smarter Balanced Summative Assessment. ELA proficiency by subgroup: Students from Economic Disadvantage: 19.6% Students with Disabilities: 3.23% Math proficiency by subgroup: Students with Economic Disadvantage: 17.86% Students with Disabilities: 9.68%	standards in English/Language Arts, and 28.95% of students in grades 3-8 met or exceeded the standards in Math as measured by the 2025 annual Smarter Balanced Summative Assessment. ELA proficiency by subgroup: Students from Economic Disadvantage: 24.17% Students with Disabilities: 8.57% Math proficiency by subgroup: Students with Economic Disadvantage: 20.88% Students with Disabilities: 8.57%	standards in ELA as measured by the Smarter Balanced Summative Assessment. By June 2027, 58% of all students in grades 3-8 will meet or exceed standards in Math as measured by the Smarter Balanced Summative Assessment. By June 2027, 57% of students from economic disadvantage and 52% students with disabilities will meet or exceed standards in ELA as measured by the Smarter Balanced Summative Assessment. By June 2027, 58% of students from economic disadvantage and 45% students with	cumulative decrease of 1.5% proficiency in ELA and a cumulative decrease of 1.09% proficiency in math when compared to baseline data. Students from economic disadvantage experienced a cumulative decrease of 1.3% in ELA and a decrease of 6.48% in math when compared to baseline data. Students with disabilities experienced a decrease of 7.56% in ELA and a decrease of 4.33% in math when compared to baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					disabilities will meet or exceed standards in Math as measured by the Smarter Balanced Summative Assessment.	
1.2	Student performance on the Smarter Balanced Summative Assessment as measured annually by Points From Standard on the California Dashboard.	As of Fall 2023, students in grades 3-8 were 40.2 points below average in ELA and 48.7 points below average in Math according to the California State Dashboard. Students with socio-economically disadvantaged backgrounds were 54.8 points below standard in ELA and 56.5 points below standard in Math. Students with disabilities were 89.3 points below standard in ELA and 103.6 points below standard in Math.	As of Fall 2024, students in grades 3-8 were 74.2 points below average in ELA and 64 points below average in Math according to the California State Dashboard. Students with socio-economically disadvantaged backgrounds were 87.5 points below standard in ELA and 75.9 points below standard in Math. Students with disabilities were 128 points below standard in ELA and 115 points below standard in Math.	As of Fall 2025, students in grades 3-8 were 39.2 points below average in ELA and 48 points below average in Math according to the California State Dashboard. Students with socio-economically disadvantaged backgrounds were 51.9 points below standard in ELA and 60.3 points below standard in Math. Students with disabilities were 109.3 points below standard in ELA and 109.9 points below standard in Math.	By June 2027, students in grades 3-8 will be in the green tier on the California Dashboard in both ELA and Math and will be 5 points below average in both content areas. By June 2027, Students from economic disadvantage will be 18 points below standard in ELA and Math. By June 2027, Students with disabilities will be 53 points below standard in ELA and will be 61 points below standard in Math.	Between 2023 and 2025, students in grades 3-8 experienced an increase of 1 point in ELA and an increase of 0.7 points in math when compared to baseline data. Students from economic disadvantage experienced an increase 2.9 points in ELA and a decrease of 3.8 points in math when compared to baseline data. Students with disabilities experienced a decrease of 26 points in ELA and a decrease of 6.3 points in math when compared to baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Percent of students in grades K-8 who are proficient annually in ELA and Math as measured by iReady assessments.	As of May 2024, 44% of students in grades K-8 were on level or above level in English Language Arts as measured by the iReady assessment. As of May 2024, 32% of students in grades K-8 were on level or above level in Math as measured by the iReady assessment. 33% of students from economically disadvantaged backgrounds were proficient in ELA as measured by iReady, and 28% of SED students were proficient in math as measured by iReady.	As of May 2025, 45% of students in grades K-8 were on level or above level in English Language Arts as measured by the iReady assessment. As of May 2025, 31% of students in grades K-8 were on level or above level in Math as measured by the iReady assessment.	As of May 2026, 50% of students in grades K-8 were on level or above level in English Language Arts as measured by the iReady assessment. As of May 2026, 35% of students in grades K-8 were on level or above level in Math as measured by the iReady assessment.	By June 2027, 60% or more students in grades K-8 will be on level or above level in both ELA and Math as measured by the iReady assessment. 51% of students from economic disadvantage will be on level or above level in ELA, and 46% of students from economic disadvantage will be on level or above level in Math as measured by the iReady assessment.	Between 2024 and 2026, students in grades K-8 experienced a 6% increase in proficiency in ELA as measured by the iReady assessment in May 2026. Students in grades K-8 experienced a 3% increase in proficiency in math as measured by the iReady assessment in May 2026.
1.4	Percent of parents who agree that Colfax Elementary offers a broad course of study and has quality programs for their child's talents, gifts, or special needs as measured by the annual California Healthy Kids Survey.	In 2023, 56% of parents agreed or strongly agreed that Colfax Elementary School has a broad course of study and had quality programs for their child's talents, gifts, or special needs as measured by the annual CHKS.	In 2024, 41% of parents agreed that Colfax Elementary School has a broad course of study and had quality programs for their child's talents, gifts, or special needs as measured by the Kelvin Pulse Survey.	In 2026, 39% of parents agreed that Colfax Elementary School has a broad course of study and had quality programs for their child's talents, gifts, or special needs as measured by the Kelvin Pulse Survey.	By June 2027, 85% or higher of parents will agree that Colfax Elementary School has a broad course of study and has quality programs for their child's talents, gifts, or special needs as measured by the annual CHKS.	Between 2023 and 2026, a decrease of 17% of parents agreed that Colfax Elementary School has a broad course of study as compared to baseline data.

Goal Analysis [2025-26]

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

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

In 2025, Colfax Elementary School District (CESD) demonstrated significant growth in English Language Arts (ELA) achievement. According to the California School Dashboard, the District increased its ELA performance by 35 points. Additionally, 30.26% of students met or exceeded grade-level standards on the California Assessment of Student Performance and Progress (CAASPP). Student groups that have historically experienced achievement gaps showed notable gains, with students experiencing economic disadvantage increasing by 35.6 points and students with disabilities increasing by 15.6 points on Dashboard indicators.

Local assessment data further supports these positive trends. As of May 2026, 50% of students in grades K–8 were performing at or above grade level in ELA as measured by the i-Ready Diagnostic Assessment. These gains were the result of a comprehensive and targeted approach to literacy instruction implemented throughout the 2025–2026 school year.

To strengthen reading and writing achievement, CESD implemented several strategic instructional initiatives. Students in grades 3–8 participated in a minimum of three cycles of Smarter Balanced Focused Interim Assessment Blocks (FIABs), providing teachers with timely assessment data to identify learning gaps, monitor progress, and adjust instruction. Professional development priorities included CHAMPS classroom management strategies to improve student engagement and maximize instructional time, as well as specialized training provided through Luminous Minds to support TK–3 teachers in delivering evidence-based small-group literacy instruction.

Student ownership of learning was also emphasized through individual goal-setting conferences. Teachers met with every student in grades 3–5 to review assessment data, establish personalized growth goals in reading and mathematics, and monitor progress throughout the school year.

The District continued implementation of a structured Intervention Block designed to provide targeted academic support during the regular school day. One reading specialist and two intervention paraprofessionals worked with students in grades TK–8 during protected intervention periods to deliver differentiated instruction based on student needs. Evidence-based intervention programs, including UFLI, SIPPS, Sonday System, Signs for Sounds, Words Their Way, and Wonders intervention materials, were utilized to strengthen phonemic awareness, decoding skills, reading fluency, vocabulary development, and comprehension. Additional supports included after-school tutoring for primary-grade students and expanded learning opportunities that provided academic assistance and homework support beyond the instructional day.

Mathematics achievement also improved during 2025. CESD increased its mathematics performance by 16 points on the California School Dashboard, while 28.95% of students met or exceeded standards on the CAASPP Mathematics assessment. Significant gains were observed among student groups, with students experiencing economic disadvantage increasing by 15.6 points and students with disabilities increasing by 5.1 points.

As measured by the i-Ready Diagnostic Assessment, 35% of students in grades K–8 were performing at or above grade level in mathematics by May 2026. To support mathematics achievement, CESD partnered with Auburn Tutoring to provide targeted intervention and tutoring

services for upper elementary and middle school students. These services focused on reinforcing foundational mathematical concepts, addressing unfinished learning, and increasing student confidence in problem-solving. Middle school students participated in regular spiral review activities during the second and third trimesters to strengthen retention of previously taught standards and received explicit instruction in solving complex, multi-step mathematical problems. In addition, all students in grades 3–8 participated in academic goal-setting conferences focused on both ELA and mathematics achievement.

By May 2026, 50% of students were performing at or above grade level in ELA and 35% were performing at or above grade level in mathematics as measured by i-Ready. Compared to the previous school year, these results represent a 9 percentage point increase in ELA and a 4 percentage point increase in mathematics. Preliminary CAASPP data for 2026 indicates that all grade levels demonstrated growth in ELA performance, while three of six tested grade levels demonstrated growth in mathematics achievement. Although official CAASPP results will not be certified until August 2026, these early indicators suggest that the District's academic support systems and instructional improvements are having a positive impact on student learning and accelerating progress toward closing achievement gaps in both reading and mathematics.

Overall, the actions identified under Goal 1 were implemented substantially as planned during the 2025–2026 school year and contributed to measurable improvements in student outcomes.

Action 1.1 – Intervention Block

The Intervention Block was fully implemented during the 2025–2026 school year and served as a foundational component of the District's Multi-Tiered System of Supports (MTSS). Students received targeted intervention services based on identified academic needs and assessment data. Kindergarten through third-grade students participated in small-group reading intervention four days per week, fourth- and fifth-grade students received intervention support twice weekly, and middle school students participated in intervention services at least once per week.

