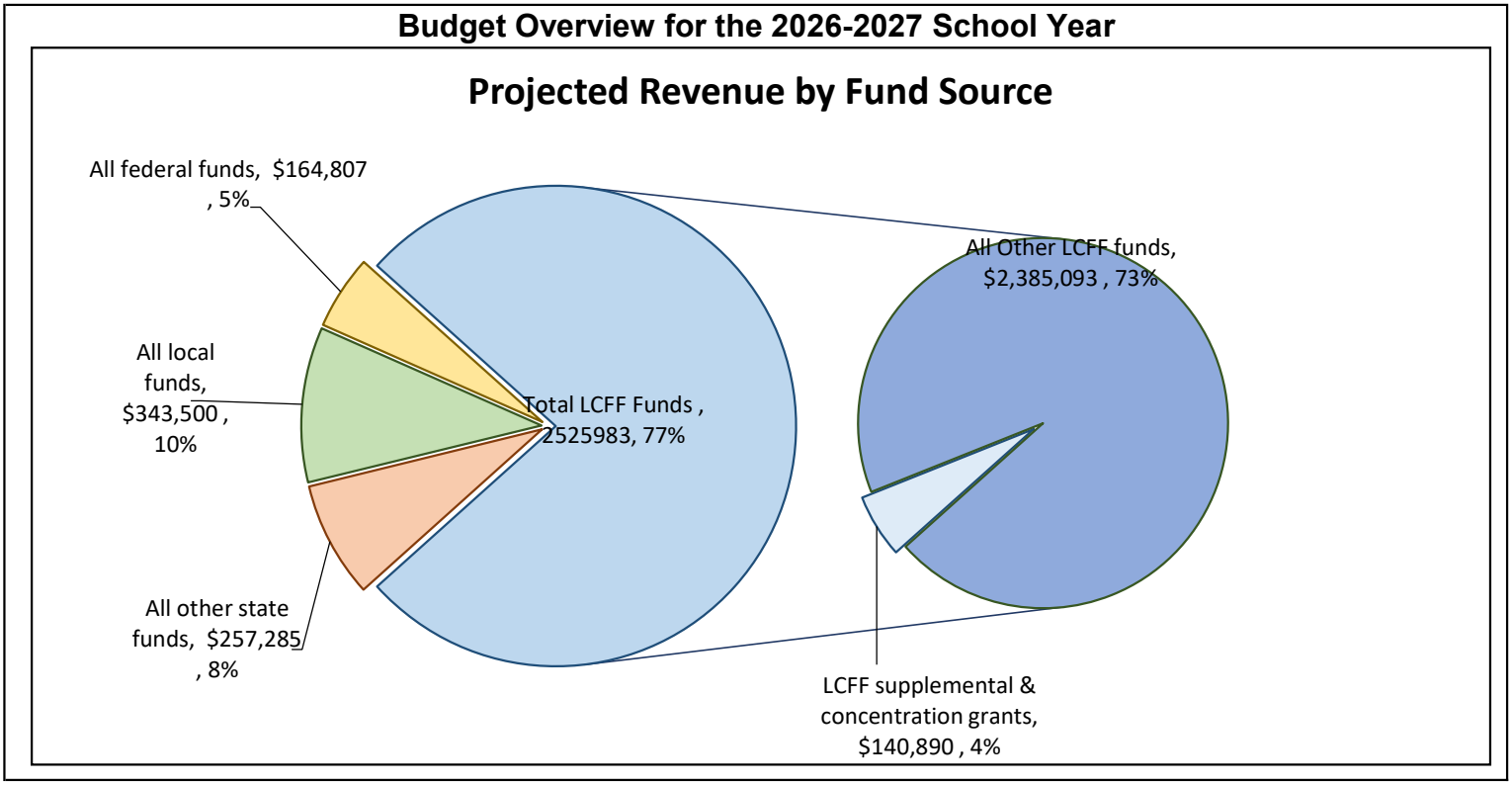
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hughes Elizabeth Lakes Union Elementary School District
CDS Code: 19-64626-0000000
School Year: 2026-2027
LEA contact information: Cecelia Cummings

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).

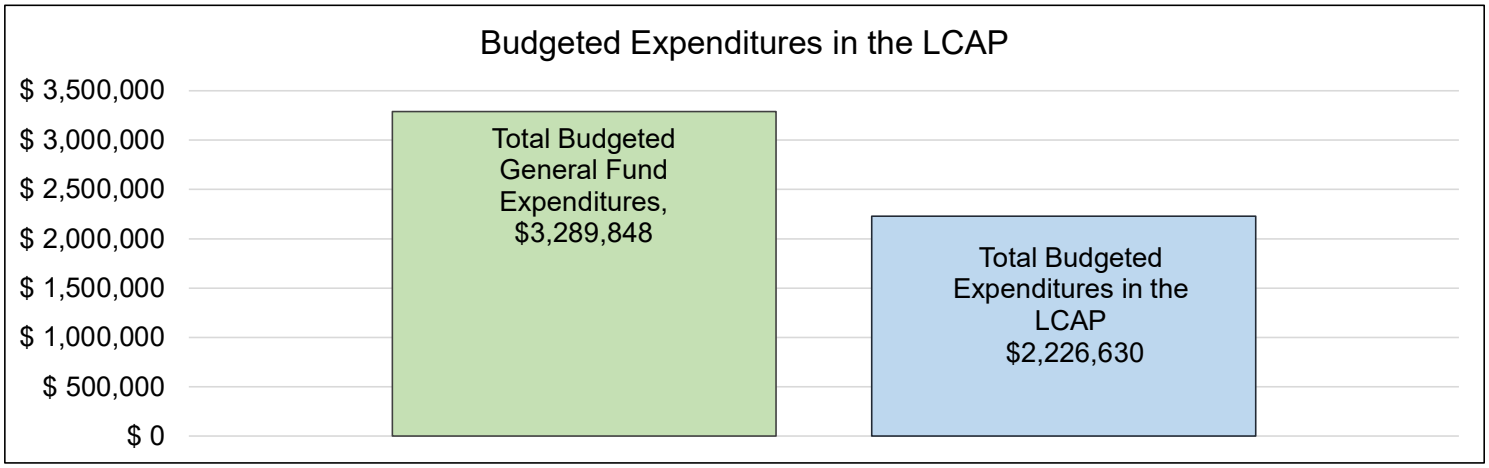


This chart shows the total general purpose revenue Hughes Elizabeth Lakes Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hughes Elizabeth Lakes Union Elementary School District is $3,291,575.00, of which $2,525,983.00 is Local Control Funding Formula (LCFF), $257,285.00 is other state funds, $343,500.00 is local funds, and $164,807.00 is federal funds. Of the $2,525,983.00 in LCFF Funds, $140,890.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Hughes Elizabeth Lakes Union Elementary School District plans to spend for 2026-2027. 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: Hughes Elizabeth Lakes Union Elementary School District plans to spend $3,289,848.00 for the 2026-2027 school year. Of that amount, $2,226,630.00 is tied to actions/services in the LCAP and $1,063,218.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

