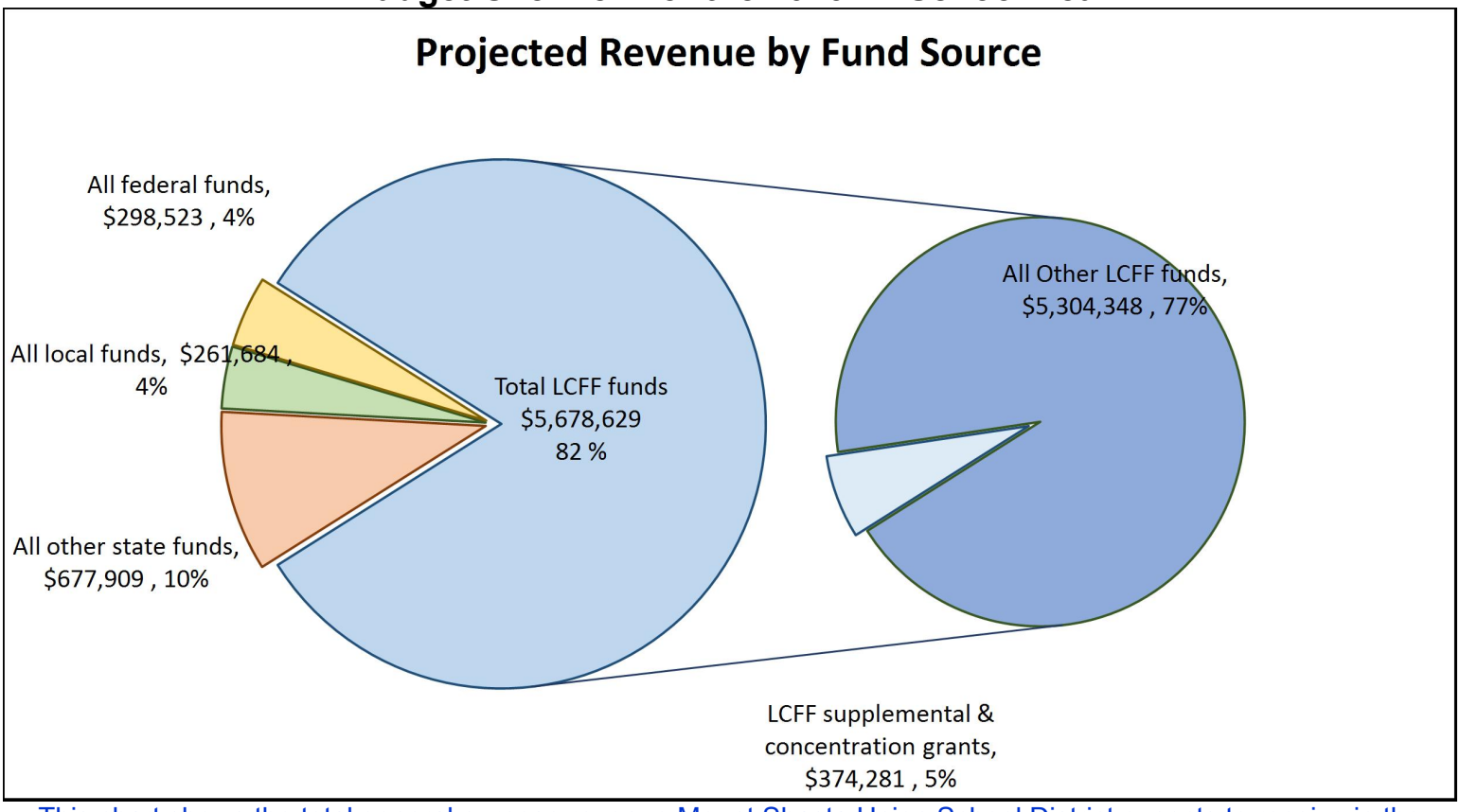
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mount Shasta Union School District
CDS Code: 47-70425-0000000
School Year: 2026-27
LEA contact information:
Len Foreman
Superintendent
lforeman@msusd.org
(530) 926-6007

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

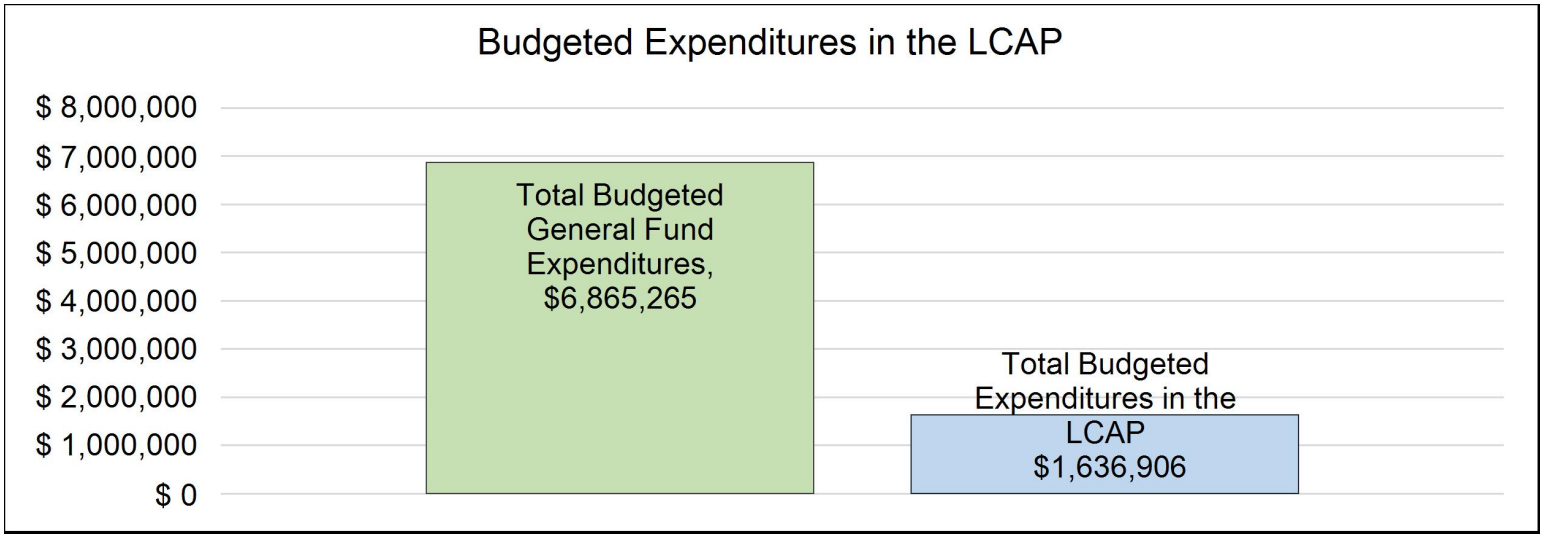


This chart shows the total general purpose revenue Mount Shasta Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mount Shasta Union School District is $6,916,745, of which $5,678,629 is Local Control Funding Formula (LCFF), $677,909 is other state funds, $261,684 is local funds, and $298,523 is federal funds. Of the $5,678,629 in LCFF Funds, $374,281 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 Mount Shasta Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mount Shasta Union School District plans to spend $6,865,265 for the 2026-27 school year. Of that amount, $1,636,906 is tied to actions/services in the LCAP and $5,228,359 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