A variety of evidence-based intervention resources were utilized, including UFLI, SIPPS, Sonday System, Signs for Sounds, DIBELS, Wonders intervention materials, Words Their Way, and targeted novel studies. Student progress was monitored regularly through data collection on oral reading fluency, phonics and phonemic awareness skills, orthographic development, comprehension, sight-word recognition, and foundational literacy skills. The Intervention Block provided consistent opportunities for students to receive focused instruction designed to address specific learning gaps and accelerate academic growth.

Action 1.2 – Professional Development

Professional development activities were fully implemented and aligned with identified District priorities. Throughout the school year, certificated staff received training in CHAMPS classroom management strategies, UFLI literacy instruction, and the administration and use of Smarter Balanced Focused Interim Assessment Blocks. Professional learning opportunities focused on increasing instructional effectiveness, improving student engagement, and strengthening teachers' ability to make data-informed instructional decisions.

Through its partnership with Luminous Minds, CESD provided specialized coaching and training for TK–3 teachers to improve the quality and consistency of small-group literacy instruction. These professional learning opportunities contributed to stronger classroom practices and supported the District's literacy improvement efforts.

Action 1.3 – Curriculum and Instructional Resources

The District continued implementation of the K–8 social studies curriculum adopted during the 2024–2025 school year. Teachers continued refining instructional practices and integrating curriculum resources to support grade-level standards and student engagement. In addition, the District began planning for a mathematics curriculum review process and will pilot new mathematics instructional materials during the 2026–2027 school year to support continued improvement in mathematics achievement.

Action 1.4 – Additional Staffing

Additional staffing allocations were fully implemented and expanded opportunities for both intervention and enrichment. An additional middle school teaching position allowed the District to reinstate the Enrichment Wheel schedule during the 2025–2026 school year. This schedule provided students with increased access to intervention services while also expanding opportunities for enrichment, exploratory learning, and student engagement activities.

The District also continued funding a full-time physical education teacher, ensuring that all students in grades TK–8 received comprehensive physical education instruction as part of a well-rounded educational program.

Action 1.5 – Expanded Learning Opportunities

Expanded Learning Opportunities Program (ELOP) services were fully implemented through two complementary after-school programs. One program was staffed by four CESD employees each school day and provided structured supervision, academic support, enrichment activities, and homework assistance for participating students.

A second ELOP program was provided through a partnership with Auburn Tutoring and offered free after-school tutoring services to primary, upper elementary, and middle school students. These programs expanded access to academic support beyond the school day and provided additional opportunities for students to strengthen foundational skills in reading and mathematics while maintaining high levels of student engagement.

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.

For Action 1.6, the District ended its agreement with the Placer Repertory Theater for the offering of the Visual and Performing Arts Academy due to overall District budgetary constraints. For Action 1,8, the District's membership fee to participate in the AVID program was much lower than estimated during 2025-26 budget adoption.

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

Action 1.1 – Intervention Block

The implementation of the District's Intervention Block was effective during the 2025–2026 school year and contributed to measurable improvements in student academic achievement. Through the Intervention Block, students received targeted, small-group instruction in reading, writing, and foundational literacy skills based on individual learning needs and assessment data. Intervention services were provided by classroom teachers, intervention staff, and support personnel, allowing students to receive timely and differentiated academic support.

Evidence of the effectiveness of this action is reflected in local assessment data, which showed a 9 percentage point increase in students meeting grade-level expectations in reading on the i-Ready Diagnostic Assessment compared to the previous school year. Preliminary assessment data also indicates improved student performance in both English Language Arts and Mathematics on the CAASPP assessment. While official CAASPP results will not be certified until August 2026, early indicators suggest that the Intervention Block has been successful in helping students close learning gaps and make academic progress.

Action 1.2 – Professional Development

Professional development for certificated staff was highly effective during the 2025–2026 school year. In response to teacher feedback and a significant increase in student behavior referrals during the 2024–2025 school year, the District adjusted its professional development focus to emphasize classroom management, student engagement, and positive behavior support strategies.

This targeted professional learning resulted in substantial improvements in student behavior and school climate. Overall discipline referrals decreased by 269 incidents during the 2025–2026 school year, while major referrals decreased by 185 incidents compared to the prior year. These outcomes suggest that teachers were able to implement more effective classroom management practices, increase student engagement, and create positive learning environments that supported both academic and behavioral success.

In addition to behavior-focused training, teachers in grades TK–3 received professional development in University of Florida Literacy Institute (UFLI) instructional practices to strengthen foundational literacy instruction. Teachers in grades 3–8 also received training in the administration and analysis of Smarter Balanced Focused Interim Assessment Blocks (FIABs), enhancing their ability to use assessment data to identify student needs and adjust instruction accordingly. Given the positive outcomes observed during the school year, classroom management and student engagement strategies will remain a professional development priority for the 2026–2027 school year.

Action 1.3 – Curriculum and Instructional Materials

The purchase of curriculum and instructional materials was partially effective during the 2025–2026 school year. While no new core curriculum programs were adopted during the year, the District invested in supplemental instructional materials designed to support targeted student interventions and specialized instruction.

Supplemental curriculum resources were purchased for special education services and reading intervention programs to provide additional support for students requiring intensive academic assistance. These materials strengthened the District's Multi-Tiered System of Supports

(MTSS) and contributed to the delivery of differentiated instruction for students with identified academic needs. As the District continues to evaluate curriculum effectiveness and student achievement data, future investments in instructional materials will be aligned with identified areas of need and instructional priorities.

Action 1.4 – Additional Staffing Support

Funding additional staffing positions was effective in supporting the achievement of Goal 1 and expanding academic intervention opportunities for students. Staffing allocations at the middle school level allowed the District to reimplement the 45-minute Enrichment Wheel, which had previously been offered during the 2023–2024 school year.

The return of the Enrichment Wheel created dedicated time within the instructional day for intervention, enrichment, and student support activities. This schedule provided middle school students with increased access to targeted academic assistance while also expanding opportunities for enrichment experiences that support student engagement and school connectedness. Based on the success of this model, the District will continue the middle school instructional schedule structure, including the 45-minute Enrichment Wheel, during the 2026–2027 school year.

Action 1.5 – Expanded Learning Opportunities

Expanded Learning Opportunity (ELO) programs were implemented successfully and proved to be highly effective in providing additional academic support beyond the regular school day. Throughout the 2025–2026 school year, approximately 25 to 30 students participated regularly in after-school programming.

The program provided students with structured opportunities to complete homework, receive academic support, and participate in targeted tutoring services. Through a partnership with Auburn Tutoring, a local community-based organization, students received supplemental instruction in reading and mathematics designed to address unfinished learning and close achievement gaps. The consistent implementation of after-school academic support contributed to increased access to intervention services and reinforced skills taught during the regular instructional day.

Action 1.6 – Supplemental Tutoring Services

Tutoring services provided by District staff were implemented consistently during the 2025–2026 school year and were effective in supporting student achievement. Targeted tutoring opportunities were offered to second-grade students in reading, upper elementary students in mathematics, and middle school students in both English Language Arts and mathematics.

Action 1.7 - After School Tutoring

The District’s after-school tutoring program, provided in partnership with Auburn Tutoring three days per week, has demonstrated strong effectiveness in supporting academic growth for foster youth, students experiencing homelessness, socioeconomically disadvantaged students, and students with identified disabilities. Students receive consistent, targeted small-group and individualized instruction aligned to grade-level standards and identified learning needs. The frequency of services has strengthened skill development in reading and

mathematics, reinforced classroom instruction, and supported accelerated academic progress based on local assessment data and teacher observations. Participating students are showing measurable gains in academic performance, increased confidence, and improved engagement during the school day. The program also enhances equity by removing barriers such as transportation and cost, ensuring students have reliable access to high-quality academic support in a safe, familiar setting. Overall, the partnership with Auburn Tutoring is a highly effective component of the District's strategy to close achievement gaps and improve outcomes for high-need student populations.

Action 1.8 - Advancement Via Individual Determination (AVID)

The implementation of Advancement Via Individual Determination (AVID) in grades 6–8 during the 2025–2026 school year has demonstrated a high level of effectiveness in promoting college and career readiness across the middle school program. AVID instructional strategies have strengthened students' organizational skills, academic behaviors, and engagement in rigorous learning experiences. Students are showing improved note-taking, goal setting, time management, and collaboration skills, which have contributed to stronger performance in core academic areas. Teachers report increased student ownership of learning, improved classroom participation, and greater readiness to engage in complex, grade-level content. Overall, AVID implementation in grades 6–8 has been highly effective in strengthening academic habits, fostering student responsibility, and advancing the District's commitment to preparing students for success in high school and beyond.

Compared to previous years, tutoring services were delivered with greater consistency and alignment to student academic needs. In addition, the District's partnership with Auburn Tutoring expanded access to intervention services, allowing more students to receive individualized academic support on a regular basis. The combination of District-provided tutoring and community-based tutoring services strengthened the District's intervention system and provided students with additional opportunities to accelerate learning, improve foundational skills, and achieve grade-level standards.

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

Based on feedback gathered from school staff, families, community members, and educational partners, no substantial changes will be made to the actions supporting Goal #1. Stakeholders consistently expressed support for the current instructional program and the strategic actions implemented over the past two years. These actions have resulted in significant improvements to teaching and learning practices and have contributed to substantial student academic growth. As a result, the overall structure of Goal #1 will remain intact. However, several targeted refinements will be implemented during the 2026–2027 school year to better align resources with student needs and to sustain continued academic and behavioral growth.

Action 1.1 will be modified to reflect changes in staffing allocations. One Intervention Paraprofessional position will be reduced as a result of the substantial growth and effectiveness of Tier 1 and Tier 2 reading instruction occurring within classrooms. All Transitional Kindergarten through third-grade teachers now provide systematic small-group reading instruction utilizing the UFLI (University of Florida Literacy Institute) framework, resulting in increased instructional capacity within the core program. To better address student behavioral and social-emotional needs, the district will reallocate resources by hiring a Registered Behavior Technician (RBT). The RBT will support teachers and students through the implementation of behavior contracts, behavior intervention plans, and individualized support strategies. In addition, a Classroom Paraprofessional will be added to support larger class sizes in the upper elementary grades and to provide additional instructional assistance to students.