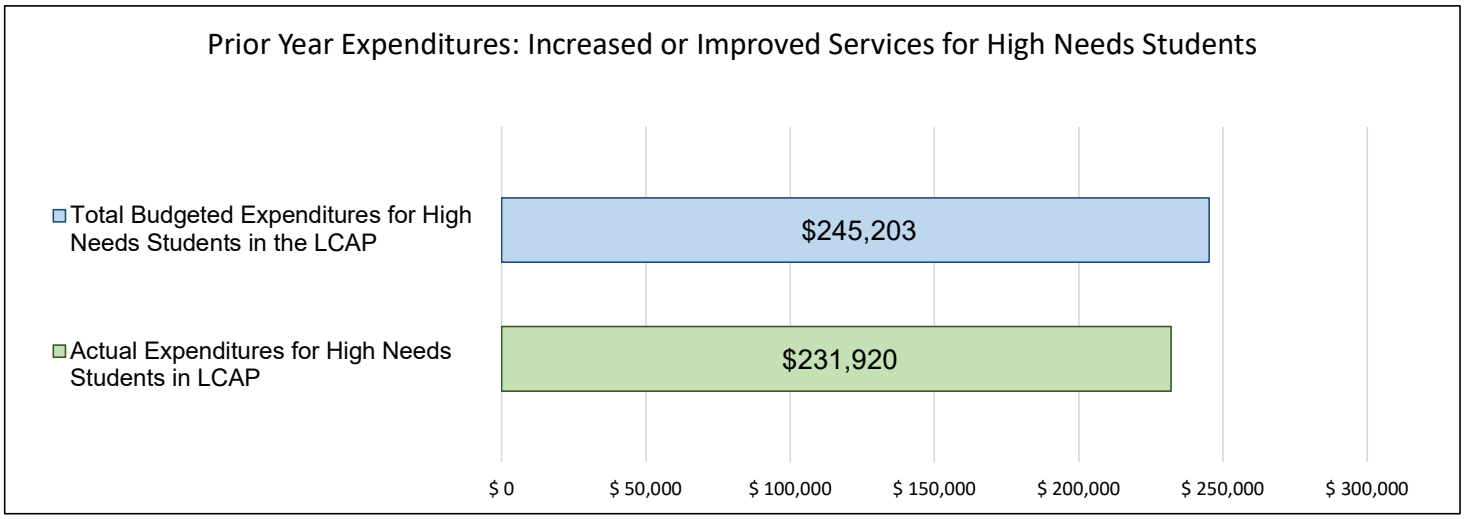
Expenditures not included in the LCAP include the district costs for administration salary & benefits, retiree health benefits, liability insurance, board training and governance cost s, utilities, facility repairs, legal, audit and election costs, advertising and communications, and Sp Ed excess costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Hughes Elizabeth Lakes Union Elementary School District is projecting it will receive $140,890.00 based on the enrollment of foster youth, English learner, and low-income students. Hughes Elizabeth Lakes Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hughes Elizabeth Lakes Union Elementary School District plans to spend $258,753.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



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

The text description of the above chart is as follows: In 2025-2026, Hughes Elizabeth Lakes Union Elementary School District's LCAP budgeted $245,203.00 for planned actions to increase or improve services for high needs students. Hughes Elizabeth Lakes Union Elementary School District actually spent $231,920.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $13,283.00 had the following impact on Hughes Elizabeth Lakes Union Elementary School District's ability to increase or improve services for high needs students:

Original budgeted expenditures for the high needs students included services for after school tutoring and activities, increased professional development for staff to work with new methods for the students, and new social-emotional curriculum. The actual costs for the social emotional curriculum to be renewed was much less than was projected and no professional development was included with this curriculum when the curriculum was purchased. Increased new streams of professional development activities are being presented to help offset the new Covey planned social emotional curriculum, but these were paid with other state funds. Staffing costs for After school tutoring and activity programs were implemented for all students, with an emphasis on engaging the high needs students - foster students, ELL and low-income. In 2025-26, the District had less after school tutoring which were paid through the state ELOP funds. Instructional and support staff were increased due to the number of new aides and the increase in theirincreased payrates. The difference of the budgeted expenditures to the actual expenditures was $13,283 with a carry-over percentage to be 0% to 2026-27 to the budgeted expenditures for the 2026-27 actions and services for high needs students. Because the 2025-26 Supplemental Grant funds was less than what was projected, there was no difference projected for the carry-over.

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
Hughes-Elizabeth Lakes Union Elementary	Corrie Sands Superintendent/Principal	csands@heluesd.org 6617241231

Plan Summary 2026-2027

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 Hughes-Elizabeth Lakes Union Elementary School District serves students in transitional kindergarten through eighth grade. The district's school is located between the communities of Elizabeth Lake and Lake Hughes on the southern flank of the Portal Ridge at an elevation of 3,300 feet. The school enjoys a panoramic view of the surrounding Sierra Pelona and San Gabriel Mountains. Students live in the communities of Lake Hughes, Elizabeth Lake, and Green Valley, as well as parts of Leona Valley and Pine Canyon. We offer small class sizes in a natural setting. Our average Transitional kindergarten through third-grade class size is 21.4 students. Our average class size in fourth through eighth grade is 24 students. A summary of our demographic statistical profile includes enrollment of 198 students per 2025-26 per our local data consisting of 68.5% white, 28.1% Hispanic, and 3.4% other. Our English Learner enrollment is 3.4%, with one eighth grade initially fluent and five English learners. There are two reclassified students (one being an eighth grader.) Our Foster Youth enrollment is 1.1% (two students). Homeless enrollment per the California Dashboard is 5.5% (eleven students.) 48% of our students qualify for free or reduced lunch. Our student demographic data has been consistent and no current information was obtained at the time of the LCAP preparation.

We have a dedicated staff of highly qualified teachers and support personnel. There is one Superintendent-Principal, nine certificated teachers, and thirty classified employees. Many students come to us from the Antelope Valley because of our small setting and positive aspects of our district. We offer a “traditional” middle school schedule of five core classes (Language Arts, Math, Social Studies, Science and Physical Education) plus an elective. We were designated as a California Distinguished School by the State of California in 2010. The teachers are constantly working with the students - both those who need additional support and those who need to be challenged. Our campus helps students learn to be responsible and provides an excellent education in an atmosphere that supports students as they develop into outstanding members of the community.

The Board has adopted four guiding core beliefs that will help to propel the District forward toward the vision of academic success for each student. The mission of the District is to provide a challenging and rigorous educational experience for each of the students. HELUS believes students, parents, staff, and community have a shared responsibility for embracing Hughes Elizabeth Lakes School District Core Beliefs.

Reflections: Annual Performance

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

Based on 2023 CA Dashboard the following student groups for Chronic Absenteeism had a Red Indictor – White students. All students: 27.8%, White: 25.2%; Low Income: 34.3%; Hispanic 30.7%. To address this indicator, the following action is in the LCAP (2.6, 2.7, 2.9)

While our 2023 Dashboard highlighted a critical Red indicator in Chronic Absenteeism for our White student subgroup, intentional multi-tiered investments in Goal 2 have successfully reversed this trajectory. By leaning heavily into Actions 2.6, 2.7, and 2.9—specifically through the expansion of our small-district AVID Schoolwide pilot, modernization of flexible learning spaces, and robust social-emotional supports—HELUESD has systematically lowered barriers to attendance. These actions have aligned our small, rural campus with the broader 2025 county-wide trends, effectively moving our student groups out of the lowest performance bands and restoring an atmosphere of high daily engagement.

Based on the 2025 California School Dashboard data for Hughes-Elizabeth Lakes Union Elementary, the district's successes and challenges are shifting.
Successes & Progress included our suspension Rate (Blue). The district maintained an exceptional 0% suspension rate for at least one day across all student groups, meeting the highest performance standard for school climate.
Chronic Absenteeism Improvement (Yellow) While the overall chronic absenteeism rate remains at 21.2%, the district made notable progress by declining 6.6% compared to the previous year.
Local Indicators Met: The district successfully met all local foundational standards.
Academic Growth: student growth was moderate, with 65% of students improving their ELA scores and 62% improving their Mathematics scores from the prior year.
2025 Challenges & Areas for Growth
Mathematics Performance (Orange) Student performance is currently 37.5 points below standard, and results further declined by 12.7 points.
English Language Arts Performance (Orange) Overall performance sits at 10.8 points below standard, showing a decline of 10 points.