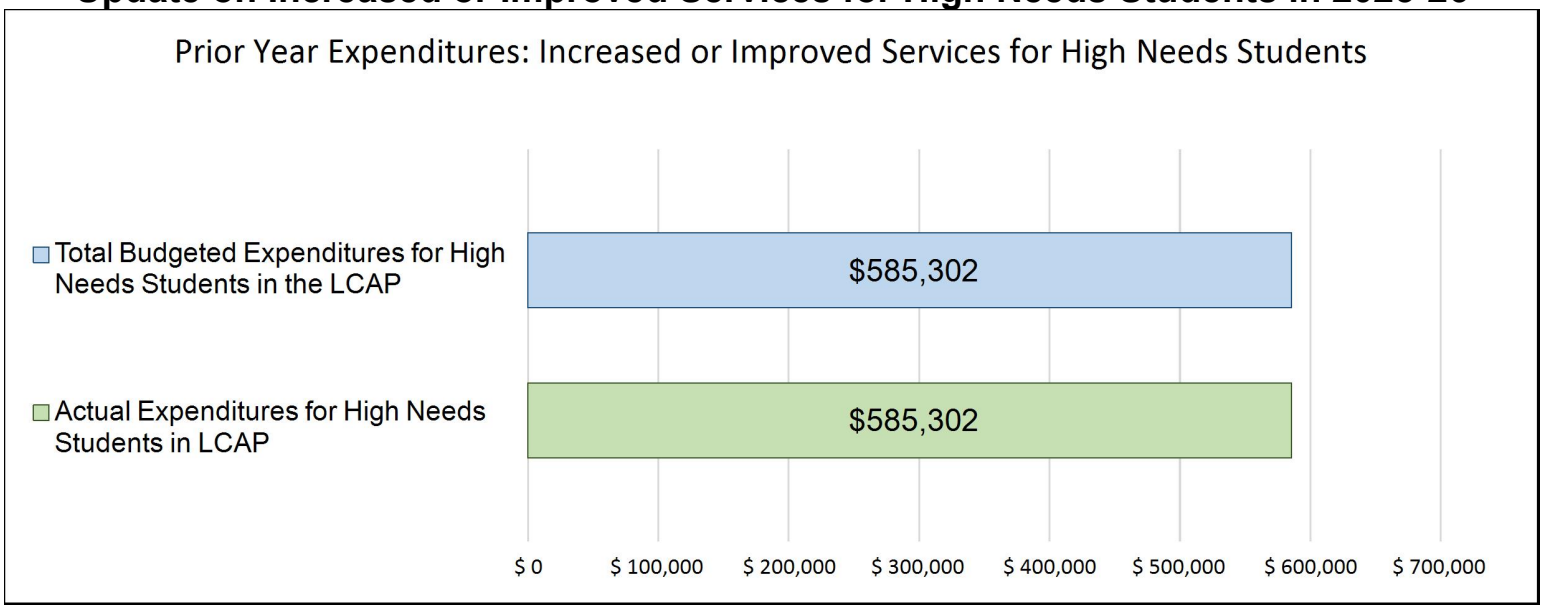
General fund expenditures not included in the LCAP are used for general operating costs including salaries and benefits, cafeteria, utilities, maintenance, and supplies

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

In 2026-27, Mount Shasta Union School District is projecting it will receive $374,281 based on the enrollment of Foster Youth, English learner, and low-income students. Mount Shasta Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mount Shasta Union School District plans to spend $$516,348 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 Mount Shasta Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mount Shasta Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Mount Shasta Union School District's LCAP budgeted $585,302 for planned actions to increase or improve services for high needs students. Mount Shasta Union School District actually spent $585,302 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mount Shasta Union School District	Len Foreman Superintendent	lforeman@msusd.org (530) 926-6007

Plan Summary [2026-27]

General Information

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

The Mount Shasta Union School District is nestled in the natural beauty of Northern California. Established in 1887 to serve the educational needs of the local community, the district encompasses an area of approximately 4 square miles and serves a diverse student population. Geographically, the Mount Shasta Union School District is situated in a region known for the iconic Mount Shasta itself. While the area's natural beauty enriches the educational experience, it also presents unique challenges. Inclement weather conditions, particularly during winter, can impact transportation and school operations, requiring careful planning and preparedness. In addition, the district faces various challenges, including enrollment fluctuations, staffing issues, and unique geographical considerations all of which impact the school district.

Enrollment in the Mount Shasta Union School District has fluctuated over the years. As of the latest available data, the district serves 459 students between its 2 school sites, Mt' Shasta Elementary (TK-3) and Sisson School (4-8). Managing enrollment fluctuations can pose a challenge for the district, as it affects resource allocation, class sizes, and planning educational programs.

The district employs 28 teachers, along with administrative staff, support personnel, and other essential roles. Recruiting and retaining qualified educators and staff members can be challenging, especially in rural areas such as Mount Shasta. The district must navigate through issues such as competition from other districts as well as the impact of geographic isolation and limited housing availability in the area. on recruitment efforts. .

The community challenges faced by the district are multifaceted. Economic disparities, access to resources, and the overall well-being of the community directly influence the educational environment. Furthermore, the district serves a diverse student population, and addressing the needs of all students, including those from historically marginalized backgrounds, requires a concerted effort to foster inclusivity and equity.

In conclusion, the Mount Shasta Union School District provides quality education to its diverse student population. However, it faces various challenges, including enrollment fluctuations, staffing issues, unique geographical considerations, and community-related difficulties. Addressing these challenges requires strategic planning, community engagement, and a commitment to delivering equitable and inclusive education to all students, ensuring their success in the district and beyond.