Action 1.2 will continue to support high-quality professional learning opportunities for certificated staff, with a refined focus on student engagement and effective instructional practices during small-group instruction. Professional development will emphasize strategies that increase student participation, academic discourse, and ownership of learning. The district will also continue its implementation of the CHAMPS framework, focusing on Conversation, Help, Activity, Movement, Participation, and Success to strengthen classroom management practices and create consistent, positive learning environments across all grade levels. CESD will also transition to using the Smarter Balance Focused Interim Assessments as common assessments for grades 4-8 in the 2026-2027 school year and professional development will reflect this shift.

For Action 1.3, the district will initiate the process of evaluating and selecting a new mathematics curriculum. A Math Curriculum Pilot Committee consisting of teachers, administrators, and other stakeholders will begin reviewing instructional materials and piloting programs during the 2026–2027 school year. The committee's work will culminate in a recommendation for curriculum adoption in preparation for implementation during the 2027–2028 school year.

Action 1.4 will also be modified during the 2026–2027 school year to further strengthen academic support systems for students in grades 4–8. Students in grades 7 and 8 will continue to participate in a four-block instructional schedule that includes English Language Arts, mathematics, science, and social studies. The 45-minute Enrichment Block will remain an essential component of the middle school program, providing students with expanded learning opportunities and targeted academic support. This block will continue to offer daily intervention services in reading and mathematics, opportunities for reteaching essential standards, assessment retakes, and additional academic assistance. To further support student success, the district will hire a 0.5 Full-Time Equivalent (FTE) teacher to assist students in grades 4–8 with completing incomplete assignments, improving academic performance, and participating in assessment retake opportunities. Additionally, after-school clubs will be reimplemented for all students in grades TK–8 to increase student engagement, enrichment opportunities, and school connectedness.

Action 1.5 will continue to support expanded learning opportunities beyond the regular instructional day. Colfax Elementary School District will maintain funding for three after-school staff positions, including one After-School Coordinator and two After-School Assistants, to ensure the effective operation of after-school programming. Auburn Tutoring will continue its partnership with the district to provide free after-school tutoring services three days per week for students requiring additional academic support. New for the 2026–2027 school year, the district will expand this partnership by contracting with Auburn Tutoring to offer an after-school music program, providing students with additional opportunities for enrichment, creativity, and skill development.

Action 1.7 will continue to support the district's implementation of the AVID (Advancement Via Individual Determination) program. AVID has provided valuable organizational, academic, and college-and-career readiness skills for middle school students and will remain a key component of the district's efforts to prepare students for future success. Beginning in the 2026–2027 school year, AVID strategies and programming will be expanded to include upper elementary students, allowing students to develop essential study skills, goal-setting habits, and academic mindsets at an earlier age.

Action 1.10 will be added for the 2026-2027 school year. A classroom paraprofessional will be hired to support academic progress of students in grades 4-6. The paraprofessional will work under the direction of the classroom teacher to reinforce core academic skills, support

intervention programs, and provide supplemental assistance during instruction. This action is expected to increase student achievement, strengthen mastery of grade-level standards, and help reduce achievement gaps for socio-economically disadvantaged students.

Collectively, these refinements reflect the district's commitment to continuous improvement, strategic resource allocation, and the ongoing pursuit of academic excellence. The proposed modifications are designed to strengthen instructional effectiveness, increase student engagement, expand enrichment opportunities, and provide targeted supports that ensure all students have access to a rigorous and supportive educational experience.

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	Intervention Block Implementation	An intervention block will be implemented in all grades TK-8 five days a week for 30 minutes a day to reteach reading and math skills. Intervention curriculum will be purchased that is research-based, monitors student progress, and reflects best practices. An intervention team of certificated and classified employees will be funded to improve student reading and problem-solving. The Intervention team will pull students for support and will push in support as needed both individually and in small groups. Volunteers will also provide intervention support in programs such as Sight Word Busters. Students from socio-economically disadvantaged backgrounds were 54.8 points below average in ELA and 56.5 points below average in mathematics. Students with disabilities were 89.3 points below average in ELA and 103.6 points below average in mathematics. This represents gaps in learning for these subgroups. Purchasing research-based intervention curriculum and funding additional staff for targeted subgroups will address learning disparities and provide tools to classroom teachers and intervention staff to reteach missing concepts and skills while during the school day to students of economic disadvantage, students experiencing insecure housing, and foster youth.	$205,202.00	Yes
1.2	Classroom Management and Student Engagement Professional Development	To enhance classroom management and student engagement, the district will continue to implement professional development on the CHAMPS framework (Conversation, Help, Activity, Movement, Participation, and Success), facilitated by school site administrators and staff from the Placer County Office of Education. This training aims to establish smooth and	$37,717.00	Yes

Action #	Title	Description	Total Funds	Contributing
		efficient classroom routines, explicitly teach students the behaviors and skills necessary for success, foster positive and caring teacher-student interactions, implement incentive systems to recognize and reward student excellence, and set clear, consistently applied standards for classroom behavior. By providing a structured and proactive approach to classroom management, CHAMPS equips teachers with strategies to create positive learning environments that promote student motivation and engagement. Research indicates that CHAMPS can improve teacher classroom management practices and student academic outcomes, including increased time-on-task and classwork completion. This approach is particularly beneficial for students from socio-economic backgrounds and students with disabilities, as it offers clarity and predictability through explicitly taught expectations and routines, supports inclusion by accommodating diverse learning needs, and enhances focus and academic performance. By adopting the CHAMPS framework, the district aims to create equitable and supportive learning environments that address the diverse needs of all students. Professional development will also be led in collaboration with Luminous Minds on organizing activities for student engagement when classroom teachers lead small group instruction. Professional development will also continue in the implementation of Smarter Balance Focused Interim Assessment Blocks. Professional development will continue in PBIS and in University of Florida Literacy Institute (UFLI). CESD will also transition to using the Smarter Balance Focused Interim Assessments as common assessments for grades 4-8 in the 2026-2027 school year and professional development will reflect this shift.		
1.3	Curriculum Adoption	Core curriculum will be purchased for content instruction that is research-based and reflects best practices as recommended by the California Department of Education. Staff training will occur to implement the curriculum with fidelity. Social Studies curriculum was adopted in the 2024-2025. A Mathematics curriculum pilot process will occur in the 2026-2027 school year with a formal Mathematics adoption in the 2027-2028 school year. Curriculum and learning materials for TK were purchased in 2024-2025.	$18,658.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Additional Staff for a Broader Course of Study.	A daily Enrichment Wheel will continue to be staffed for middle school students in the 2026-2027 school year. Classroom teachers will teach art at least twice weekly. A .8 FTE PE teacher will provide instruction to all students in grades TK-8.	$218,479.00	No
1.6	Expanded Learning Opportunities Provided.	Expanded Learning Opportunities will be provided to students in grades TK-8 with priority given to unduplicated students who are foster youth, from economically disadvantaged homes, and are experiencing housing insecurity. An After-School coordinator and team of assistants will offer engaging activities and academic support for students after each school day. Staff will also provide clubs for students after school and will coach sports programs. A Spring Break and Summer School program will be provided annually to extend student learning outside of the regular school calendar. A music program will begin after school. Priority for participation in all Expanded Learning Opportunity Programs will be given to unduplicated students. After school programs will expand learning and provide additional opportunities for all students, including students from economically disadvantaged backgrounds and homeless and foster youth, to participate in the visual arts, sports, academic support, and music.	$142,195.00	Yes
1.7	After-School Tutoring	After-School tutoring will be provided to students identified as foster youth, homeless, and from socio-economically disadvantaged backgrounds. Tutoring will also be provided to students with identified disabilities. After-school tutoring will be provided by existing CESD staff or by contract with community-based organizations. After-School tutoring will provide foster youth, students who are homeless, and students from socio-economically disadvantaged backgrounds with opportunities to receive additional instruction without cost or travel.	$92,983.00	Yes
1.8	Advancement Via Individual Determination (AVID)	Advancement Via Individual Determination (AVID) will be introduced and implemented in grades 6-8 in the 2025-2026 school year. The Advancement Via Individual Determination (AVID) program will be implemented to promote college and career readiness, organizational	$21,495.00	Yes

Action #	Title	Description	Total Funds	Contributing
		skills, and student leadership. The AVID program will expand to 4th and 5th grade students.		
1.9	Upper Elementary Paraprofessional Support	CESD will hire a classroom paraprofessional to provide academic support for students in Grades 4-6 during the school day.	$27,508.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students in Colfax Elementary School District will grow in social and emotional health by benefiting from relationships that value the voice of each student in a safe, inclusive, positive, and engaging learning environment created through a collaboration and connection between school staff, parents, and community members built upon trust.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A primary goal of the Colfax ESD is to provide a comprehensive education for the whole child that prepares each and every student to be successful in the 21st Century. The staff at Colfax ESD understand the value in providing all students with multiple learning opportunities that reduce barriers to understanding and increase access to knowledge in the classroom. Likewise, our goal is to increase student engagement in learning and to provide a consistent learning environment based upon the personal goals to practice safety, always care, work hard, and solve problems. We want each individual student to have the personal capacity to deal with difficult situations with creativity, resiliency, and optimism. Ultimately, we want each child to know they are valued and cared for by our school staff and other adults in our community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	The percent of students in grades 4-8 responding positively that the school cares about what they have to think and what they have to say as measured by the tri-	In March 2024, 52% of students in grades 4-8 responded positively that the school cares about what they have to think and what they have to say as	In January 2025, 63% of students in grades 4-8 responded positively that the school cares about what they have to think and what	In May 2026, 60% of students in grades 4-8 responded positively that the school cares about what they have to think and what	By June 2027, 85% or higher of students in grades 4-8 will respond positively that the school cares about what they have to think and what	When compared to baseline data, there was an increase of 8% of students responding positively that the school cares about