HELUS has unexpended LREBG funds and will apply our anticipated additional allocation of projected $18,000 toward Action 3.1 Intervention and enrichment programs . As part of the process, staff completed the required needs assessment. Based on the needs assessment, students needed more targeted support in ELA and Math. This action is aligned to the following allowable use: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports . For 2025-26 LREBG funds, the board approved Action 3.1 on February 5, 2026.

Reflections: Technical Assistance

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

Hughes Elizabeth Lakes Union School District was identified for DA support for not submitting CALPADS data on time.
This was due to a migration to a new student information system and difficulty translating the data into CALPADS. The plan to avoid this problem next year is to return to the former SIS and plan more time in advance to ensure we avoid missing the deadline next year.

Support from LACOE allowed us to meet the deadline for Local Indicators.
The action to address DA eligibility is Action 2.10.

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
Parents, Students, Staff: Certificated Teachers and Classified, Local Bargaining Units, Superintendent-Principal, Other School Personnel	Surveys, Public input, In-person forums, Meetings Parents, Staff: Certificated and Classified, Local Bargaining Units, and Students participated in LCAP surveys in the Spring of 2026. In-person sessions for parents were held as well. The Superintendent-Principal facilitated the surveys, in-person sessions, and meetings for the surveys, and did not participate in the survey itself.
School Site Council/Parent Advisory Committee Town Hall Meetings	Meetings: 7/18/25, 1/21/26, 6/2/26. Review of the current LCAP, state and local data.
Antelope Valley SELPA	Date met with SELPA March 2026

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

Each year the district creates opportunities to solicit feedback and gain insight from the educational partners. Surveys were deployed in January 2026 to classified and certificated staff, parents, and students. Additional an in-person sessions was offered for parents, as well as a input provided by the School Site Council-Parent Advisory Committee. Based on the LCAP work, we will continue to
The feedback and comments are reflected upon by the Governing Board and Administration in the development of actions moving forward as delineated in the LCAP goals.
33% of Faculty participated by survey
15% of Staff participated by survey
24% of Parents participated by survey
82% of Students in grades 7 and 8 participated by survey
Based on LCAP input results, the following key points have been considered in continuation of the LCAP 3-year cycle: Continue additional classroom support through the use of instructional aides; use researched-based instructional strategies; create a true MTSS structure that is developed and followed by all teachers, with support of professional development provided by the AV SELPA; engaging classroom learning strategies; improve/increase school transportation; make the campus safer through facilities and safety procedures taught to all and facilities improvement and enhancements, include parents; increase student recognition; teach bullying prevention; staff professional development on programs; parent education; increase afterschool enrichment opportunities.
Teachers and instructional aides will be trained and the school will develop annual goals to create common language for learning throughout the school through various strategies and programs. Under the direction of the new Superintendent/Principal, the district will evaluate current curricular programs and consider options for programs, models and academic strategies.(1.3) The school will work to more fully implement a true PBIS program to improve the social-emotional and connectedness of students on campus. The SEL programs have been evaluated and will explore options for more engaging and impactful programs for grades 3-8. (2.1) The district will continue to provide counseling through telehealth live sessions for students who opt-in. (2.2) The school, including all staff, students, and parents will begin training in bullying prevention curriculum.(2.2)
Staff will be trained to become more proficient in the use of the social-emotional curriculum. (2.2) The district will utilize the School Attendance Review Team (SART) committee to regularly review and troubleshoot improving student attendance through outreach and communication, parent education, and following the SARB regulations of the state. (2.7, 2.9) The district will continue to update and maintain facilities and grounds, and provide transportation and afterschool expanded learning opportunities for a positive school environment. (2.5)
LREBG funds were spent to increase intervention to support student achievement. (3.1)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student achievement for all students and ethnic groups, socioeconomically disadvantaged, English learner, and foster youth students through adherence to best practices and excellence in education, as measured by state and local assessments.	Broad Goal

State priorities addressed by this goal.

1, 2, 3, 4, 5, 6, 7, 8

An explanation of why the LEA has developed this goal.

The CA Dashboard format was updated with new indicator bars beginning with the 2022 results. In 2023 students scored in ELA in the "blue" range at 18.4 points above standard, and Math was in the "green" range at 15.1 points below. Due to the low numbers of English Learners, state data as a group is not available. Zero students have been reclassified in the past three years. All students, but especially unduplicated students, require skilled, highly qualified teachers to provide quality instruction for student academic growth and success. Unduplicated students often require the assistance and additional support of instructional assistants and support staff to make learning accessible and meaningful. Students require supplies and learning materials for their full participation in the classroom and meaningful learning. The CA Dashboard distance from standard will be used to measure the Low Income students' growth. EL proficiency growth and reclassification will measure English Learner progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CA Dashboard English Language Arts for low socioeconomic students.	2022-2023 CA Dashboard for English Language Arts Low socioeconomic students scored 6.1 points below standard, though increasing 16.4 points.	2024 Results: ELA for socioeconomically disadvantaged students was in the Orange band, 15.6 points below standard.	2025 Results: ELA for socioeconomically disadvantaged students was in the orange band, 34.6 points below standard	Socioeconomically disadvantaged students will increase 6.1 points to be at 0.0 points below standard.	Declined 28.5 points

2	CA Dashboard Mathematics for Hispanic, Low socioeconomic, white students.	2022-2023 CA Dashboard for Math Hispanic subgroup: (yellow indicator) 35.8 points below standard, though increased 33.4 points Low socioeconomic subgroup: (green indicator) 24.6 points below standard, though increased 27.3 points White subgroup: (green indicator) 3.9 points below standard, though increased 27.6 points	2024 Math Dashboard scores: Hispanic subgroup: Orange indicator, 54.7 points below standard Socioeconomically disadvantaged subgroup: Orange indicator, 27.5 points below standard White subgroup: Yellow indicator, 14 points below standard	2025 Math Dashboard scores: Hispanic subgroup: Yellow indicator, 47 points below standard Socioeconomically disadvantaged subgroup: Orange indicator, 50.8 points below standard White subgroup: Orange indicator, 31.9 points below standard	Hispanic subgroup will increase 15.8 points to 20 points below standard. Socioeconomically disadvantaged students will be increase by at least 14.6 points on the CA Dashboard for Mathematics and be 10 points below standard. White subgroup will increase 3.9 points to 0.00 points below standard in Math.	Hispanic subgroup: (yellow indicator) declined 11.2 points Low socioeconomic subgroup: (orange indicator) declined 26.2 points White subgroup: (orange indicator) declined 28 points
3	English Language Proficiency as measured by the ELPAC / Reclassification (Priority 4)	English Learners Proficiency levels 2022-2023 as determined by ELPAC: 5 Total English Learner students Level 3: 4 Level 4: 1 Reclassified students 2023-2024: 0% Source Local data	English Learners Proficiency levels 2023-24 as determined by ELPAC: 5 Total English Learner students Level 3: 4 Level 4: 1 Reclassified students 2023-2024: 0% Source Local data	English Learners Proficiency levels 2023-24 as determined by ELPAC: 5 Total English Learner students Level 3: 2 Level 4: 1 Reclassified students 2024-2025: 0%	Goal: Increase Level 3 students to Level 4 Reclassify Level 4 students to RFEP 25%	English Learners Proficiency levels 2024-2025 as determined by ELPAC: 3 Total English Learner students Level 3: Decline of 2 students Level 4: No difference Reclassified students: 0%
4	English Learners will receive English Language Development (ELD) instruction. (Priority 7)	2022-2023, 100% of English Learners receive ELD instruction as determined by classroom schedules and lesson plans.	2023-2024 100% of English learners received ELD instruction as determined by classroom schedules and lesson plans.	2024-2025 100% of English learners received ELD instruction as determined by classroom schedules and lesson plans.	100% of English Learners receive ELD instruction as determined by classroom schedules and lesson plans.	Same