No Mt Shasta Union School District schools are identified as eligible for Equity Multiplier Funds.

Reflections: Annual Performance

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

CA 2023 Dashboard - Mt. Shasta Union and its schools had no lowest performing student groups in any indicators.

Lowest Performing Student Group: Students with Disabilities
District (addressed in Action 1.2)
ELA - Students with Disabilities (135.6 points below standard, declined 18.5 pts)
Math - Students with Disabilities (151.5 points below standard, increase of 5.5 pts)
Mt. Shasta Elementary - No lowest performing student groups
Sisson - Students with Disabilities scored in the lowest range (Red)

Mount Shasta Elementary has four significant student subgroups, White, Hispanic, Students with Disabilities (SWD) and Socioeconomically Disadvantaged (SED).

English Language Arts
All Students: 28.7 points below standard, a decline of 6.6 points
Subgroups
White: 28.7 points below standard, a decline of 6.7 points
Hispanic: 21.6 pts below standard, a improvement of 24 points.
SWD: 136 pts. below standard a decline of 19 points
SED: 46.5 pts below standard a decline of 13.4 points

Mathematics
All Students: 39.8 points below standard, a decline of 3 points
Subgroups
White: 37.2 points below standard a decline of 4.2 points.
Hispanic: 37 points below standard, an improvement of 34 points.
SWD: 151.5 points below standard, a improvement of 5.5 points

SED: 60.4 points below standard, a decline of 7.3 points

Students with Disabilities scored in the lowest achievement level for Math in both 23/24 and 24/25.

Science
All Students: 54.8 points scored, maintained the same performance level
Subgroups
White: 55.4 points, an improvement of 2.9 points
Hispanic: 50.7 points, an improvement of 5.3 points
SWD: Insufficient number of students to report results
SED: 50.3 points, a decline of 0.4 points

Chronic Absenteeism
All Students: 17.4% of district students were classified as chronically absent in 23/24
Dashboard data is incorrect in regards to subgroup chronic absenteeism. Efforts to correct the data failed at the State level.

Although higher than desired the overall district chronic absenteeism rate has seen a steady decline.
2023: 32%
2024: 25.7%
2025: 17.4%

Suspension Rate
All Students: 2.5% Suspended at least one day, an improvement of 1.6%
Subgroups
White: 2.8%, an improvement of 0.7%
Hispanic: 0.0% suspensions an improvement of 2.7%
SWD: 4.5%, an improvement of 0.1%
SED: 3.4%, an improvement of 2.2%

LREBG funds: Mt. Shasta Union has unexpended LREBG funds.
Based on 2024 Dashboard and local data, Students with Disabilities scored 136 points below standard in ELA and 151.5 points below standard in Math, while district chronic absenteeism remained 17.4%, indicating continued learning recovery and engagement needs. Pursuant to EC Section 32526(c)(2), LREBG-funded Action 1.1 provided technology-supported access to evidence-based academic interventions and learning recovery supports designed to accelerate academic progress, improve student engagement, and address identified performance gaps for students in the lowest performance levels.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators	2/23/2026, 3/2/2026 & 5/4/2026 In person consultation on LCAP development.
Teachers	2/23/2026 - Survey for use in development was conducted .
Principals	2/23/2026, 3/2/2026 & 5/4/2026 In person consultation on LCAP development
Classified Bargaining Unit	5/8/26 - In person consultation into draft LCAP.
Other school personnel	2/23/2026 - Survey for use in development was conducted
Certificated Bargaining Unit	5/5/2026 In person consultation into draft LCAP.
Parents	A community/parent meeting was held on March 12, 2026.
Students	Surveys were conducted the week of 2/23/2026. A committee of students participated in a discussion of achievement data to garner their opinions in April.
SELPA	The SELPA was consulted via ongoing emails and consultation throughout the year.
Parent Advisory Committee	The Site Council reviewed the proposed LCAP at their April meeting and was able to offere input.
Governing Board	Informed of progress at the 1/13/2026 Board meeting. Provided updates on LCAP development at monthly board meetings.

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

After reviewing the LCAP surveys and data included in it, the conclusion of educational partners was that there were slight improvements in some areas and slight declines in others. It was suggested that a greater emphasis on remediation efforts could improve overall scores. It was noted that due to the size of some subgroups there could be greater volatility in scores from one year to the next. There were questions about how some of the actions reflected the LCAP goals. The 2026-27 LCAP for Mount Shasta Union School District was significantly shaped by feedback from educational partners, which emphasized a need for increased mental health support, academic remediation and less use of academic jargon in school to home communications.. To address the strong stakeholder consensus on student well-being, the district revamped the Bridges Program (Action 1.5) and provided staff training in Trauma-Informed Practices (Action 1.4). In response to requests for improved academic outcomes, especially for students with disabilities, the plan includes dedicated Math Intervention (Action 1.12) and Reading Intervention (Action 1.8) teachers. Educational partner concerns regarding learning gaps also led to the maintenance of Small Class Sizes (Action 1.6) at Mount Shasta Elementary to allow for more individualized student assistance. Finally, to meet the technology needs identified in staff and student surveys, the district continues to be committed to a 1:1 student-to-device ratio through Student Technology Devices (Action 1.1).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize student social, emotional, and academic achievement.	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.