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	annual Kelvin Pulse Survey.	measured by the Kelvin Pulse Survey.	they have to say as measured by the Kelvin Pulse Survey.	they have to say as measured by the Kelvin Pulse Survey.	they have to say as measured by the Kelvin Pulse Survey.	what they have to say.
2.2	The percent of students in all grades who receive 0 to 1 referrals during the school year as measured by the SWIS Triangle Report.	In April 2024, 77% of students received 0 or 1 referrals during the school year as measured by the SWIS Triangle Report.	In April 2025, 66% of students received 0 or 1 referrals during the school year as measured by the SWIS Triangle Report.	In May 2026, 62% of students received 0 or 1 referrals during the school year as measured by the SWIS Triangle Report.	By June 2027, 85% or higher of students will receive 0 or 1 referral during the school year as measured by the SWIS Triangle Report.	When compared to baseline data, this represents an increase of students receiving referrals in the 2025-2026 school year by 15%.
2.3	The annual District Systems Fidelity Inventory score for Integrated Positive Behavior Intervention and Support (I-PBIS).	In April 2024, the District was at 57% level for implementation of I-PBIS.	In May 2025, the District was at 78% level for implementation of I-PBIS.	In May 2026, the District was at 78% level for implementation of I-PBIS.	By June 2027, the District will receive an annual percentage score of 85% or higher on the DSFI.	When compared to baseline data, this represents an increase of 21% implementation of I-PBIS.
2.4	The percent of students chronically absent annually as reported by the California Dashboard.	In 2023, 28.9% of students at Colfax Elementary School District were chronically absent. 36.5% of students from economically disadvantaged homes were chronically absent in 2023-2024. 57.6% of students experiencing housing insecurity were considered chronically absent in 2023-2024.	In 2024, 25.7% of students at Colfax Elementary School District were chronically absent. 31.7% of students from economically disadvantaged homes were chronically absent in 2024-2025. 38.5% of students experiencing housing insecurity were considered chronically absent in 2024-2025.	In 2025, 21.8% of students at Colfax Elementary School District were chronically absent. 27.7% of students from economically disadvantaged homes were chronically absent in 2025-2026. 33.3% of students experiencing housing insecurity were considered chronically absent in 2025-2026.	By June 2027, 10% or fewer students will be chronically absent. By June 2027, 20% or fewer students from economic disadvantage, and 30% or fewer students experiencing housing insecurity will be chronically absent.	When compared to baseline data, there was an overall decrease of 7.1% of students who were chronically absent. There was a decrease of 8.8% of students from economically disadvantaged homes who were chronically absent. There was a decrease of 24.3% of students experiencing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						housing insecurity who were chronically absent.
2.5	The percent of students suspended as reported by the California Dashboard.	In 2023, 3.5% of students at Colfax Elementary School District were suspended. 9.3% of students with disabilities were suspended, and 6.1% of students experiencing housing insecurity were suspended.	In 2024, 4.2% of students at Colfax Elementary School District were suspended. 1.8% of students with disabilities were suspended, and 10.7% of students experiencing housing insecurity were suspended.	In 2025, 10.1% of students at Colfax Elementary School District were suspended. 13.8% of students with disabilities were suspended, and 18.5% of students experiencing housing insecurity were suspended.	By June 2027, 3% or fewer students will be suspended. By June 2027, 4% or fewer students with disabilities and students experiencing housing insecurity will be suspended.	When compared to baseline data, there was an overall increase of 6.6% of students suspended. There was an increase of 4.5% of students with disabilities being suspended. There was an increase of 12.4% of students suspended who experience housing insecurity.
2.6	The percent of students in grades 4-8 responding that they have the skills to deal with difficult people and situations as measured by the tri-annual Kelvin Pulse Survey.	In March 2024, 72% of students in grades 4-8 responded that they have the skills to deal with difficult people and situations as measured by the Kelvin Pulse Survey.	In January 2025, 77% of students in grades 4-8 responded that they have the skills to deal with difficult people and situations as measured by the Kelvin Pulse Survey.	In May 2026, 77% of students in grades 4-8 responded that they have the skills to deal with difficult people and situations as measured by the Kelvin Pulse Survey.	By June 2027, 85% or higher of students in grades 4-8 will respond positively that they have the skills to deal with difficult people and situations as measured by the Kelvin Pulse Survey.	When compared to baseline data, there was an increase of 5% of students responding positively that they have the skills to deal with difficult people and situations.

Goal Analysis [2025-26]

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

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

Goal 2: Create and Maintain Safe, Supportive, Inclusive, and Engaging Learning Environments for All Students

Goal 2 was fully implemented across all action areas during the 2025–2026 school year, resulting in significant progress toward creating a comprehensive system of academic, social-emotional, behavioral, and family supports for all students.

As part of Action 2.1, Colfax Elementary School District (CESD) continued its partnership with the Placer County Office of Education (PCOE) through twice-weekly collaboration meetings focused on the implementation and refinement of an Integrated Positive Behavioral Interventions and Supports (PBIS) framework. The Integrated PBIS model is designed to establish a coordinated system of care that promotes both academic achievement and social-emotional well-being for students and families. Key components of this work included the continued use of a Request for Assistance (RFA) process, enabling classroom teachers to efficiently communicate student support needs to the Multi-Tiered System of Supports (MTSS) team for timely intervention and problem-solving. In addition, the district continued to implement the Check In/Check Out (CICO) mentoring program as a Tier 2 intervention, providing targeted behavioral and relational support for students requiring additional assistance. CESD also partnered with Auburn Lighthouse to offer Love and Logic parent education classes, strengthening family engagement and equipping parents with effective strategies to support student success at home.

The district's Wellness Center remained fully funded and operational throughout the year, supporting Action 2.2. Staffing included a full-time social worker and a full-time Community Liaison who worked collaboratively to address students' social-emotional, behavioral, and family support needs. Wellness Center services included individual counseling, small-group counseling, crisis intervention, social skills development, and student engagement opportunities such as Lunch Bunch activities. Staff also participated in ongoing collaboration with the Placer County System of Care to connect families with community-based services and resources. In addition, the Wellness Center led the district's second year of participation in the Community Engagement Initiative (CEI), with a primary focus on improving student attendance through family outreach, data analysis, and intervention planning.

Attendance improvement efforts continued to be a major focus during the 2025–2026 school year. Under Action 2.3, the district successfully implemented a comprehensive Attendance Incentive Program, recognizing students monthly for both exemplary attendance and significant attendance improvement. These recognition efforts helped reinforce the importance of regular school attendance and fostered positive student engagement. While the district explored the development of an Attendance Recovery Program, implementation did not occur during the 2025–2026 school year and remains an area for future consideration.

Under Action 2.4, CESD continued to prioritize the maintenance and improvement of school facilities to ensure safe, attractive, and functional learning environments. Major projects completed during the year included repairs to a campus elevator, repainting of parking lot striping to improve safety and traffic flow, and the refurbishment and painting of outdoor picnic tables used by students and staff. Ongoing maintenance efforts contributed to a positive school climate and supported student learning.

The district continued to advance its commitment to inclusive educational practices through Action 2.5. Guided by the principles of Universal Design for Learning (UDL), CESD expanded opportunities for students with disabilities to access instruction alongside their peers in general education settings. Additional special education paraprofessionals were funded and deployed to support inclusive classroom practices, ensuring that students with special needs received appropriate accommodations, services, and support while participating in grade-level instruction whenever appropriate.

As part of Action 2.6, CESD strengthened its social-emotional learning (SEL) programming by implementing Second Step as the primary SEL curriculum across all classrooms. Teachers incorporated lessons focused on self-awareness, self-management, relationship skills, responsible decision-making, and social awareness. This districtwide implementation provided students with consistent social-emotional instruction and reinforced the development of positive school culture and student well-being.

Significant progress was also made in the area of special education program monitoring and compliance through Action 2.7. The district's newly hired Program Specialist conducted comprehensive audits of Individualized Education Programs (IEPs), special education assessment procedures, timelines, and reporting practices. This work strengthened compliance, improved consistency across programs, and helped ensure that students with disabilities received appropriate services aligned with state and federal requirements.

Under Action 2.8, the district developed a Student Welcome Packet intended to support newly enrolled students and families with information regarding district programs, services, expectations, and resources. While the packet was successfully created, it was not needed during the 2025–2026 school year due to enrollment patterns and therefore was not distributed.

Several important technology initiatives were completed under Action 2.9 to improve student safety, communication, and access to instructional resources. The district purchased and implemented GoGuardian, providing staff with enhanced tools to monitor student device use, promote digital citizenship, and support student safety online. CESD also adopted ParentSquare as its primary communication platform, significantly improving communication and engagement between schools, families, and staff. Additionally, for the first time, all students in grades 6–8 were provided the opportunity to take district-issued Chromebooks home under an annual use agreement, increasing equitable access to technology and supporting learning beyond the school day.

Finally, Action 2.10 was fully implemented through the continuation of the Safe School Ambassadors program for students in grades 4–8. The program provided student leaders with training and strategies to address bullying, promote inclusion, resolve conflicts peacefully, and build positive peer relationships. The program demonstrated strong outcomes in student leadership development and school climate improvement, leading the district to renew its partnership with Safe School Ambassadors for the 2026–2027 school year.

Overall, CESD successfully implemented Goal 2 during the 2025–2026 school year by strengthening systems of support, expanding social-emotional and behavioral services, enhancing family engagement, improving attendance initiatives, advancing inclusive practices, investing in technology and facilities, and fostering a positive and supportive school climate for all students.

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.

For Action 2.9, the District implemented Clever, which was available for free for schools, instead of ClassLink, which came at a cost.

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

Analysis of Goal 2 Effectiveness

The actions associated with Goal 2 were largely effective in advancing the district's commitment to creating a safe, supportive, inclusive, and engaging learning environment for all students. Evidence from multiple measures indicates meaningful progress in student connectedness, social-emotional well-being, attendance, inclusion, and school climate during the 2025–2026 school year.

Student perception data demonstrated positive growth in several key areas. Compared to baseline data, there was an overall 8% increase in positive student responses related to feeling cared about by adults at school and having opportunities for their voices to be heard and valued. These results suggest that district efforts to strengthen relationships, increase student engagement, and build a positive school culture are having a meaningful impact. In addition, 77% of students reported that they are able to handle difficult situations with resilience, indicating that a strong majority of students continue to demonstrate important social-emotional competencies necessary for academic and personal success.