5	2024 Local ELA Benchmark for All Pupil Outcomes. (Priority 8)	2024 Local ELA Benchmark: (Renaissance Star consolidated proficiency report) 50% Proficient at grade level standards 50% Not Proficient at grade level standards	2025 Local ELA Benchmark: (Renaissance Star Consolidated proficiency report) 48.1% At/Above Benchmark 51.9% On Watch/Intervention/Urgent Intervention	2026 Local ELA Benchmark: (Renaissance Star Consolidated proficiency report) 59% At/Above Benchmark 41% On Watch/Intervention/Urgent Intervention	The proficiency levels will increase by 10% each annually.	9% increase
6	2024 Local Math Benchmark for All Pupil Outcomes. (Priority 8)	Local Indicator Spring 2024 (Renaissance Star Math consolidated proficiency report) 48% Proficient at grade level standards 52% Not proficient at grade level standards	Local Indicator Spring 2025(Renaissance Star math consolidated proficiency report) 46.7% At/Above Benchmark 53.2% On Watch/Intervention/Urgent Intervention	Local Indicator Spring 2026 (Renaissance Star math consolidated proficiency report) 50% At/Above Benchmark 50% On Watch/Intervention/Urgent Intervention	The proficiency levels will increase by 10% each annually.	2% increase at or above 2% decrease for students on watch/intervention/urgent

Goal Analysis for 2025-2026

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.

All three actions were implemented as planned, and there were no substantive differences in the implementation.
1.1, 1.2 Certificated Salaries and Instructional Assistants and support staff: Certificated teachers and instructional aides provided instruction in small group for focused instruction and reteaching, utilizing best practices for student success. Special focus was given to English learners, Low Income students, and Homeless/Foster youth. Meaningful and successful connections were made in the fundamental concepts within the curriculum, with academic and behavioral support, and assisted to reduce the risk of school failure. Challenges included student irregular attendance and keeping them on pace with the curriculum. Additional instructional aides were hired to meet the needs of student learning.
1.3 The District provided classroom teachers materials and student supplies for the full participation and to enhance classroom learning for all student academic success, in particular Low Income students who often do not have the financial resources for school. The ability to provide learning materials to students assisted with their overall success

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.

Personnel costs increase due to step & range and increased number of support specialist aides.
Certificated costs decreased slightly due to new temporary teacher as lower step & column for replacing previous teacher.
Instructional materials increased as more supplies were purchased in 25-26 with the additional K classroom and to be able to use more of the AMIM funds which were to expire June 2026.

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

An overall analysis of the outcomes for this year reveals that our students are not making the expected progress. As a result, a more refined approach to curriculum, professional development, instructional practices and progress monitoring, and more consistent approach to interim internal assessments.
While all 3 actions provided structured support, their impact on student outcomes was not as effective towards measurable progress. Contributing factors may include inconsistent implementation, varying levels of student engagement, and persistent learning loss from previous years. Moving forward, a more targeted approach to instructional practices, intervention effectiveness, and student learning behaviors will be necessary to achieve meaningful academic growth. This will be accomplished through appropriate professional development and focus on academic priorities and aligned practices to adequately support success for all students.
This was also evidenced by a decrease in CAASPP data for all students and low income students in both ELA and Math.

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 1.2 description has been revised to indicate that the action is principally directed for low income students.

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	Certificated Salaries	To improve student achievement for all students, the District will employ teachers, who will provide instruction which includes small group instruction for focused instruction and reteaching with adherence to best practices and excellence in education for all student academic success.	$1,135,255.00	No
2	Instructional Assistants and Support Staff	To ensure that Low Income students are provided additional academic and literacy support to meet grade level standards and help with social-emotional issues, the District will provide instructional assistants and other support staff to assist Low Income students in academic success as an increased service LEA wide for additional support in making meaningful connections among fundamental concepts in the curriculum, academic and behavioral support, and to reduce the risk of school failure.	$346,024.00	Yes
3	Classroom Instructional Materials	Teachers often purchase supplies for students who may not be able to provide them and enrichment materials to make learning more meaningful. As a result, the District will provide all classroom teachers materials and student supplies for the full participation and to enhance classroom learning for all student academic success.	$49,650.00	No

Goal

Goal #	Description	Type of Goal
2	Increase student attendance rates by maintaining positive correspondence and learning environments, and providing opportunities to increase overall school and program engagement for students through support from parents, students and staff.	Broad Goal

State priorities addressed by this goal.

1, 3, 5, 6

An explanation of why the LEA has developed this goal.

HELUS absenteeism rate for 2022-23 was 30.1% for all students, and which was more than the state of 30 %. Increased regular student attendance is needed. Other significant subgroup data for chronic absenteeism was: White 24.3%, Low Income 42.4%, Hispanic 38.5%.

HELUS suspension rate is 0.0% for the 2022-23 school year on the CA Dashboard. With an intentional focus on creating a positive learning environment, positive interactions and activities, a sense of belonging, and social emotional support help students to make better choices and decisions. Engaged and supported students have higher attendance rates.

Surveys indicate that parents, in particular, would like to see opportunities for students after school continued and enhanced. Surveys also suggest that engagement partners feel more social emotional support/curriculum, especially for antibullying, is needed. The HELUS Engagement Partner Surveys, Positive Behavioral Interventions and Supports (PBIS), parent and student participation rates, attendance, suspensions, drop out rates, and the William's Facility Inspection Tool (FIT) will measure success of Goal 2.

Measuring and Reporting Results

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

1	Average Daily Attendance and Chronic Absenteeism per CA Dashboard and Local Data . (Priority 5)	2022-23 Local Average Daily Attendance (ADA) 91.68% 2023 CA Dashboard Chronic Absenteeism ALL: 30.4%. White: 24.5% Low Income: 43.1% Hispanic: 38.5%	2023-24 Local Average Daily Attendance (ADA) 92.15% 2024 CA Dashboard Chronic Absenteeism: 27.8%, down 2.6% from 2023 As of June 10, with 179 school days, ADA is 93.7%	2024-25 Local Average Daily Attendance (ADA) 93.7% 2025 CA Dashboard Chronic Absenteeism: 21.2%, down 6.6% from 2024	Local ADA will meet or exceed 95% CA Dashboard Chronic Absenteeism will be less than 20% Local Chronic Absenteeism will be less than 20%	ADA increased about 2% from baseline Chronic Absenteeism is down nearly 9%
2	Suspension & Expulsion Rate, Middle School Dropout Rate per CA Dashboard and Local Data. (Priority 6)	2022-2023 CA Dashboard 0.0% suspensions or expulsions 2022-2023 Local data 0.0% middle school drop out rate	2023-2024 Local data 0.0% suspensions or expulsions 2023-2024 Local data 0.0% middle school dropout rate	2024-2025 Local data 0.0% suspensions or expulsions 0% 2024-2025 Local data 0.0% middle school dropout rate 0%	CA Dashboard 0.0% suspensions or expulsions Local data 0.0% suspensions or expulsions Middle School Dropout rate: 0.0%	no difference
3	Positive Behavioral Interventions and Supports (PBIS), Implementation Staff Surveys. (Priority 6)	2023-2024 PBIS Implementation of new matrix of expected behaviors, levels of acknowledgement, and success indicators. 100% of staff was trained to ensure proper use of the school PBIS system for teaching, correcting and reinforcing expected behaviors.	2024-2025 PBIS Implementation of matrix of expected behaviors, levels of acknowledgement, and success indicators. 100% of staff retrained to ensure proper use of the school PBIS system for teaching, correcting and reinforcing expected behaviors.	2025-2026 PBIS Implementation of matrix of expected behaviors, levels of acknowledgement, and success indicators. 100% of staff retrained to ensure proper use of the school PBIS system for teaching, correcting and reinforcing expected behaviors.	100% of the staff will be trained and utilizing PBIS systems and procedures to teach, correct, and reinforce expected behaviors at school.	No difference
4	Williams Facility Inspection Tool (FIT) Report. (Priority 1)	2023-2024 Williams FIT Report - GOOD rating	2024-2025 Williams FIT Report - GOOD rating	2025-26 Williams FIT Report - GOOD rating	Maintain an annual reporting of Williams of Good, with progress to Great.	No difference