This goal was developed in response to data analysis and input from educational partners. The analysis of the CA Dashboard data indicates needs to address chronic absenteeism and ELA and Math instruction. Chronic absenteeism is at 32% for all students, a growth of 16.2% from the 2021-22 school year. While 44% of all students met or exceeded standard for ELA, only 17% of students with disabilities did the same. While 38% of all students met or exceeded standard for Math, only 6% of students with disabilities did the same. These very low indicators for students with disabilities are addressed in the actions of this goal.
Implementing the actions below and measuring progress using the identified metrics will support Mt. Shasta Union School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Technology inventory Teacher and Student Device Ratio	2023-2024 The student:device ratio is 1:1 for grades 4-8. All teachers have Chromebooks	2024-25 Student device ratio is 1:1 for grades 4-8. All teachers have Chromebooks	2025-26 Device ratio is 1:1	Maintain a 1:1 ratio.	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Williams Report % of Students Priority 1B	2023-2024 100% students have access to high-quality, state-standards-aligned instructional materials in all curricular areas.	2024-25 100% students have access to high-quality, state-standards-aligned instructional materials in all curricular areas.	2025-26 100% students have access to high-quality, state-standards-aligned instructional materials in all curricular areas.	All students have access to high-quality, state-standards-aligned instructional materials in all curricular areas.	None
1.3	Sign-in sheets and conference request forms % of Students Priority 2A, 2B	2023-2024 100 % of teachers received professional development in some state standards.	2024-25 100 % of teachers received professional development in state standards.	2025-26 100 % of teachers received professional development in state standards.	100 % of teachers received professional development in some state standards.	None
1.4	Attendance rate % of Students Priority 5A	2023-2024 We have an attendance rate of 92.78%	2024-25 MSE attendance rate: 91.9% Sisson: 93.1%	2025-26 MSE: 93% Sisson: 94%	93% attendance rate	MSE: 0.22 above baseline Sisson: 1.22 above baseline
1.5	Middle school dropout rate % of Students Priority 5C	2022-23 The middle school dropout rate is 0%.	2023-24 Middle School dropout rate remains 0%	2024-25 Middle School dropout rate remains 0%	The middle school dropout rate will be 0%.	None
1.6	School Accountability Report Card (SARC) and Williams report % of Teachers Priority 1A	2023-2024 100% of teachers are appropriately credentialed and assigned.	2024-25 100% of teachers are appropriately assigned	100% of teachers are appropriately assigned	100% of teachers will be appropriately credentialed and assigned.	None
1.7	CAASPP State test results % of Students met or exceeding standards. Priority 4A *LREBG Metric	2022-2023 % of Students met or exceeding standards. ELA is 47% and Math is 35% SWD - ELA: 20.4% met standard SWD Math: 7.14% met standard	2023-24 Met or Exceeded: ELA: 39.2%, 5% decline Math: - 34.8%, 3.3% decline SWD ELA: 18.2% SWD Math: 9.52%	2024-25 Met or Exceeded: ELA: 34.65% Math: - 34.44% SWD ELA: 0% SWD Math: 3.45%	ELA is 48% and Math is 36%	ELA: -12.35% Math: -0.56% SWD, ELA: -20.4% SWD: Math: -3.69%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	% of students receiving Tier 3 or 4 reading intervention will meet standards. Priority 8	2023-2024 We're projecting that an average of 20% of students receiving Tier 3 or 4 reading intervention will meet standards.	2024-25 24%	25-26 29%	20% of students receiving Tier 3 or 4 reading intervention will meet standards.	9% above goal
1.9	EL Progress Rate % of ELD Students improving scoring Priority 4E	2022-2023 We're projecting that an average of 20% of ELD students will achieve improvement in levels of proficiency.	2024-25 8 students tested 3 (37%) improved a level, 4 (50%) improved but did not go up a level	100% of students maintained or improved their level	An average of 20% of ELD students will achieve improvement in levels of proficiency.	17% above goal
1.10	Local ELA and Math Assessments % of Students Priority 8 LREBG Metric	2023-2024 At MSE 50% of students met or exceeded the standards in ELA. 52% of students met or exceeded the standards in Math. At Sisson 43.2% of students met or exceeded the standards in ELA. 35.5% of students met or exceeded the standards in Math.	2024-25 MSE Reading: 63% Math: 74% Writing: 66% Sisson ELA: 48% Math: 47%	MSE Reading: 70% Math: 77% Writing: 72% Sisson ELA: 54% Math: 67%	ELA is 60% and Math is 62%	MSE : Reading: 20% above 23/24 data Writing: 14% above Math: 22% above Sisson: ELA: 4.8% above Math: 11.5% above
1.11	Chronic absence rate % of Students Chronically absent Priority 5B	2022-2023 Our chronic absence rate is 24%	2023-24 25.7%	2024-25 MSE: 19.6% Sisson: 15.2% District: 17.4% Dashboard data is incorrect due to transcription error. This data is from the school sites.	Chronic absenteeism will be below 20%	MSE: 4.4% improvement Sisson: 8.8% improvement District: -6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	% of ELD Students Re-designated Priority 4F	2022-2023 21% of our English learners qualified to be re-designated as Fluent English Proficient on the latest ELPAC. Of the remaining students who didn't qualify for RFEP, 50% are Level 3, getting close to re-designation as fluent speakers.	2023-24 1 student was redesignated fluent 50% of students are at Level 3	24/25 no students were redesignated fluent	25% of our English learners will be qualified to be re-designated as Fluent English Proficient on the latest ELPAC. Of the remaining students who don't qualify for RFEP, 50% are Level 3, getting close to re-designation as fluent speakers.	50% of students are at level 3 Students "getting close" to redesignation category is at goal
1.13	Master Schedules % of Students having access to a broad course of study Priority 7	2023-2024 100% of students have access to a broad course of study.	2024-25 100% of all students have access to a broad course of study	100% of all students have access to a broad course of study	100% of students have access to a broad course of study.	None

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 1 was not fully implemented. Substantive differences in planned actions include Action 1.4, trauma informed practices professional development did not occur this year. Action 1.5, Implementation of Bridges program was successful because the program met the academic, behavioral and social emotional needs of the students served. A challenge was Action 1.4, Implementation of Trauma Informed Practices, because the professional development focus for MSUSD shifted to literacy and school safety.

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

Action 1.1 was over by about $30 to meet student technology needs.
Action 1.2 was over by about $50,000 to increase aides for students with disabilities.
Action 1.3 was under by about $13,000 to increase teacher technology needs due to fewer devices needing to be replaced.

Action 1.4 was under by $5,000 due to staff changes.
Action 1.8 was under by $92,750 due to change in staffing.
Action 1.10 was under by $4,000 to meet student needs due to supplies costing less than anticipated.
Action 1.11 was over by $9,000 due to staff changes.
Action 1.12 was under $54,522 due to change in job duties.
Action 1.13 was under by $10,000, action provided to students at no cost to the district.
Action 1.14 was under $1,000 action provided to staff at no cost to the district.
Action 1.15 was under $10,000 due to estimated staff benefits change.