The district's ongoing implementation of Integrated Positive Behavioral Interventions and Supports (I-PBIS) remained a significant contributor to these outcomes. After three years of focused implementation, I-PBIS has become an established framework for organizing academic, behavioral, and social-emotional supports across the district. Key accomplishments included the continued use of the Request for Assistance (RFA) process, which provides a systematic method for teachers to identify and communicate student needs to the Multi-Tiered System of Supports (MTSS) team. In addition, district staff completed and maintained an inventory of social-emotional learning curricula, interventions, and support services to ensure alignment and accessibility across all tiers of support. The Check In/Check Out (CICO) mentoring program continued to serve as an effective Tier 2 intervention, providing individualized support and positive adult connections for hundreds of students throughout the 2025–2026 school year. Collectively, these efforts strengthened early intervention systems and increased the district's capacity to respond proactively to student needs.

Colfax Elementary School District is actively engaged in Differentiated Assistance focused on reducing suspension rates for students with disabilities. In partnership with the Placer County Office of Education (PCOE), the District completed a deep analysis of suspension data to identify patterns, contributing factors, and systemic needs impacting student outcomes. Through this collaborative process, the District identified a clear problem of practice: the need to build a shared, school-wide language and understanding of the purpose of student discipline. This work is intended to shift practice toward a more consistent, instructional, and supportive approach to behavior, ensuring that discipline is understood as an opportunity to teach and reinforce expected behaviors rather than solely a response to infractions. A key component of this work is the intentional expansion and consistent use of alternative means of correction prior to suspension. Staff are being supported in identifying, implementing, and documenting interventions such as restorative practices, behavior supports, structured problem-solving, and skill-building strategies to address student needs early and effectively. In addition, the District is strengthening follow-up processes connected to Student Success Teams (SSTs), Individualized Education Programs (IEPs), and Section 504 plans. These improvements are ensuring that interventions are not only developed but also monitored for effectiveness over time, with adjustments made as needed to better support student progress and reduce the likelihood of repeated behavioral incidents. To further enhance capacity, the District is exploring the addition of a Registered Behavior Technician (RBT) to support staff in the development and implementation of behavior contracts and individualized behavior plans. This role would provide direct expertise in behavior intervention strategies and strengthen the District's ability to implement consistent, data-driven supports for students with disabilities. Early local measures of attendance

and suspension data indicate positive momentum, with improvements already emerging in both suspension rates and chronic absenteeism. While continued progress monitoring is necessary, these early indicators suggest that the District's focus on consistent discipline practices, stronger intervention systems, and improved student supports is beginning to positively impact student engagement and reduce exclusionary discipline. Through these coordinated efforts, Colfax Elementary School District is committed to sustaining this progress, further reducing suspension rates, improving attendance outcomes, and ensuring that students with disabilities receive the targeted behavioral and instructional supports necessary for long-term success.

The Wellness Center continued to serve as a cornerstone of the district's support system and played a leadership role in coordinating I-PBIS implementation and student wellness initiatives. Wellness Center staff provided individual counseling, small-group counseling, crisis response services, and social-emotional support to students throughout the year. In addition, staff collaborated closely with the Placer County System of Care and other community agencies to connect students and families with mental health services, housing assistance, food resources, and other supports beyond the school setting. These partnerships enhanced the district's ability to address barriers to learning and support the whole child.

Attendance improvement efforts also yielded positive results. The district successfully implemented an Attendance Incentive Program designed to promote regular attendance and recognize students for both exemplary attendance and meaningful improvement. As a result of sustained attendance interventions and family outreach efforts, chronic absenteeism declined for the third consecutive year, reaching 21.8% at the end of 2025. Preliminary attendance data collected throughout the 2025–2026 school year suggest that this downward trend is continuing. These outcomes indicate that the district's comprehensive approach to attendance, including support from the Wellness Center and Community Engagement Initiative, is contributing to improved student engagement and increased access to instruction.

Facility maintenance and campus improvement efforts were effective in maintaining a safe and welcoming learning environment. Ongoing maintenance projects and infrastructure improvements ensured that school facilities remained functional, attractive, and conducive to student learning. These efforts contributed to both physical safety and a positive school climate for students, staff, and families.

The district's continued commitment to Universal Design for Learning (UDL) and inclusive educational practices also demonstrated positive results. Additional staffing and support services enabled many students with disabilities to access instruction in general education classrooms alongside their peers. This emphasis on inclusion expanded opportunities for meaningful participation in grade-level learning, strengthened peer relationships, and reinforced the district's commitment to equitable educational opportunities for all students.

Social-emotional learning instruction remained an important component of Goal 2. During the 2025–2026 school year, the district transitioned back to the revised School Steps curriculum as its primary social-emotional learning resource. Early indicators suggest that this shift supported greater consistency in SEL instruction across classrooms and contributed to positive student outcomes related to resilience, self-regulation, and interpersonal skills. Continued monitoring of implementation and student outcomes will help determine long-term effectiveness.

In the area of special education, the newly hired Program Specialist conducted a comprehensive review of Individualized Education Programs (IEPs), assessment procedures, compliance timelines, and special education processes. This audit provided valuable information regarding program strengths and areas for improvement and established a foundation for ongoing refinement of services and systems to better support students with disabilities.

Technology enhancements implemented during the year also proved beneficial. The district purchased and deployed GoGuardian, providing staff with tools to monitor student online activity, promote responsible digital citizenship, and enhance student safety both at school and at home. Additionally, for the first time, students in grades 6–8 were allowed to take district-issued Chromebooks home under an annual use agreement. This initiative expanded access to technology, increased opportunities for learning outside of school hours, and supported completion of assignments, online research, and digital curriculum access. The adoption of ParentSquare further strengthened communication between schools and families by providing a consistent, centralized platform for announcements, notifications, and two-way communication. Alignment with communication systems used by neighboring secondary schools also helped create greater continuity for families.

Finally, the Safe School Ambassadors program was highly successful in developing student leadership and promoting a positive school culture. Students in grades 4–8 received training focused on inclusion, conflict resolution, peer support, and positive relationship-building. These student leaders served as role models and mentors, helping to create a more welcoming and supportive campus environment while reinforcing the district's commitment to student voice and leadership.

Overall, the evidence indicates that Goal 2 actions were effective in improving student connectedness, strengthening social-emotional supports, reducing chronic absenteeism, expanding inclusive practices, enhancing communication and technology access, and fostering a positive and supportive school climate. While opportunities for continued growth remain, the district made substantial progress toward achieving the intended outcomes of Goal 2 during the 2025–2026 school year.

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

Planned Improvements and Continued Focus for 2026–2027

During the 2026–2027 school year, Colfax Elementary School District (CESD) will continue its commitment to strengthening and refining the systems, programs, and services that have demonstrated success in supporting students' social-emotional well-being, behavioral growth, school connectedness, and overall success. Over the past two years, the district has established a strong foundation through the implementation of Integrated PBIS, Wellness Center services, social-emotional learning instruction, attendance improvement initiatives, and inclusive educational practices. As a result, the district's primary focus for 2026–2027 will be on deepening implementation fidelity, enhancing consistency across programs, and building upon the positive outcomes already achieved.

Goal 2 will remain largely unchanged for the 2026–2027 school year, as current data indicate that the existing actions and services continue to align with identified student needs and district priorities. The district will maintain its current metrics, performance indicators, and target outcomes to allow for continued monitoring of long-term trends and to evaluate the effectiveness of ongoing initiatives. Maintaining continuity in these actions will support sustained progress in student connectedness, social-emotional development, school climate, attendance, and inclusive practices while allowing staff to further strengthen systems that are already producing positive results.

A key area of focus during 2026–2027 will be the continued maturation of the district's Integrated PBIS framework. District staff will work to further embed Tier 1, Tier 2, and Tier 3 supports into daily practice, strengthen intervention systems, and increase staff capacity to respond

proactively to student needs. The district will also continue to leverage the Wellness Center, Community Liaison services, attendance interventions, and social-emotional learning curriculum to ensure students receive comprehensive academic, behavioral, and emotional support.

While Goal 2 will remain substantially the same, the district has identified a need for additional behavioral support services based on student outcome data. During the 2025–2026 school year, CESD qualified for Differentiated Assistance due to suspension rates for students with disabilities increasing over two consecutive years. Analysis of local and state data indicated a need to strengthen proactive behavioral supports and intervention strategies for students requiring additional assistance in managing social, emotional, and behavioral challenges.

In response to this identified need, the district will add Action 2.11 for the 2026–2027 school year. Under this action, CESD will hire a Registered Behavior Technician (RBT) to provide direct behavioral support services and coaching to staff and students. The RBT will work collaboratively with classroom teachers, special education staff, administrators, and the MTSS team to develop, implement, and monitor individualized behavior support plans and behavior contracts. Support will be provided across instructional settings, including classrooms, playgrounds, and other school environments where students may experience behavioral challenges.

The addition of an RBT is intended to strengthen the district's capacity to provide timely, targeted, and proactive interventions before behaviors escalate to more significant disciplinary incidents. The RBT will assist staff in identifying behavioral triggers, teaching replacement skills, reinforcing positive behaviors, collecting and analyzing behavioral data, and implementing evidence-based strategies designed to improve student outcomes. This position will also support consistency in behavioral interventions across settings and increase opportunities for students with disabilities to remain engaged in instruction within inclusive learning environments.

Through the addition of Action 2.11 and the continued implementation of existing Goal 2 actions, CESD aims to further reduce suspension rates, improve behavioral outcomes, strengthen student engagement, and ensure that all students—particularly those requiring additional behavioral support—have access to the resources and interventions necessary to thrive academically, socially, and emotionally. The district remains committed to fostering safe, supportive, and inclusive schools where every student feels connected, valued, and equipped for success.