5	Parent participation and attendance at scheduled events relating to student academic progress and success. (Priority 3)	2023-24 Parent-Teacher conference participation rate: 80% Back to School night participation rate: 80% Open House participation rate: 80%	2024-25 Parent-Teacher conference participation rate: 80% Back to School night participation rate: 80% Open House participation rate: 80%	2025-26 Parent-Teacher conference participation rate: 80% Back to School Night participation rate: 80% Open House participation rate: 80%	85% or greater parent participation at scheduled events.	No difference
6	Parent Involvement and Input Survey Participation. (Priority 3)	Parent Input: Parents participated at an average rate of 24.16% in surveys in 2023-2024. School project survey, LCAP input survey, Annual calendar survey	Parents participated at an average rate of 24% in surveys in 2024-2025. School project survey, LCAP input survey, Annual calendar survey	Parent Input: Parents participated at an average rate of 30% in surveys in 2025-2026. School project survey, LCAP input survey, Annual calendar survey	Increase survey response participation to greater than 35%.	Participation went up about 6%
7	Annual Local Surveys on school climate and connectedness. (Priority 6)	Incorporated questions into annual LCAP surveys for engagement partners, including students, staff and parents. Participation in all surveys is below 30%. 2023-2024 Survey Results Parents: "Agree" and "Strongly Agree" Quality of Instruction: 75% Agree to Strongly Agree School keeps me informed and encourages involvement: 92.3% Agree to Strongly Agree School is a safe place for students: 73.1% Agree to Strongly Agree I feel well informed and connected to the activities and events at	2024-2025 Survey Results Parents: "Agree" and "Strongly Agree" Quality of Instruction: 56.5% Agree to Strongly Agree School keeps me informed and encourages involvement: 78.3% Agree to Strongly Agree School is a safe place for students: 70.8% Agree to Strongly Agree I feel well informed and connected to the activities and events at school: 80% STUDENT: "Agree" and "Strongly Agree" School connectedness: 61.4% Agree to Strongly Agree High expectations: 88.94% Agree to Strongly Agree	2025-2026 Survey Results Parents: "Agree" and "Strongly Agree" Quality of Instruction: 78.2% Agree to Strongly Agree School keeps me informed and encourages involvement: 75% Agree to Strongly Agree School is a safe place for students: 70.8% Agree to Strongly Agree I feel well informed and connected to the activities and events at school: 80% STUDENT: "Agree" and "Strongly Agree" School connectedness: 91.2% Agree to Strongly Agree High expectations: 91%% Agree to Strongly Agree Feel Safe at school: 86.7% Agree to Strongly Agree	Survey participation will increase to at least 50% for all stakeholders. Parents will "agree" or "strongly agree": -Quality of Instruction will improve to 75% -School keeps me informed and encourages involvement will improve to 80% -School safety will improve to 80% . Students will "agree or "strongly agree" -School connectedness: Increase to 90% or greater -High expectations: Increase to 90% or better -Feel Safe at school: Increase to 90% or better STAFF/TEACHERS (certificated/classified/Local bargaining units) will "Agree" and "Strongly Agree" with the following:	Quality of Instruction: Increased 3.2% School keeps me informed and encourages involvement: Decreased 17.3% School is a safe place for students: Decreased 2.3% I feel well informed and connected to the activities and events at school: Decreased 7% STUDENT: "Agree" and "Strongly Agree" School connectedness: Increased 8.8% High expectations: Increased 8.6% Feel Safe at school: Decreased 1.5% STAFF/TEACHERS (certificated/classified/Local bargaining units): "Agree" and "Strongly Agree" Maintain student involvement: Decreased 8.9% Safety on Campus: Decreased 3.6% School

		school: 87% STUDENT: "Agree" and "Strongly Agree" School connectedness: 82.4% Agree to Strongly Agree High expectations: 82.4% Agree to Strongly Agree Feel Safe at school: 88.2% Agree to Strongly Agree STAFF (certificated/classified/Local bargaining units): "Agree" and "Strongly Agree" Maintain student involvement: 87.5% Agree to Strongly Agree Safety on Campus: 75% Agree to Strongly Agree School Facilities/Textbooks/Learning Materials: 87.5% Agree to Strongly Agree	Feel Safe at school: 66.7% Agree to Strongly Agree STAFF/TEACHERS (certificated/classified/Local bargaining units): "Agree" and "Strongly Agree" Maintain student involvement: 66.7% Agree to Strongly Agree Safety on Campus: 66.7% Agree to Strongly Agree School Facilities/Textbooks/Learning Materials: 80% Agree to Strongly Agree	STAFF/TEACHERS (certificated/classified/Local bargaining units): "Agree" and "Strongly Agree" Maintain student involvement: 78.6% Agree to Strongly Agree Safety on Campus: 71.4% Agree to Strongly Agree School Facilities/Textbooks/Learning Materials: 80% Agree to Strongly Agree	Maintain student involvement: Increase to 90% or better Safety on Campus: Increase to 90% or better School Facilities/Textbooks/Learning Materials: Increase to 90% or better	Facilities/Textbooks/Learning Materials: Decreased 7.5%

8	Positive home-school communication and outreach data (Priority 6)	2023-2024 Average Weekly newsletter views: 100 views Total school-to-home communication through student information system messaging: 99% contactable; (70% parents with emails); (99% parents with texts); (25% parents with app)	2024-25 Average Weekly newsletter views: 100 views Total school-to-home communication through student information system messaging: 99% contactable; (70% parents with emails); (99% parents with texts); (25% parents with app)	2025-26 Average Weekly newsletter views: 150 views Total school-to-home communication through student information system messaging: 99% contactable; (70% parents with emails); (99% parents with texts); (25% parents with app)	Average Weekly newsletter views: 125 views Total school-to-home communication through student information system messaging: 99% contactable; (70% parents with emails); (99% parents with texts); (50% parents with app)	Up 50 views per week on newsletter.

Goal Analysis for 2025-2026

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.

2.1 Positive Behavior Intervention System was partially implemented at beginning of the year, program was paused and will be re-implemented in the 2026-27 school year.
2.2, 2.3 The use of social-emotional curriculum, and after school activities and tutoring were partially implemented due to most staff being new and inconsistency of attendance. Increased staffing in after school to provide more student support. The District continued to partner with LACOE and Hazel Health to provide free virtual counseling for students to meet this need. PBIS and AVID were implemented in every classroom.
2.4 Transportation was fully implemented with certified personnel to drive the buses.
2.5 The action was implemented as planned. The District worked to maintain a "Good Repair" standard of school facilities, to provide safe, clean, and functional facilities which improve the quality of the student environment in the school, thus improving the quality of education for all students.
2.6, 2.7 These actions were implemented as planned. The student information system Powerschool was used to monitor chronic absenteeism and truancy for all students. Several staff members were trained in the system and worked to connect with families to improve daily student daily attendance and maximize student educational opportunities. With strong efforts to reduce chronic absenteeism, the District improved that percentage.
2.8, 2.9 This action was implemented as planned. Parent Engagement and Involvement was increased through providing recognition and school related events and activities, surveys and parent-input workshops. Additionally, parent education nights were paired with family events. Parent outreach was increased through communication channels including the weekly newsletter, webpage.