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

Action 1.1 was effective (Student technology) each student had a Chromebook for use in completion of assignments. Metric 1.1
Action1.2 was effective RSP teachers and aides were provided at both MSE and Sisson. Metric 1.11
Action 1.3 was effective (Teacher Chromebooks) every teacher was provided with a Chromebook . Metric 1.1
Action 1.4 was effective (PD in Trauma Informed Practices) Zero students dropped out. Metric 1.5
Action 1.5 was effective (Bridges Program) This program was very effective with students in need of brief help as well as students with long term issues. Metric 1.5
Action 1.6 was effective (Small Class Sizes) The small average class sizes allowed teachers and aides to provide extra assistance. Metric 1.10
Action 1.7 was effective (Teacher Aides) were provided in each classroom. Metric 1.10
Action1.8 was effective (Reading Intervention) 75% of students receiving reading intervention saw improvement in their reading skills. Metric 1.8
Action 1.9 was effective (After School Tutoring) is available to all students. Metric 1.10
Action 1.10 was effective (GATE) The GATE program conducting activities for all grade levels Metric 1.4
Action 1.11 was effective (School Improvement Coordinator) Chronic absenteeism improved at both sites. Metric 1.4
Action1.12 was effective (Math Intervention Teacher) Students showed a very slight decline with SWD success rate declining over last year. Metric 1.7
Action1.13 was effective (Career Exploration) was a part of upper grade curriculum . Metric 1.13
Action 1.14 was effective(Special Education PD) Special Education staff received training from SCOE SELPA Metric 1.3
Action 1.15 was effective (ELD Teacher) A 50% FTE was provided to enhance EL students. 100% of EL students improved their scores on State testing. Metric 1.9

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.

Metric 1.7 In the 24/25 LCAP cited local assessment data as being CAASPP data. Correct data is now posted.

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	Student Technology Devices to access intervention programs LREBG Action	30 student Chromebooks to rotate in for breakage/loss at $300 Using $9,000 in LREBG funds pursuant to EC Section 32526(c)(2), the district will provide technology-supported access to evidence-based intervention programs, targeted academic support, and progress monitoring for students performing in the lowest achievement levels in ELA and Mathematics. Research supports high-dosage intervention, personalized learning technology, and frequent progress monitoring because these strategies increase instructional responsiveness and accelerate skill development for students with unfinished learning. Effectiveness will be measured through CAASPP ELA and Mathematics performance, local benchmark assessments, intervention participation data, and chronic absenteeism rates.	$15,000.00	No
1.2	Tier 4 Resource Program	IEP-driven with Special Education Resource Specialist and Supplies to Address Needs and Increase Academic Performance of Students with Disabilities in ELA and Math	$399,480.85	No
1.3	Teacher/Classroom Technology Devices	40 Chromebooks at $375 in 25-26	$9,000.00	No
1.4	Implementation of Trauma Informed Practices	Various Professional Development based on needs of the District	$1,500.00	Yes
1.5	Implementation of Bridges Program	TK-8 district-wide program to serve students in Tier 3 and 4 housed at Sisson School	$145,661.60	Yes
1.6	Small Class Sizes	Low ratio of teacher to students at MSE	$241,464.38	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Teacher Assistants/Aides	Assist credentialed staff in the primary grades with student academic progress, specifically in ELA and math, as well as the daily functioning of the school	$127,975.89	Yes
1.8	Reading Intervention	Provide Tier 3 Intervention Support for identified students in reading at both sites, as well as supplies to address reading	$193,468.58	No
1.9	After-School Tutoring	Provide opportunities for supplemental instruction in any subject matter to support students needing to reach grade-level standards.	$16,000.00	No
1.10	Gifted and Talented Education	Provide activities, instruction, and opportunities for identified GATE students as well as all students during and after the school day.	$4,006.31	No
1.11	School Improvement Coordinator	Part-time position to improve attendance, school systems, and MTSS supports.	$0.00	No
1.12	Math Intervention Teacher	TK-8 Math Intervention Teacher to support math instruction/grade level achievement at .50 FTE to 1.0 FTE	$85,485.76	Yes
1.13	CTE Activites	MSUESD will support career exploration and career technical education pathways across industry sectors with human and financial resources.	$5,000.00	No
1.14	Special Education Professional Development	Provide on-going opportunities in-district and out-of-district for all staff to participate in SPED professional development	$1,000.00	No
1.15	English-Language Development Teacher	.50 FTE ELD Teacher to provide specialized instruction to students who are English-Language learners	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will feel physically and emotionally safe district-wide, and all staff will foster a positive school and district culture.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed based on analyzed data and stakeholder input to ensure that Mt. Shasta Union School District students are supported in engagement expectations. Implementing the actions below and measuring progress using the identified metrics will support Mt. Shasta Union School District in achieving this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student survey results % of Students Survey Results Priority 6C	2023-2024 5% of MSE students say students are not nice, and 8% report being treated disrespectfully. 9% of Sisson students feel other students do not treat them kindly and with respect.	2024-25 4.4% of MSE students say students are not nice, and 8% report being treated disrespectfully. 7.8% of Sisson students feel other students do not treat them kindly and with respect.	67% of Sisson students state that students treat each other respectfully 89% state they enjoy school and 92% state they feel safe at school.	2% of MSE students say students are not nice, and 5% report being treated disrespectfully. 6% of Sisson students feel other students do not treat them kindly and with respect.	MSE students not nice: 0.6 improvement No change in MSE students being disrespectful Sisson: 1.2% improvement
2.2	Suspension rate % of Student	2022-2023	2023-24	2024-25 0.88%	0%	2.72% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6A	Our suspension rate is 3.6%	4.0%, an increase of 0.4%			
2.3	Behavior intervention team notes % of Students	2023-2024 Overall there are 127 students at Sisson with some contact with the Bridges Opportunity program and 44 students at Mt. Shasta Elementary. 35%	2024-25 281 total Bridges contacts at Sisson. This is a 45% increase. Note; some students are counted more than once. MSE: 1 student. This is a 97% decrease.	2025-26 445 total Bridges contacts during the 2nd trimester. This is largely due to a change in emphasis in the role of Bridges. More students come in for brief assistance rather than long term help.	Tier 3 services show 50% or higher of students exiting from program each year.	45% increase in students seen at Sisson. 97% decrease in students seen at MSE.
2.4	Wellness Policy Number of meetings to review policy	2023-2024 One meeting was held to update our Local School Wellness Policy.	2024-25 The Wellness Policy was reviewed and approved at the February Governing Board meeting.	2025-26 The wellness policy was reviewed and re-approved at the February Governing Board meeting.	Maintain an up to date wellness policy reflecting the needs of our students, staff, and educational partners by having at least one meeting to review policy.	At goal
2.5	Number of parent education classes held at each site. First 5 Flyers and Sign-ins, agreements with Great Northern Services, Boys and Girls Club, the farmers' market, the Resource Center, School CAFE, and the Land Trust	2023-2024 Two parent education classes were held at each site .	2024-25 3 districtwide parent education meetings were held.	2025-26 5 parent education nights were held.	5 parent education classes annually.	2 classes above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	% of increase in family engagement in committees and engagement opportunities of parent/caregiver responding to district survey Priority 3A, 3B, 3C	2023-2024 0% (no data obtained yet)The district will promote opportunities for all parents and caregivers to be engaged in school groups, activities, and decision-making.	2024-25 5 parents serve on the District Site Council 11.2% of parent/caregivers returned surveys	2025-26 5 parents serve on the district Site Council. 15% of parent/caregiver surveys were returned.	20% increase in family engagement in committees and engagement opportunities.	No baseline data available to measure improvement
2.7	% of families engage in Back-to-School Night/Open House sign-ins	2023-2024 90%	2024-25 MSE: 80% Sisson: 90%	2025-26 MSE: 86% Sisson: 90%	92%	2% improvement
2.8	% of Students expelled Priority 6B	2023-2024 Our expulsion rate is 0%.	2024-25 No students were expelled in 2024/25	2025-26 0	Expulsion rate of 0%	At goal