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	Implement Integrated Positive Behavior and Supports	The District will partner with Placer County Office of Education to fully implement Integrated Positive Behavior Intervention and Support. The full implementation of I-PBIS will include the coordination of site level and district level PBIS teams. The implementation of I-PBIS will guarantee consistent language and expectations for behavior for all students school-wide, will oversee the implementation of Tier 2 and Tier 3 interventions for	$119,484.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students and families, and will organize District efforts to ensure a safe learning environment. Implementing Integrated Positive Behavior Intervention and Supports will provided increased services to unduplicated students by creating systems and structures of identification and ongoing monitoring to provide improved individual and group counseling and Tier 2 Social and Emotional interventions to foster youth, students experiencing housing insecurity, and students from economically disadvantaged homes.		
2.2	Wellness Center to support students, staff and community	An onsite Wellness Center will be funded and staffed in partnership with Placer County Office of Education to support students, staff, and community engagement. The Wellness Center will be staffed every school day with a full-time Mental Health Specialist (MHS) as a licensed social worker and a Family and Youth Community Liaison. The Wellness Center will provide mental health support services to individual students and to students in small groups. The Wellness Center will provide family workshops throughout the year to provide information on positive parenting strategies. The Wellness Center will partner with Community-Based Organizations to provide housing, clothing, and food assistance as needed to families and students. Unduplicated students will receive increased support and services through the Wellness Center through onsite counseling services and support with school attendance. Services will be provided without the need for families to travel to outside service providers. The Wellness Center will be available to all students for drop-in and scheduled services. Students in identified subgroups, such as students from economical disadvantaged backgrounds, homeless, and foster youth, will be given priority in receiving services. Services will include individual and small group counseling, clothing support, and food assistance.	$29,387.00	Yes
2.3	Attendance Incentive and Recovery Program Implemented	An Attendance Incentive and Recovery Program will be implemented annually. The Attendance Incentive Program will include individual and class recognition monthly. The Attendance Recovery Program will occur after school with certificated staff. The Attendance Recovery Program will also include involvement from office staff and the Wellness Center staff to communicate student attendance with families. CESD will contract with an outside vendor to improve attendance with the independent study process.	$47,433.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Facilities Improvements	Regular facilities improvements will occur to maintain a clean and safe learning environment conducive to student and staff wellness. Facility improvements will include upgrades to playgrounds, classroom doors, playfields, track restoration, and external siding.	$63,112.00	No
2.5	Universal Design for Learning Implementation	Universal Design for Learning will be implemented in all classrooms throughout the district at Colfax ESD. Certificated and classified staff will receive ongoing training in Universal Design for Learning to identify and remove barriers to classroom instruction for all students. Specifically, unduplicated students, foster youth, students from unsecure housing, and students with special needs will benefit from greater access to learning exemplified through instruction offered in different modalities, alternative methods of assessment, and adaptations to the learning environments. A focus will be placed on full inclusion in primary grades as an early intervention model.	$10,104.00	Yes
2.6	Social Emotional Instruction	Social and Emotional Instruction will be given to all students at least twice weekly in all classrooms. Curriculum will be purchased for Social and Emotional Learning for whole class instruction and for small group and individual support. Professional development for teachers and classified staff will be offered on an ongoing basis to ensure fidelity of use. Ongoing progress and data monitoring will occur to evaluate effectiveness. For students from economically disadvantaged backgrounds, students experiencing housing insecurity, and for foster youth, implementing regular social and emotional instruction in the classroom, in small groups, and individually will increase student skills to deal with difficult interactions and events while at school and outside of the school environment.	$11,717.00	Yes
2.7	Audit of IEP Behavior Support Plans	The Colfax ESD special education will conduct continuing audits of IEP behavior support plans and services for students with disabilities to ensure accommodations for students and to provide priority to students with disabilities receiving mental health services and support. Collaborative meetings will take place at the beginning of the school year between	$9,710.00	No

Action #	Title	Description	Total Funds	Contributing
		general education, special education, and paraprofessional staff to have conversations and to create action plans to fully implement behavior support plans and other interventions with fidelity. The objective of this action will be to reduce suspensions for students with disabilities by ensuring full implementation of behavior support plans and accommodations.		
2.8	Student Welcome and Onboarding Program Implemented	A positive and supportive program will be implemented to specifically welcome students without secure housing to the school and to monitor the students ongoing transition involving staff, administration and fellow students. During the 2024-2025 school year, Colfax ESD staff will create an onboarding program to welcome students without secure housing in a more concerted way. The onboarding program will review school expectations and will connect new students with peers to develop friendships and to create a connection with the school culture.	$4,666.00	Yes
2.9	Technology will be purchased to support a safe, inclusive, and positive learning environment.	Funds will be used to purchase network security tools, hardware devices, and software programs to safeguard the online safety of students and staff. Programs will be purchased to increase efficient use of instructional technology and to provide equitable access to digital learning tools.	$18,200.00	No
2.10	The Safe School Ambassadors program will be implemented.	Students in grades 4-8 will participate in the Safe School Ambassadors program to build relationships with others to reduce bullying, to increase cultural awareness, and to build empathy for others. This action is designed to address school climate concerns and foster a more inclusive and responsive peer culture. On the Kelvin Pulse Survey, 67% of students reported that the school is a safe and welcoming place for people of all cultures, and 54% agreed that adults take action when students are being mean—indicating a need for stronger student-led initiatives in promoting respect and inclusion.	$7,500.00	Yes
2.11	A Registered Behavior Technician	CESD will hire a Registered Behavior Technician (RBT) to provide direct behavioral support services and coaching to staff and students. The RBT	$47,133.00	No

Action #	Title	Description	Total Funds	Contributing
	will be hired to support and coach classroom teachers with implementing behavior contracts and Behavior Intervention Plans to reduce behavioral referrals and suspensions.	will work collaboratively with classroom teachers, special education staff, administrators, and the MTSS team to develop, implement, and monitor individualized behavior support plans and behavior contracts. Support will be provided across instructional settings, including classrooms, playgrounds, and other school environments where students may experience behavioral challenges. The addition of an RBT is intended to strengthen the district's capacity to provide timely, targeted, and proactive interventions before behaviors escalate to more significant disciplinary incidents. The RBT will assist staff in identifying behavioral triggers, teaching replacement skills, reinforcing positive behaviors, collecting and analyzing behavioral data, and implementing evidence-based strategies designed to improve student outcomes. This position will also support consistency in behavioral interventions across settings and increase opportunities for students with disabilities to remain engaged in instruction within inclusive learning environments.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$292,402.00	$

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
7.977%	1.434%	$51,014.17	9.411%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Intervention Block Implementation **Need:** Students from socio-economically disadvantaged backgrounds were 87.5 points below standard in ELA and 75.9 points below standard in mathematics. This represents a gap in learning for this subgroup.	The intervention block model was selected as the most effective use of funds based on educational research supporting the impact of small-group, targeted instruction on accelerating learning for struggling students (e.g., Slavin et al., 2009; Gersten et al., 2009). The LEA considered other alternatives, such as after-school only interventions, but determined that embedding intervention during the school day increases access for unduplicated students who may face transportation or scheduling barriers.	To monitor the effectiveness of this action, student performance for these subgroups on the Smarter Balanced Summative Assessment will be measured annually by Points From Standard on the California Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide	Providing dedicated instructional time with trained paraprofessionals and intervention staff supports the district's goals in Priority 4 (Pupil Achievement) and Priority 7 (Course Access). While this service benefits all students performing below grade level, it is principally directed to meet the academic needs of unduplicated students by ensuring equitable access to grade-level content and closing achievement gaps.	
1.2	**Action:** Classroom Management and Student Engagement Professional Development **Need:** Students from socio-economically disadvantaged backgrounds were 87.5 points below standard in ELA and 75.9 points below standard in mathematics. This represents a gap in learning for this subgroup. **Scope:** LEA-wide Schoolwide	This action was designed to improve instructional environments for students from socioeconomically disadvantaged backgrounds and students with disabilities by equipping teachers with tools to create consistent, predictable, and engaging classroom environments. Research on classroom management and engagement (e.g., Marzano, 2003; Simonsen et al., 2008) demonstrates that high-quality behavioral and engagement strategies promote academic success for students who are disproportionately affected by inconsistent structures and low engagement. The district considered alternatives such as hiring additional support staff for behavior intervention but determined that investing in whole-staff professional development would build sustainable capacity and provide broader reach across classrooms. The CHAMPS framework and engagement strategies adopted are grounded in positive behavior support theory and Universal Design for Learning principles. This action supports Priority 4 (Achievement) and Priority 6 (School Climate) by creating conditions that increase student time-on-task, reduce referrals, and support inclusion. It is provided LEA-wide, but is principally directed toward improving outcomes for unduplicated pupils through instructional equity.	To monitor the effectiveness of this action, student performance for these subgroups on the Smarter Balanced Summative Assessment will be measured annually by Points From Standard on the California Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Expanded Learning Opportunities Provided. **Need:** Students from socio-economically disadvantaged backgrounds were 87.5 points below standard in ELA and 75.9 points below standard in mathematics. This represents a gap in learning for this subgroup. **Scope:** LEA-wide Schoolwide	This action addresses persistent opportunity and achievement gaps experienced by socioeconomically disadvantaged students, who were 87.5 points below standard in ELA and 75.9 points below standard in mathematics. Expanded learning opportunities after school were selected as the most effective use of funds because research shows that high-quality enrichment programs improve academic outcomes, student engagement, and school attendance for low-income students (e.g., Durlak & Weissberg, 2007; Vandell et al., 2005). The district considered alternatives such as in-school enrichment electives, but determined that after-school programs provided a broader range of enrichment activities—such as visual and performing arts, homework support, and sports—that may not be feasible within the regular instructional day. Additionally, these programs offer safe, structured environments that support students' social-emotional development, a key factor in long-term academic success. While the program is open to all students, it is principally directed to support unduplicated students who may otherwise lack access to such opportunities due to financial or transportation barriers. This action supports Priority 5 (Pupil Engagement) and Priority 7 (Course Access), and is aligned with the district's goal to promote equity in both academic achievement and enrichment experiences.	To monitor the effectiveness of this action, student performance for these subgroups on the Smarter Balanced Summative Assessment will be measured annually by Points From Standard on the California Dashboard.
1.7	**Action:** After-School Tutoring **Need:**	Unduplicated students will benefit from individual or small group tutoring in reading, writing, and mathematics. After-School tutoring will provide foster youth, students who are homeless, and	To monitor the effectiveness of this action, student performance for these