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.

PBIS (Action 2.1) - There is a decrease in the PBIS expenditures due to a partial implementation in 25-26, but in 26-27 the new Covey program for PBIS changes for the staff and students with the program being supported with SSDA for the 2026-27 year.
After School (Action 2.3) Less students were participating in the boost camps and on the scheduled ELOP Saturdays. This required less staffing and reordering supplies.
Transportation (Action 2.4) bus drivers were not hired until Dec 2025 of the school year in 2025-26. Two bus drivers are projected for the full year for 2026-27.
Facilities (Action 2.5) There were several plumbing projects in the boys restrooms and the grounds that resulted in over $40,000 unplanned expenses.
SIS (Action 2.6) and Chronic Absentism (Action 2.7) Increased costs for the Student Information System changes to Power School. Less was spent on certificated staff costs on chronic absenteeism with changes in the program.
Little cost changes for the Parent Engagement other than community meetings will be continued.,

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

2.1, 2.2., 2.3, 2.4, 2.6, 2.7 - PBIS, implementation of social-emotional curriculum, after school activities, implementation of student information system, and transportation. Although CAASPP Data demonstrated a decline overall for student groups including low income students, these actions were still effective based on these combined efforts. Overall attendance rates showed to be effective, with a decrease in chronic absenteeism among identified students. The emphasis on engagement, communication, and personalized support contributed to fostering a culture where students felt more connected to their school community was ineffective. A significant investment was made in intervention, and the outcome was effective, with decreased chronic absenteeism for low income students, and increased internal assessment data for students who spent time with intervention staff.
2.5 This action for facilities was effective as we still show a good status in our school rating.
2.8, 2.9 Parent engagement/involvement & communication. These actions were effective based on parent feedback. The majority of feedback indicated involvement and engagement for most parents.

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

Action 2.6 Student information system (Aeries) has changed to Powerschool. Aeries was removed from title and action description. Will be referred to as student information system.

Action 2.10 has been added to address the DA eligibility for CALPADS.

Action 2.2 and 2.3 descriptions have been revised to indicate that the actions are principally directed for low income students. Action 2.7 will be a non-contributing action.

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	Positive Behavioral Interventions and Supports (PBIS)	In an effort to improve the effectiveness, efficiency, and equity of HELUS, the District will utilize PBIS for students and staff to improve social, emotional, and academic outcomes for low income students by teaching appropriate behaviors and having staff intervene early before behaviors escalate. This will including adding AVID practices to the district instructional program. By teaching them social-emotional strategies and creating a positive learning environment, Low	$7,600.00	Yes

		Income students are better prepared to be successful in school, both academically and socially.		
2	Social-Emotional Curriculum	To provide social-emotional skills and strategies for Low Income students, the District will purchase a social-emotional curriculum. Effective social-emotional education has the power to strengthen a child's attachment to school and reduce negative classroom behavior. Both are significant predictors of success in school and reduce drop-out rates, which are conditions that Low Income students face. This increased service will be utilized LEA wide to benefit all students while providing strategies to strengthen Low Income students' social emotional health and school success.	$4,923.00	Yes
3	After School Activities & Tutoring	To provide additional learning time and help close the achievement gap for Low Income students, the District will provide afterschool activities (such as soccer, basketball, math club and grade level tutoring lead by credentialed teachers, instructional assistants, and volunteers) for Low Income students as an increased service LEA wide and provide a balance of social emotional, and academic support for the unduplicated students' success. Unduplicated students would have the opportunity to participate in the programs first. If there are any available spots, other students would be welcomed to participate depending on space. These opportunities will help all students with positive, supportive engagement and academic assistance.	$123,585.00	Yes
4	Transportation	Due to remoteness of HELUS, the District will provide transportation services for all students with a scaled fee, a reduced fee, and or no fee for Low Income students, to provide a method to get to and from school as to improve absenteeism, as well as, academic success by being in school daily.	$193,517.00	No
5	Facilities	To continue to provide a minimum of the "Good Repair" standard of school facilities, the District will maintain safe, clean, and functional facilities which improve the quality of the student environment in the school, thus improving the quality of education for all students. This protects employees and their property, prevents unauthorized access for student safety, and ensures the facility meets legal requirements.	$245,555.00	No
6	Student Information System	To monitor attendance, chronic absenteeism, and truancy, the District will pay for the annual fee and training for all staff who utilize the student information system to reduce student chronic absenteeism and truancy, and improve student daily attendance and days of instruction to maximize the students' educational opportunities. Staff will have better knowledge of system and will be able to provide and track accurate attendance data.	$9,620.00	No
7	Decrease Chronic Absenteeism	A designated staff member on special assignment (part-time support personnel), outside of their hours, will monitor attendance, chronic absenteeism, and truancy for Low Income Students. The support will include training the staff who utilize the student information system to monitor student chronic absenteeism and truancy, and improve student daily attendance and days of instruction to maximize the students' educational opportunities, provide parent/family education and outreach, and connect families with local resources to improve attendance rates.	$5,000.00	No
8	Parent Engagement and Involvement	To gather and increase parent input in decision-making and promoting parental participation in education programs for students, the District will continue to encourage parent participation on campus by providing live scan fingerprinting clearance free of charge for parent volunteers. The District will also celebrate parental involvement through recognition activities. Parents play a significant role in the academic achievement of their children. Therefore, it is important for parents and schools to develop partnerships and build ongoing dialogues to improve student achievement. Parental involvement is essential for student development and offers many benefits: It helps improve student behavior in the classroom; Parent-teacher communicate helps	$750.00	No

		students feel more motivated in their classes; Student self-esteem and attitudes in class improve. Additionally, the District will continue to seek input annually on LCAP goals and actions through surveys, and engagement partner forums. Parents participated at an average rate of 24% in surveys in 2024-2025, which was the same as the baseline year in 2023.		
9	Communication	To inform and solicit input from engagement partners, the District will maintain positive streams of communication. These include the district website, digital newsletters, and communication creation software and programs. 2023-2024 Average Weekly newsletter views: 100 views Total school-to-home communication through student information system messaging: 99% contactable; (70% parents with emails); (99% parents with texts); (25% parents with app) this was the same as the baseline year 2023.	$3,500.00	No
10	Student Information System and Data Monitoring Support	The LEA will designate dedicated staff to oversee the accuracy, maintenance, and monitoring of student data systems, including the Student Information System (SIS). This staff member will be responsible for ensuring timely data entry, validating data quality, coordinating with school sites to address discrepancies, and monitoring progress on state and local indicators. The position will support ongoing review of Local Indicator metrics, assist in data analysis and reporting, and provide training and technical assistance to site staff as needed. By maintaining accurate and reliable data systems, the LEA will strengthen continuous improvement efforts, support data-driven decision-making, and ensure compliance with state reporting requirements.	$0.00	No

Goal

Goal #	Description	Type of Goal
3	Provide engaging rigorous instruction for Common Core State Standards (CCSS) for all student achievement levels, including intervention and enrichment instruction, as measured by state and local assessments.	Broad Goal

State priorities addressed by this goal.

4, 5, 8, 2

An explanation of why the LEA has developed this goal.