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.

This goal was fully implemented. There were no substantive differences in planned actions and actual implementation. A challenge was in the changed focus of the Bridges program. It has become more of a drop-in program for students in need of brief academic or behavioral support than the long term role it played in previous years. . A success is Action 2.5, as five parent education classes were held and had good responses from parents..

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

Action 2.1 under by $15,000 due to reduction of services
Action 2.2 under by about $100,000 due to certificated staff leaving district
Action 2.3 under by about $1,000 action provided at no cost to the district
Action 2.6 under by about $1,000 action provided at no cost to the district
Action 2.8 under by about $1,000 due to decrease in supplies required
Action 2.9 under by about $1,000 action provided at no cost to the district

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

Action 2.1 was effective (Nursing) The District purchased additional nursing days to complete mandated actions and provide health services to students Metric 2.4
Action 2.2 was effective (Counseling) A fulltime counselor was on staff providing interventions and counseling students and families. Metric 2.1 and 2.3
Action 2.3 was effective (Family Activities) In addition to traditional Back-to-School and Open House, 3 family education classes were offered as well as athletic, music and drama events. Metric 2.7
Action 2.4 was effective (Anonymous Alerts) was purchased and provided to students and families Metric 2.1
Action 2.5 was effective (Physical Education) a fulltime PE teacher was provided to Sisson School. Metric 2.1
Action 2.6 was effective (Positive School Culture) Students were recognized a School Board meetings, each month has a theme and teachers conduct activities to support the theme. Metric 2.1
Action 2.7 was effective (Music) A credentialed music teacher was provided at Sisson and a classified music teacher was provided at MSE Metric 2.1
Action 2.8 was effective (Sensory Room) A room was provided for dysregulated students in need of quiet, calm space Metric 2.3
Action 2.9 was effective (Increased Electives) additional art instruction was provided to grades 4-8 Metric 2.1

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.

The baseline of 2.3 is stated in a manner that does not match with how the district tracks data. Students are not tracked in a unduplicated manner but rather as a total of contacts overall. Also, the focus of Bridges changed to providing support to students so they could return to their regular ed classroom as soon as feasible.

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	Nursing	Maintain nursing days to provide dental hygiene, other hygiene, nutrition, IEP health screenings, and other health-related activities.	$2,580.00	No
2.2	Counseling	Employ a .FTE counselor to provide support to students and staff including trauma-informed practices, restorative justice, leadership, conflict	$90,745.63	No

Action #	Title	Description	Total Funds	Contributing
		resolution, and positive decision-making. A 30% counselor was provided to MSE by SCOE.		
2.3	Parent/Family/Guardian Involvement/Engagement	Provide opportunities for parents and guardians to attend school events and activities.	$3,500.00	No
2.4	CONFIDENTIAL Reporting of Bullying and other issues	Anonymous Alerts app where students can make anonymous reports of unsafe and mean behavior.	$2,500.00	No
2.5	Physical Education	Provide a credentialed physical education teacher so that students will have the opportunity to be physically active on a regular basis including at least 200 minutes or more of researched based physical education every 10 days	$119,422.17	No
2.6	Positive School Culture/Climate	Opportunities, activities, and programs aimed at improving and addressing positive School Culture for all staff, students, and community.	$1,000.00	No
2.7	Music	Provide a credentialed music teacher at Sisson School and a Classified teacher at MSE	$145,115.01	No
2.8	Sensory Room	Provide a space and materials, along with staff training, for a sensory room at MSE for students to use on an as-needed basis, with training for regulating behavior.	$1,000.00	No
2.9	Increased elective offerings	Opportunities for teachers in grades 6-8 to provide high-interest electives along with the necessary curriculum and supplies to implement these courses.	$1,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain short and long-term financial stability and effectiveness, while maintaining facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

By maintaining our facilities & a healthy reserve, MSE will continue existing financial stability. Implementing the actions below and measuring progress using the identified metrics will support Mt. Shasta Union School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facilities Inspection Tool (FIT) % of facilities in good repair Priority 1C	2023-2024 100%	2024-25 100%	2025-26 100%	100%	None
3.3	Maintain levels of reserves (%)	2023-2024 16.6%	2024-25 Projected reserve level at the end of 24/25: 16.89%	2025-26 16.9%	16.8%	+0.02
3.4	Staff to student ratios	2023-2024 1:16 Certificated/Student ratio 1:11 Classified/Student ratio	2024-25 1:15 Certificated to Student ratio 1:11 Classified to Student ratio	2025-26 1:15 Certificated to Student ratio 1:11 Classified to Student ratio	Maintain less than 1:20 certificated student/staff ratio and 1:15 classified student/staff ratio	Ratios are at or above 23/24 baseline

Goal Analysis [2025-26]

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

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

This goal had actions that were fully implemented by staff. A success was action 3.4, as staff to student ratios continued to be above the baseline level. Challenges include maintaining reserve ratios as pressure from escalating costs impact the budget. The aging infrastructure of facilities continue to impact maintenance expenses.

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

Action 3.1 Facilities in Good Repair, is over by about $166,000 due to uninsured damage to Sisson School's roof has caused the reserve level to drop below the 17% required by the Governing Board.