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students from socio-economically disadvantaged backgrounds were 51.9 points below average in ELA and 56.5 points below average in mathematics. This represents a gap in learning for this subgroup. **Scope:** LEA-wide Schoolwide	students from socio-economically disadvantaged backgrounds with opportunities to receive additional instruction without cost or travel. Extensive research demonstrates that tutoring offers substantial benefits for elementary and middle school learners, with particularly strong effects for students who are behind or at risk. Meta-analyses consistently report that one-on-one or small-group tutoring—especially when frequent and aligned with classroom content—can help elementary students make up 3–15 months of learning, and boost middle schoolers similarly in reading and math (apnews.com). For younger students, structured reading interventions involving trained adults led to dramatic gains: elementary students increased reading fluency from 45 to 61.5 words per minute in one program, and another British study found comprehension improvements at 4.4 times the normal rate (ectutoring.com). Frequent tutoring—in sessions of 30–60 minutes, at least three times per week—delivered during school hours in groups of up to four yields strong academic growth, while also enhancing students' confidence and engagement (nwea.org). Peer tutoring in middle school has been shown to significantly reduce math anxiety with moderate effect sizes, while volunteer-led programs boost literacy and writing skills in elementary students (cde.state.co.us). Overall, high-quality, intensive tutoring tailored to grade-level needs accelerates learning, closes achievement gaps, and fosters positive attitudes toward school among elementary and middle school students.	subgroups on the Smarter Balanced Summative Assessment will be measured annually by Points From Standard on the California Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		While the program is open to all students, it is principally directed to support unduplicated students who may otherwise lack access to such opportunities due to financial or transportation barriers. This action supports Priority 5 (Pupil Engagement) and Priority 7 (Course Access), and is aligned with the district's goal to promote equity in both academic achievement and enrichment experiences.	
1.8	**Action:** Advancement Via Individual Determination (AVID) **Need:** Students from socio-economically disadvantaged backgrounds were 54.8 points below average in ELA and 60.3 points below average in mathematics. This represents a gap in learning for this subgroup. **Scope:** LEA-wide Schoolwide	Advancement Via Individual Determination (AVID) delivers proven benefits to elementary and middle school students—especially unduplicated students—by embedding foundational academic behaviors and a college-going mindset early on: AVID Elementary explicitly teaches core organizational and study habits—such as structured note-taking, time management, communication, and self-advocacy—that become critical for success in later grades (cpsk12.org). These skills are reinforced through WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading), with age-appropriate rigor tailored to PreK–6, fostering deeper comprehension and critical thinking (explore.avid.org). Crucially, AVID nurtures a college- and career-oriented culture—displaying pennants, sharing college experiences, hosting guest speakers, and exploring future pathways—so students begin envisioning higher education as attainable (web.dusd.net) In middle school, AVID strengthens organizational habits and academic resilience through elective classes and schoolwide strategies, continuing WICOR implementation, tutorials, frequent collaboration, and explicit instruction in critical thinking and note-taking	To monitor the effectiveness of this action, student performance for these subgroups on the Smarter Balanced Summative Assessment will be measured annually by Points From Standard on the California Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		(canby.k12.or.us). This early exposure helps unduplicated students build executive-function skills—planning, persistence, self-efficacy—and demystify the college-going process long before high school . By integrating academic skills training with a supportive campus culture, AVID ensures that elementary and middle school students—notably those from marginalized backgrounds—develop the habits, confidence, and aspirations essential for long-term academic success. Unduplicated students will benefit from participation in AVID which will increase leadership skills, organization, and preparation for college and career. While this action will focus on providing unduplicated students Advancement Via Individual Determination all students will also benefit from these expanded learning opportunities. Therefore, this action will be provided on an LEA-wide basis and supports Priority 5 (Pupil Engagement) and Priority 7 (Course Access).	
1.9	**Action:** Upper Elementary Paraprofessional Support **Need:** Students from socio-economically disadvantaged backgrounds were 54.8 points below average in ELA and 56.5 points below average in mathematics. This represents a gap in learning for this subgroup. **Scope:**	To improve academic outcomes for socio-economically disadvantaged students, the district will continue funding a classroom paraprofessional to support instruction in Grades 4–6. This position is principally directed toward and effective in meeting the needs of low-income students by providing additional academic assistance, small-group instruction, targeted interventions, and increased access to grade-level curriculum. Research indicates that students who receive targeted small-group support and increased instructional attention demonstrate greater	To monitor the effectiveness of this action, student performance for these subgroups on the Smarter Balanced Summative Assessment will be measured annually by Points From Standard on the California Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide	academic growth, particularly in reading and mathematics (Institute of Education Sciences, 2021). Additional adult support in the classroom allows teachers to more effectively differentiate instruction, monitor student progress, and provide timely interventions for students who are struggling (Finn & Achilles, 1999). Studies also show that individualized academic support can improve student engagement, confidence, and achievement, especially for students facing educational barriers associated with poverty (Darling-Hammond et al., 2019). The paraprofessional will work under the direction of the classroom teacher to reinforce core academic skills, support intervention programs, and provide supplemental assistance during instruction. This action is expected to increase student achievement, strengthen mastery of grade-level standards, and help reduce achievement gaps for socio-economically disadvantaged students.	
2.1	**Action:** Implement Integrated Positive Behavior and Supports **Need:** 6.1% of homeless students and 9.3% of students with disabilities were suspended in the 2023 school year. Both subgroups were above the 3.5% of overall students suspended during the 2023 school year. In 2023, there were 327 total major referrals. **Scope:**	This action is designed to reduce disproportionate suspension rates for students with disabilities (9.3%) and homeless students (6.1%), both of which exceeded the overall student suspension rate of 3.5% in 2023. Integrated PBIS provides a structured, research-based framework for creating consistent behavior expectations and systems of support. The district's approach includes Tier 1 supports for all students and targeted Tier 2 and Tier 3 SEL-based interventions such as mentoring and emotional regulation therapy. Research shows that PBIS implementation improves behavior and reduces exclusionary discipline practices for vulnerable student groups (Horner et al., 2009;	The percent of students in all grades who receive 0 to 1 referrals during the school year as measured by the SWIS Triangle Report. The percent of students suspended as reported by the California Dashboard. The annual District Systems Fidelity Inventory score for Integrated Positive Behavior Intervention and Support (I-PBIS).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide	Bradshaw et al., 2010). The district considered hiring additional behavior aides for supervision but determined that a system-wide PBIS framework offers a more sustainable and equitable solution. While the action will benefit all students, it is principally directed toward improving school climate and reducing discipline incidents for unduplicated pupils. This action supports Priority 6 (School Climate) and is aligned with the district's goal to build inclusive and supportive learning environments for all students.	
2.2	**Action:** Wellness Center to support students, staff and community **Need:** In March 2024, 52% of students in grades 4-8 responded positively that the school cares about what they have to think and what they have to say as measured by the Kelvin Pulse Survey. **Scope:** LEA-wide Schoolwide	The Wellness Center is a key strategy to address school climate and social-emotional needs, particularly for unduplicated students who may face trauma, economic instability, or mental health challenges. In March 2024, only 52% of students in grades 4–8 reported feeling that their voice matters, highlighting the need for stronger school connection and support. The Wellness Center provides drop-in and scheduled individual and small group counseling, as well as access to clothing, food, and referrals to outside agencies. These supports are especially critical for low-income students, foster youth, and students experiencing homelessness. Research shows that school-based mental health services improve student well-being and academic performance (Weist et al., 2007; Hoover & Lever, 2002). The district considered expanding access through contracted counseling alone, but determined that maintaining a staffed in-house Wellness Center ensures more accessible, integrated, and culturally responsive care. While available to all, this service	The percent of students in grades 4-8 responding positively that the school cares about what they have to think and what they have to say as measured by the tri-annual Kelvin Pulse Survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		is principally directed toward unduplicated pupils, aligning with Priority 6 (School Climate) and local goals to improve school connectedness and student wellness.	
2.5	**Action:** Universal Design for Learning Implementation **Need:** In March 2024, 52% of students in grades 4-8 responded positively that the school cares about what they have to think and what they have to say as measured by the Kelvin Pulse Survey. **Scope:** LEA-wide Schoolwide	This action is designed to increase student voice, access, and engagement by ensuring instruction is inclusive and accessible for all learners. UDL is a research-based framework that empowers teachers to design flexible learning environments that accommodate individual learning differences (CAST, 2018). The district considered limited interventions but determined that UDL implementation across classrooms provides a more sustainable, scalable, and inclusive solution—particularly for unduplicated pupils who may need varied entry points into academic content. By increasing instructional flexibility and reducing barriers, this action promotes equity and supports Priority 7 (Course Access) and Priority 4 (Pupil Achievement). While UDL benefits all students, it is principally directed toward unduplicated pupils who are more likely to need differentiated strategies to access grade-level content. Therefore, this action is provided on an LEA-wide basis.	The percent of students in grades 4-8 responding positively that the school cares about what they have to think and what they have to say as measured by the tri-annual Kelvin Pulse Survey.
2.6	**Action:** Social Emotional Instruction **Need:** 72% of students in grades 4-8 reported they have skills to deal with difficult people and situations as evidenced in the Kelvin Pulse survey taken in the Spring of 2023.	This action addresses the need for students to develop emotional resilience and interpersonal skills, particularly among unduplicated students who may face higher levels of adversity. In Spring 2023, 72% of students in grades 4–8 reported having the skills to manage difficult situations, highlighting room for improvement in this area. Research supports that explicit SEL instruction improves self-regulation, peer relationships, and academic outcomes (Durlak et al., 2011). The	The percent of students in grades 4-8 resorting that they have the skills to deal with difficult people and situations as measured by the tri-annual Kelvin Pulse Survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide	district evaluated the option of individualized counseling alone but determined that embedding SEL into daily instruction ensures broader access and consistency. SEL instruction will occur in classrooms, small groups, and one-on-one settings to meet diverse needs. This action supports Priority 6 (School Climate) and Priority 5 (Engagement). While all students benefit, the action is principally directed to unduplicated pupils who may have fewer external supports for developing these critical life skills. Therefore, this service is provided on an LEA-wide basis.	
2.10	**Action:** The Safe School Ambassadors program will be implemented. **Need:** 68% of students stated the school is a safe and welcoming place for people of all cultures as reported on the Kelvin Pulse Survey. 59% of students stated that adults at my school take action when students are being mean. **Scope:** LEA-wide Schoolwide	The Safe School Ambassadors program is an evidence-based, student-centered initiative that empowers student leaders to intervene with their peers in ways that prevent bullying and exclusion while promoting empathy, self-efficacy, and cultural responsiveness. An evaluation of the program by the Health and Human Development Program at WestEd found that implementation led to improvements in school connectedness and reductions in peer mistreatment (WestEd, 2009). The district considered implementing an adult-led anti-bullying campaign but determined that peer-led models, supported by research, are more effective in reaching unduplicated students—particularly those who may face identity-based or economic exclusion. This action supports Priority 6 (School Climate) by creating a safer and more connected environment. While all students benefit, this action is principally directed toward improving outcomes for unduplicated students and is therefore provided on an LEA-wide basis.	The percent of students responding positively to the Kelvin Pulse Survey