HELUS included this goal after an analysis of data and the desire to improve student success. Low socioeconomic students performed in the yellow range, scoring 6.1 points below standard, though increasing 16.4% on the CA Dashboard in ELA; and in the green range scoring 24.6 points below standard, though increasing 27.3% on the Dashboard in Math. Hispanic subgroups scored 35.8 points below standard, though increasing by 33.4% in Math; and White subgroups scored 3.9 points below standard with 27.6% increase Math. Engagement partners want all the students to score in the green to blue ranges on the Dashboard, and above the standard in both ELA and Mathematics. Ensuring students are taught with materials aligned to CCSS, and providing structured intervention support is key to improving achievement. Supplemental programs provide support for students based upon student need. Teachers will be trained to effectively deliver the core and supplemental materials to improve student achievement. Students deserve highly qualified and appropriately assigned teachers to assist them in meeting high academic success in all curricular areas. The Williams Audit of the Common Core Materials in ELA, Math, and Science; teachers credentialed for their assignment; and statewide ELA, Math, and Science assessments for all students, including Hispanic, Low Income Students, and White subgroups will be used to measure the impact of this goal and its actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Annual Williams Audit of CCSS aligned instructional materials for all students. (Priority 1)	2023-2024, 100% compliance of CCSS aligned Mathematics, English Language Arts, and Next Generation Science instructional materials.	2024-25 100% compliance of CCSS aligned Mathematics, English Language Arts, and Next Generation Science instructional materials	2025-26 100% compliance of CCSS aligned Mathematics, English Language Arts, and Next Generation Science instructional materials	100% compliance of CCSS aligned Mathematics, English Language Arts, and Next Generation Science instructional materials.	No difference

2	Annual Williams Audit of Teachers fully credentialed for their assignment. (Priority 1)	2023-2024 80% of teachers are fully credentialed and 100% appropriately assigned.	2024-2025 80% of teachers are fully credentialed and 100% appropriately assigned.	2025-2026 80% of teachers are fully credentialed and 100% appropriately assigned.	100% of teachers will be fully credentialed and 100% appropriately assigned.	No difference
3	Statewide Assessment SBAC English Language Arts for all students. (Priority 4)	2022-2023 CAASPP ELA All students: Blue indicator, 18.4 points above standard	2023-2024 CAASPP ELA All students: Yellow indicator, 0.2 points below standard, declined 21.5 points	2024-2025 CAASPP ELA All students: Orange indicator, 10.8 points below standard, declined 10 points	2026-27 All students: Blue indicator, 20 points above standard	Decreased 29.2 points from baseline.
4	Statewide Assessment SBAC Math for all students. (Priority 4)	2022-2023 CAASPP MATH All students: Green indicator, 15.1 points below standard	2024 CAASPP Math All students: Yellow indicator, 24.4 points below standard, declined 12.3 points	2025 CAASPP Math All students: Orange indicator, 37.5 points below standard, declined 12.7 points	2026-2027 CAASPP MATH All students: Green indicator, 0 points distance from standard	Declined 22.4 points from baseline.
5	CAASPP Statewide Assessment English Language Arts (ELA) & Mathematics for socioeconomic disadvantaged students. (Priority 4)	2022-2023 CA State Dashboard Performance Levels ELA: yellow indicator, 6.1 points below standard, (increased 16.4 points from previous year) Math: green indicator, 24.6 points below standard, (increased 27.3 points from previous year)	2024: Socioeconomically Disadvantaged ELA: orange indicator, 15.6 points below standard, declined 13.8 points Math: orange indicator, 27.5 points below standard, declined 9.1 points	2025: Socioeconomically Disadvantaged ELA: orange indicator, 34.6 points below standard, declined 19 points Math: orange indicator, 50.8 points below standard, declined 23.3 points	2026-2027 CA State Dashboard Performance Levels ELA: yellow indicator, 0 points DFS Math: green indicator, 0 points DFS	ELA: declined 28.5 points from baseline Math: declined 26.2 points from baseline
6	CAASPP Statewide Assessment Mathematics for Hispanic (Priority 4)	2022-2023 Math: yellow indicator, 35.8 points below standard	2024 Math: orange indicator, 54.7 points below standard, declined 19 points	2025 Math: yellow indicator, 47 points below standard, increased 7.7 points	2022-2023 Math: green indicator, 25.8 points below standard	Decreased 11.2 points from baseline

7	CAASPP Statewide Assessment English Language Arts (ELA) & Mathematics for students with disabilities. (Priority 4)	2022-2023 ELA: 50.3 points below standard Math: 71.4 points below standard	2024 Students with disabilities ELA: 89 points below standard, declined 49 points Math: 78 points below standard, declined 20.8 points	2025 Students with disabilities ELA: 78.3 points below standard, increased 9.9 points Math: 83.6 points below standard, declined 5.3 points	2026-2027 ELA: 40 points below standard Math: 50 points below standard	ELA: Decreased 28 points from baseline Math: Decreased 12.2 points from baseline
8	CAASPP Statewide Assessment Mathematics for White students. (Priority 4)	2022-2023 Math: green indicator, 3.9 points below standard	2024 Math: yellow indicator, 14 points below standard, declined 14.2 points	2025 Math: orange indicator, 31.9 points below standard, declined 17.9 points	2026-2027 Math: green indicator, 0 points below standard	Decreased 28 points from baseline
9	CAASPP Statewide Assessment SBAC Science for all students. (Priority 4)	2022-2023 38.71% Met or Exceeded standard for Science 16.13% Exceeded (Level 4) 22.58% Met (Level 3) 58.06% Nearly Met (Level 2) 3.23% Not Met (Level 1)	2023-24 40% Met or Exceeded standard for Science 13.33% Exceeded (Level 4) 26.67% Met (Level 3) 53.33% Nearly Met (Level 2) 6.67% Not Met (Level 1)	2024-25 35.13% Met or Exceeded standard for Science 10.81% Exceeded (Level 4) 24.32% Met (Level 3) 48.65% Nearly Met (Level 2) 16.22% Not Met (Level 1)	50% Meet or Exceed (Level 4 & 3) Lowering % rates of students Nearly or Not Meeting (Level 2 & 1)	Total number of students that met or exceeded standard for science declined 3.58% from baseline.

10	CAASPP Statewide Assessment SBAC Science for socioeconomically disadvantaged students. (Priority 4)	2022-2023 Socioeconomically Disadvantaged Students 23.08 % Met or Exceeded standard for Science 23.08% Met (Level 3) 69.23% Nearly met (Level 2) 7.69% Not met (Level 1)	2023-2024 Socioeconomically Disadvantaged Students 20.73 % Met or Exceeded standard for Science 16.01% Met (Level 3) 59.60% Nearly met (Level 2) 19.67% Not met (Level 1) Socioeconomically Disadvantaged Students: 5.5 points below standard, increased 9.2 points, no color performance for 2024	2023-2024 Socioeconomically Disadvantaged Students 27.78 % Met or Exceeded standard for Science 22.22% Met (Level 3) 44.44% Nearly met (Level 2) 27.78% Not met (Level 1)	45% Met or Exceeded (Level 3 & 4) Reduce % in Level 2 & 1 to demonstrate growth	Met or exceeded increased 4.7%
11	Student Access to a Broad Course of Study including core subjects and engaging intervention and enrichment programs. (Priority 7)	2023-2024 100% of students receive ELA, Math, Social Science/History, Science, Arts, Health, and Physical Education studies in their classrooms, as demonstrated by classroom schedules.	2024-25 100% of students receive ELA, Math, Social Science/History, Science, Arts, Health, and Physical Education studies in their classrooms, as demonstrated by classroom schedules.	2025-26 100% of students receive ELA, Math, Social Science/History, Science, Arts, Health, and Physical Education studies in their classrooms, as demonstrated by classroom schedules.	100% of students receive a broad course of student, including engaging intervention and enrichment programs.	No difference
12	Implementation of state standards. Priority 2	Administration observation and lesson plan checks. 100% of teachers are implementing state standards. (2023-2024)	Administration observation and lesson plan checks. 100% of teachers are implementing state standards. (2024-2025)	Administration observation and lesson plan checks. 100% of teachers are implementing state standards. (2025-2026)	100% of teachers are implementing state standards.	No difference

Goal Analysis for 2025-2026

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.