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

Action 3.1 was effective (Facilities). All facilities are clean. Repairs this year were made as they were identified and required. Metric 3.1
Action 3.2 HVAC not effective due to the action being deleted.
Action 3.3 was effective (Monitor Reserves) Reserves are monitored on a regular basis by the CBO. Metric 3.3
Action 3.4 was effective (Student/Staff Ratio) was maintained at 1:15 certificated and 1:11 classified Metric 3.4

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

Action 3.3 - the District has adequate reserves but due to unforeseen uninsured repairs and maintenance expenses it is expected that reserves will drop below the goal of 17%.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Facilities in Good Repair	Maintain facilities	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Modernize/Install HVAC and Upgrade Heating/Air	Deleted due to loss of Federal funds	$0.00	No
3.3	Monitor Reserves	Monitor and maintain reserves at 17%	$0.00	No

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
$374,281	$0

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
7.201%	0.000%	$0.00	7.201%

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
1.4	**Action:** Implementation of Trauma Informed Practices **Need:** A significant number of MSUSD students come from difficult environments or have had significant life events occur. **Scope:**	Staff training in Trauma Informed practices enables staff to meet the needs of all students.. Student needs encompass all grades within the district.	Number of students seen by counselors. Number of referrals to the site principals for assistance .

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.5	**Action:** Implementation of Bridges Program **Need:** Students exhibiting a need for Tier 3 and 4 support score lower than all students on CAASPP tests. After assessing the needs of our SED students we discovered that this student group performs at a lower level on CAASPP ELA. All students CAASSP scores:35% at or above grade level while SED students were 24% at or above grade level. **Scope:** LEA-wide	After assessing data for this student group, MSUSD will continue the Bridges Opportunity Program to provide ELA support at a Tier 3 or 4 level. These interventions will provide targeted assistance to help identified students achieve academically and behaviorally at a higher level than they did previously. This action is the most effective use of funds due to the focus on this specific group of students and the ability to provide support for them. The basis for determining the of these funds was based upon existing PBIS and trauma Induced practices research and the experience of staff.	The effectiveness of this action will be measured by the number of students improving on CAASPP tests. Although the Bridges program will help SED students it will also support any student identified for Tier 3 and 4 services.
1.6	**Action:** Small Class Sizes **Need:** Review of local assessment data reveals that SED students perform at a lower level on ELA and Math. ELA: All students exceeding the benchmark level is 62%. SED students: 35% at or above. Math: All students 72% at or above, SED students: 27% at or above grade level. **Scope:** LEA-wide	Low class sizes addresses the need for academic support for low income students by allowing staff to be more effective in providing targeted interventions in small student groups. This action is the most effective use of funds because it allows struggling students to receive one-on- one assistance or small group assistance. While primarily directed towards supporting low income students to improve scores on CAASPP tests it will also support all students by providing small class sizes allowing effective use of small group or individual interventions. The basis for the use of these funds based upon educational theory contained in "Trauma Informed School" by Jeffrey Sprague and "Incorporating Trauma Informed Care Into School Based	Metric 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Programs" by Sandra Martin, et. al. , "The Culture" by James Hunter, "Best Behavior" by Jeffrey Sprague.and the experience of staff.	
1.7	**Action:** Teacher Assistants/Aides **Need:** After assessing the needs, conditions and circumstances of our low-income students, we learned that SED students perform better than in previous years at a equal rate to all students on CAASPP tests for ELA and better than all students on Math at Mt Shasta Elementary School (MES). ELA All students: 24% at or above grade level SED: 24% at or above grade level. Math All students: 39% at or above grade level SED: 48% at or above grade level. **Scope:** Schoolwide	To address this need teacher assistants and aides will be employed at Mt Shasta Elementary (MSE)to provide a lower student to staff ratio. MSE is a TK-3 grade school. Additional aide positions will address the need for academic support for low-income students by allowing staff to implement effective interventions. This is the most effective use of funds to meet this goal because it will allow students to receive assistance that otherwise would not be available to low-income students. The basis for the determination of the use of these funds include previous successful experiences as well as review of PBIS and review of best intervention practices for low-income students scoring below grade level. While professional development and increased staffing is primarily directed towards supporting low-income students based on lower achievement levels, it will also support all students who will benefit from lower staff to student ratios and the opportunities for small group and targeted interventions it provides. The basis for the use of these funds based upon educational theory contained in "Trauma Informed School" by Jeffrey Sprague and "Incorporating Trauma Informed Care Into School Based Programs" by Sandra Martin, et. al.	CAASPP ELA and Math tests.
1.12	**Action:** Math Intervention Teacher **Need:** After assessing the needs, conditions and circumstances of our low-income students, we	A math intervention teacher will be employed at Sisson School to provide targeted intervention support. Sisson is a grades 4-8 school. A math intervention teacher addresses the need of math academic support for low income students by	Metric 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learned that SED students perform at a lower rate than all students on CAASPP tests for Math at Sisson School. Math All students: 34% at or above grade level SED: 21% at or above grade level. **Scope:** Schoolwide	providing targeted. evidence based instruction to small groups of students. This action is the most effective use of funds to meet this goal for unduplicated students because these this teacher will be provide individualized and small group instruction to address specific needs for students. The basis for this intervention was determined by reviewing PBIS as well as best practices for struggling students as well as past successful experiences of teaching staff. While the math intervention teacher is primarily directed towards supporting low-income students based on lower achievement levels, it will also support all students who will benefit from lower staff to student ratios and the opportunities for small group and targeted interventions it provides.	
2.9	**Action:** Increased elective offerings **Need:** Surveys from Sisson School parents/caregivers and students indicate a desire for more elective offerings. **Scope:** Schoolwide	Both Sisson and MSE have GATE offerings. Sisson School offers classes in art, ceramics and music. MSE offers music instruction also.	Class Master Schedule Number of elective classes offered

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

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.

There are no limited actions in this LCAP

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.