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.8	**Action:** Student Welcome and Onboarding Program Implemented **Need:** Students without secure housing experienced an increase in suspension rate in the 2023 school year. 6.1% of students without secure were housing were suspended at least one day in 2023 representing an increase of 6.1%. **Scope:** Limited to Unduplicated Student Group(s)	The new Onboarding Program for students will give students without secure housing an opportunity to learn school-wide expectations in a welcoming and positive manner while also connecting to other students on campus.	The percent of students suspended as reported by the California Dashboard.

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

Additional Concentration Grant Funding

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,665,671.00	$292,402.00	7.977%	1.434%	9.411%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$645,038.00	$298,420.00	$8,000.00	$181,225.00	$1,132,683.00	$777,705.00	$354,978.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Intervention Block Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024 to 2027	$177,736.00	$27,466.00	$100,449.00	$34,761.00		$69,992.00	$205,202.00	
1	1.2	Classroom Management and Student Engagement Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024 to 2027	$4,397.00	$33,320.00	$4,000.00	$7,717.00	$8,000.00	$18,000.00	$37,717.00	
1	1.3	Curriculum Adoption	All Students with Disabilities The purchase of new core curriculum will ensure all students, including students from identified subgroups, have access to the most relevant and rigorous content materials.	No			All Schools	2024 to 2027	$14,658.00	$4,000.00		$18,658.00			$18,658.00	
1	1.5	Additional Staff for a Broader Course of Study.	All Students with Disabilities By providing a broader course of study, all students, including students from identified subgroups, will have access to instruction from a variety of content areas. This will ensure that all students in the LEA benefit from a comprehensive, robust, and engaging learning environment.	No			All Schools	2024 to 2027	$214,229.00	$4,250.00	$169,331.00	$49,148.00			$218,479.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Expanded Learning Opportunities Provided.	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024 to 2027	$115,545.00	$26,650.00	$50,744.00	$91,451.00			$142,195.00	
1	1.7	After-School Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024 to 2027	$7,983.00	$85,000.00	$1,000.00			$91,983.00	$92,983.00	
1	1.8	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024 to 2027	$0.00	$21,495.00	$21,495.00				$21,495.00	
1	1.9	Upper Elementary Paraprofessional Support	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024 to 2027	$27,508.00	$0.00	$27,508.00				$27,508.00	
2	2.1	Implement Integrated Positive Behavior and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024 to 2027	$84,809.00	$34,675.00	$116,892.00	$2,592.00			$119,484.00	
2	2.2	Wellness Center to support students, staff and community	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024 to 2027	$0.00	$29,387.00	$3,500.00	$25,887.00			$29,387.00	
2	2.3	Attendance Incentive and Recovery Program Implemented	All Students with Disabilities All students will be recognized for attendance and will be given the opportunity to attend Saturday School. Students in identified subgroups will be given priority for recognition for attendance improvement and will be given priority for attendance in Saturday School.	No			All Schools	2024 to 2027	$29,423.00	$18,010.00	$47,433.00				$47,433.00	
2	2.4	Facilities Improvements	All Students with Disabilities	No			All Schools	2024 to 2027	$42,500.00	$20,612.00	$63,112.00				$63,112.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Foster and Homeless Youth; Students from economically disadvantaged backgrounds													
2	**2.5**	Universal Design for Learning Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024 to 2027	$1,954.00	$8,150.00	$4,354.00	$4,500.00		$1,250.00	$10,104.00	
2	**2.6**	Social Emotional Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024 to 2027	$1,954.00	$9,763.00	$8,513.00	$3,204.00			$11,717.00	
2	**2.7**	Audit of IEP Behavior Support Plans	Students with Disabilities The IEP audit and collaborative meetings will give CESD staff the ability to proactively insure full implementation of student Behavior Support Plans and accommodations during the school year.	No			All Schools	2024 to 2027	$6,410.00	$3,300.00	$5,323.00	$4,387.00			$9,710.00	
2	**2.8**	Student Welcome and Onboarding Program Implemented	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,466.00	$3,200.00	$4,666.00				$4,666.00	
2	**2.9**	Technology will be purchased to support a safe, inclusive, and positive learning environment.	All	No			All Schools	2024 to 2027	$0.00	$18,200.00	$9,218.00	$8,982.00			$18,200.00	
2	**2.10**	The Safe School Ambassadors program will be implemented.	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024 to 2027	$0.00	$7,500.00	$7,500.00				$7,500.00	
2	**2.11**	A Registered Behavior Technician will be hired to support and coach classroom teachers with implementing behavior contracts and Behavior Intervention Plans to reduce behavioral referrals and suspensions.	All Students with Disabilities	No			All Schools	2024 to 2027	$47,133.00	$0.00		$47,133.00			$47,133.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,665,671.00	$292,402.00	7.977%	1.434%	9.411%	$350,621.00	0.000%	9.565 %	**Total:**	$350,621.00
								LEA-wide Total:	$345,955.00
								Limited Total:	$4,666.00
								Schoolwide Total:	$345,955.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Intervention Block Implementation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$100,449.00	
1	**1.2**	Classroom Management and Student Engagement Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
1	**1.6**	Expanded Learning Opportunities Provided.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$50,744.00	
1	**1.7**	After-School Tutoring	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	**1.8**	Advancement Via Individual Determination (AVID)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$21,495.00	
1	**1.9**	Upper Elementary Paraprofessional Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$27,508.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Implement Integrated Positive Behavior and Supports	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$116,892.00	
2	2.2	Wellness Center to support students, staff and community	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,500.00	
2	2.4	Facilities Improvements				All Schools	$63,112.00	
2	2.5	Universal Design for Learning Implementation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,354.00	
2	2.6	Social Emotional Instruction	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,513.00	
2	2.7	Audit of IEP Behavior Support Plans				All Schools	$5,323.00	
2	2.8	Student Welcome and Onboarding Program Implemented	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$4,666.00	
2	2.9	Technology will be purchased to support a safe, inclusive, and positive learning environment.				All Schools	$9,218.00	
2	2.10	The Safe School Ambassadors program will be implemented.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$7,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,068,611.00	$968,204.00

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**	Intervention Block Implementation	Yes	$231,771.00	$226,771.00
1	**1.2**	Classroom Management and Student Engagement Professional Development	Yes	$37,717.00	$37,467.00
1	**1.3**	Curriculum Adoption	No	$18,658.00	$18,658.00
1	**1.5**	Additional Staff for a Broader Course of Study.	No	$218,479.00	$213,905.00
1	**1.6**	Expanded Learning Opportunities Provided.	Yes	$142,195.00	$90,480.00
1	**1.7**	After-School Tutoring	Yes	$92,983.00	$94,036.00

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	1.8	Advancement Via Individual Determination (AVID)	Yes	$21,495.00	$14,084.00
2	2.1	Implement Integrated Positive Behavior and Supports	Yes	$119,484.00	$118,341.00
2	2.2	Wellness Center to support students, staff and community	Yes	$29,387.00	$26,076.00
2	2.3	Attendance Incentive and Recovery Program Implemented	No	$31,433.00	$27,024.00
2	2.4	Facilities Improvements	No	$63,112.00	$55,947.00
2	2.5	Universal Design for Learning Implementation	Yes	$10,104.00	$9,217.00
2	2.6	Social Emotional Instruction	Yes	$11,717.00	$12,343.00
2	2.7	Audit of IEP Behavior Support Plans	No	$9,710.00	$7,060.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.8**	Student Welcome and Onboarding Program Implemented	No Yes	$4,666.00	$0.00
2	**2.9**	Technology will be purchased to support a safe, inclusive, and positive learning environment.	No	$18,200.00	$9,295.00
2	**2.10**	The Safe School Ambassadors program will be implemented.	Yes	$7,500.00	$7,500.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$294,337.00	$320,594.00	$252,820.00	$67,774.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Intervention Block Implementation	Yes	$97,930.00	$97,930.00		
1	1.2	Classroom Management and Student Engagement Professional Development	Yes	$4,000.00	$4,000.00		
1	1.6	Expanded Learning Opportunities Provided.	Yes	$50,744.00	$0.00		
1	1.7	After-School Tutoring	Yes	$1,000.00	$350.00		
1	1.8	Advancement Via Individual Determination (AVID)	Yes	$21,495.00	$14,084.00		
2	2.1	Implement Integrated Positive Behavior and Supports	Yes	$116,892.00	$115,074.00		
2	2.2	Wellness Center to support students, staff and community	Yes	$3,500.00	$189.00		
2	2.5	Universal Design for Learning Implementation	Yes	$4,354.00	$3,304.00		
2	2.6	Social Emotional Instruction	Yes	$8,513.00	$10,389.00		
2	2.8	Student Welcome and Onboarding Program Implemented	Yes	$4,666.00	$0.00		
2	2.10	The Safe School Ambassadors program will be implemented.	Yes	$7,500.00	$7,500.00		

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)
$3,556,992.00	$294,337.00	0.267%	8.542%	$252,820.00	0.000%	7.108%	$51,014.17	1.434%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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