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	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	$5,197,437	374,281	7.201%	0.000%	7.201%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$842,179.43	$477,413.01	$27,600.00	$289,713.74	$1,636,906.18	$1,566,206.18	$70,700.00

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	Student Technology Devices to access intervention programs LREBG Action	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
1	1.2	Tier 4 Resource Program	Students with Disabilities	No			All Schools	Ongoing	$396,880.85	$2,600.00		$396,880.85	$2,600.00		$399,480.85	
1	1.3	Teacher/Classroom Technology Devices	All Students with Disabilities	No			All Schools	25-2626-27	$0.00	$9,000.00		$9,000.00			$9,000.00	
1	1.4	Implementation of Trauma Informed Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,500.00				$1,500.00	$1,500.00	
1	1.5	Implementation of Bridges Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: MSE, Sisson TK-8	Ongoing	$145,661.60	$0.00	$145,661.60				$145,661.60	
1	1.6	Small Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: MSE	Ongoing	$241,464.38	$0.00	$241,464.38				$241,464.38	
1	1.7	Teacher Assistants/Aides	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MSE TK-3	Ongoing	$127,975.89	$0.00	$127,975.89				$127,975.89	
1	1.8	Reading Intervention	All Students with Disabilities	No			All Schools	Ongoing	$190,868.58	$2,600.00				$193,468.58	$193,468.58	
1	1.9	After-School Tutoring	All Students with Disabilities	No			All Schools	Ongoing	$16,000.00	$0.00		$16,000.00			$16,000.00	
1	1.10	Gifted and Talented Education	All Students with Disabilities	No			All Schools	Ongoing	$4,006.31	$0.00				$4,006.31	$4,006.31	

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	1.11	School Improvement Coordinator	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.12	Math Intervention Teacher	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		Ongoing	$85,485.76	$0.00	$1,246.91			$84,238.85	$85,485.76	
1	1.13	CTE Activites	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.14	Special Education Professional Development	Students with Disabilities	No			All Schools	Ongoing	$0.00	$1,000.00				$1,000.00	$1,000.00	
1	1.15	English-Language Development Teacher	All English Language Learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.1	Nursing	All Students with Disabilities	No			All Schools	Ongoing	$2,580.00	$0.00	$2,580.00				$2,580.00	
2	2.2	Counseling	All Students with Disabilities	No			All Schools	Ongoing	$90,745.63	$0.00	$90,745.63				$90,745.63	
2	2.3	Parent/Family/Guardian Involvement/Engagement	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$3,500.00	$2,500.00			$1,000.00	$3,500.00	
2	2.4	CONFIDENTIAL Reporting of Bullying and other issues	All	No			All Schools	Ongoing	$0.00	$2,500.00				$2,500.00	$2,500.00	
2	2.5	Physical Education	All Students with Disabilities	No			Specific Schools: Sisson 6-8	Ongoing	$119,422.17	$0.00	$119,422.17				$119,422.17	
2	2.6	Positive School Culture/Climate	All	No			All Schools	Ongoing	$0.00	$1,000.00				$1,000.00	$1,000.00	
2	2.7	Music	All	No			All Schools	Ongoing	$145,115.01	$0.00	$104,582.85	$40,532.16			$145,115.01	
2	2.8	Sensory Room	All Students with Disabilities	No			Specific Schools: Mount Shasta Elementary	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.9	Increased elective offerings	All	No Yes	Schoolwide		All Schools	Ongoing	$0.00	$1,000.00				$1,000.00	$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Facilities in Good Repair	All	No			All Schools	Ongoing	$0.00	$25,000.00			$25,000.00		$25,000.00	
3	3.2	Modernize/Install HVAC and Upgrade Heating/Air	All Students with Disabilities	No			All Schools	24-25, Deleted in 25-26	$0.00	$0.00				$0.00	$0.00	
3	3.3	Monitor Reserves	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

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
$5,197,437	374,281	7.201%	0.000%	7.201%	$516,348.78	0.000%	9.935 %	**Total:**	$516,348.78
								LEA-wide Total:	$387,125.98
								Limited Total:	$0.00
								Schoolwide Total:	$129,222.80

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	**1.4**	Implementation of Trauma Informed Practices	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	**1.5**	Implementation of Bridges Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: MSE, Sisson TK-8	$145,661.60	
1	**1.6**	Small Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: MSE	$241,464.38	
1	**1.7**	Teacher Assistants/Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MSE TK-3	$127,975.89	
1	**1.12**	Math Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,246.91	
2	**2.9**	Increased elective offerings	Yes	Schoolwide				

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,925,887.00	$1,841,785.00

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**	Student Technology Devices	No	$9,000.00	$9,030
1	**1.2**	Tier 4 Resource Program	No	$347,467.00	$391,984
1	**1.3**	Teacher/Classroom Technology Devices	No	$28,000.00	$15,451
1	**1.4**	Implementation of Trauma Informed Practices	Yes	$5,000.00	$0.00
1	**1.5**	Implementation of Bridges Program	Yes	$156,816.00	$154,586
1	**1.6**	Small Class Sizes	Yes	$229,648.00	$240,803
1	**1.7**	Teacher Assistants/Aides	Yes	$123,723.00	$128,863
1	**1.8**	Reading Intervention	No	$284,348.00	$191,598
1	**1.9**	After-School Tutoring	No	$16,000.00	$16,000
1	**1.10**	Gifted and Talented Education	No	$8,043.00	$3,994
1	**1.11**	School Improvement Coordinator	No	$51,659.00	$50,636

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	1.12	Math Intervention Teacher	Yes	$115,572.00	$61,050
1	1.13	CTE Activites	No	$10,000.00	$0.00
1	1.14	Special Education Professional Development	No	$1,000.00	$0.00
1	1.15	English-Language Development Teacher	No	$59,411.00	$49,101
2	2.1	Nursing	No	$18,060.00	$2,580
2	2.2	Counseling	No	$175,761.00	$72,639
2	2.3	Parent/Family/Guardian Involvement/Engagement	No	$1,000.00	$0.00
2	2.4	CONFIDENTIAL Reporting of Bullying and other issues	No	$2,200.00	$2,425
2	2.5	Physical Education	No	$106,990.00	$116,609
2	2.6	Positive School Culture/Climate	No	$2,000.00	$642
2	2.7	Music	No	$147,189.00	$142,707
2	2.8	Sensory Room	No	$1,000.00	$0.00
2	2.9	Increased elective offerings	No Yes	$1,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Facilities in Good Repair	No	$25,000.00	$191,087
3	**3.2**	Modernize/Install HVAC and Upgrade Heating/Air	No	$0.00	$0.00
3	**3.3**	Monitor Reserves	No	$0.00	$0.00

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)
$406,926	$585,302.00	$585,302.00	$0.00	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	1.4	Implementation of Trauma Informed Practices	Yes	$1,500	$0		
1	1.5	Implementation of Bridges Program	Yes	$151,933	$154,586		
1	1.6	Small Class Sizes	Yes	$236,580	$240,803		
1	1.7	Teacher Assistants/Aides	Yes	$133,229	$128,863		
1	1.12	Math Intervention Teacher	Yes	$61,060	$61,050		
2	2.9	Increased elective offerings	Yes	$1,000.00	$0.00		

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)
$4,984,963	$406,926	0.00%	8.163%	$585,302.00	0.000%	11.741%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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