3.1 Intervention & Enrichment: AVID, Lexia, IXL, Frogstreet (TK), Renaissance. These actions were implemented as planned to support numeracy and literacy in TK through 8th grade. A substantive difference is that instead of Dreambox Math, we used IXL.
3.2 Professional Development: This action was implemented as planned to improve delivery of instruction for our unduplicated pupils, professional development for both certificated teachers and instructional assistants was provided in AVID and the new supplemental intervention programs. This was a noticeable success as results for AVID were significant and proved effective, and the new supplemental programs were nominal, with results both effective and ineffective due to the short length of time utilizing those programs.
The school-wide implementation of AVID strategies further enhanced student engagement by promoting critical thinking, inquiry-based learning, and organizational skills. By integrating AVID methodologies into daily instruction, educators encouraged active participation, academic perseverance, and deeper understanding of CCSS-aligned content. One challenge was the rate of adult implementation of the program, and the introduction of this program to many new staff members.
3.3 Teacher Recruitment and Retention: This action was implemented with substantive difference in that six new teachers were added to the certificated staff due to multiple vacancies. To retain teachers, years of service credit, stipends, longevity, masters, and additional duties are compensated.
3.4 Supplemental Instructional materials were fully implemented as planned through the purchase.

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.

Intervention and Enrichment (Action 3.1) program for students was set up to assess individual students, especially the TK and K students who are half day and can have more one on one in the afternoon with the certificated staff and an afternoon aide. Intervention was set up with LREBG and local funds for students who need additional time and new ways to explore outside activities such as Science Camp, especially with grades 5 - 8.

Instructional Materials (Action 3.4) for students during school hours & after school include additional water, school snacks to help offset hunger with the long days, sports supplies for after school and art materials. When there was less participation in the after school and sports programs, there were less supplies being purchased, especially with the school snacks so as not to have wasted or spoiled supplies.

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

While these efforts proved effective by contributing to a more structured and engaging learning environment, student performance on state and local assessments showed mixed results. Some students demonstrated progress, particularly in areas where targeted intervention was provided, while others continued to struggle with grade-level rigor. Challenges such as varying levels of student stamina, gaps in foundational skills, and the need for differentiated instruction impacted overall outcomes.
3.1, 3.2, 3.4 Intervention Enrichment Programs, Teacher Recruitment and Retention, Supplemental materials
CAASPP Data demonstrated a decline overall for student groups including low income students, making these actions not effective towards measurable progress.
3.3 Teacher Retention/Recruitment This was effective as the district hired 6 credentialed teachers and were able to maintain 80% fully credentialed teachers.

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 3.1 will now also be partially funded with LREBG funds. Research consistently demonstrates that catching learning gaps early and addressing them with targeted support prevents students from falling permanently behind.
Action 3.2 description has been revised to indicate that the action is principally directed for low income students.

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	Intervention and Enrichment programs	LREBG Action: Low income students may not have the resources to support structured assistance in foundational learning. In order to support Low Income students and close the achievement gap, the following supplemental programs are implemented to provide sound instructional best practices in the areas of math and English Language Arts: AVID, Lexia, Dreambox, Renaissance, Frog Street. Each of these programs provides specific foundational practice, support, and learning to improve student achievement. By increasing Low Income student skills and knowledge in ELA and math, students will demonstrate increased achievement academically. The use of LREBG funds for aides and tutoring time is projected at $18,000. Research consistently demonstrates that catching learning gaps early and addressing them with targeted support prevents students from falling permanently behind. Metrics to monitor are 3.3 and 3.4, SBAC ELA and Math assessments. LREBG funds supporting this action is $18,000.	$42,501.00	Yes
2	Professional Development	Staff will receive professional development on core curriculum and supplemental programs for intervention and enrichment. To effectively implement the state academic standards and provide focused improvement in delivering instruction to Low Income students, the District will provide professional development to teachers and instructional assistants as an improved service LEA wide. The strategies teachers will learn to meet the needs of the unduplicated students will assist the Low Income students close the learning gap and perform at the same performance levels as the general population. The strategies teachers will learn for the success of unduplicated students through the professional development will assist all students in learning the material presented.	$41,500.00	Yes
3	Teacher Recruitment and Retention	To ensure classrooms are assigned appropriately-credentialed teachers and that students are provided the best instruction and are making academic progress to meet grade level standards, the District will recruit and retain fully credentialed staff. Due to the small, remote District of HELUS, stipends and benefits for teachers for longevity, masters and additional duties will be offered to attract and retain the best teachers. Teacher retention funds that were planned were not needed as the teachers did not negotiate for any additional compensation. As well, there was no need to provide incentives for the teachers outside of the their already agreed compensation and stipends and all teaching positions were filled prior to the beginning of the school year.	$1,300.00	No
4	Supplemental Instructional Materials	To close the achievement gap for Low Income students, the District will purchase supplemental instructional materials that will enhance and challenge the students to meet and exceed grade level standards.	$6,350.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$140,890.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.58%	0.00%	$0.00	6.58%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2, 2.3, 3.1, 3.2, 3.4	Based on 2023 CA Dashboard our CAASPP data shows that our Low Income students are performing lower in comparison to all students as the following data shows: Low Income CAASPP data (distance from standard) ELA All students: "blue indicator" 21.2 points above standard Low Income students: "green indicator" 1.8 points below standard Math All students: "green indicator" 12 points below standard Low Income students: "green indicator" 18.4 points below standard Educational partners have indicated that Low Income students need additional support and individualized instruction during the day and after school, teachers need additional training to address foundational literacy, and more supplemental materials would be helpful for Low Income students. Based on the needs assessment, our Low Income students need additional personnel, materials, and teachers who are ready to address their academic needs due to lack of resources that derive from financial limitations.	Based on the needs, HELUS is providing: 1.2 - Instructional Aides and supports 2.3 - After school activities and tutoring 3.1 - Intervention and Enrichment programs 3.2 - Staff receiving professional development in core and supplemental programs 3.4 - Supplemental Instructional materials These actions will create an opportunity to significantly increase achievement rates for low-income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall achievement rates for all students. This is the most effective use of funds for Low Income students. Based on our past observations these actions have show to increase student achievement.	CAASPP ELA and Math

2.1, 2.2	Based on 2023 CA Dashboard our attendance data shows that our Low Income students are performing lower in comparison to all students as the following data shows: All students: 30.1% Chronic absenteeism Low Income data from our student information system (AERIES): 42.4% Chronic absenteeism Educational partners have indicated that Low Income students need additional support (PBIS, SEL, attendance) Based on the needs assessment, our Low Income students need additional specialized curriculum, personnel, and teachers who are ready to address their social emotional needs due to lack of resources that derive from financial limitations, which also limits them from attending school regularly.	Based on the needs, HELUS is providing: 2.1 - PBIS (positive behavior intervention system) In an effort to improve the effectiveness, efficiency, and equity of HELUS, the District will utilize PBIS for students and staff to improve social, emotional, and academic outcomes for low income students by teaching appropriate behaviors and having staff intervene early before behaviors escalate. 2.2 - SEL (social emotional curriculum) To provide social-emotional skills and strategies for Foster Youth and Low Income students, the District will purchase a social-emotional curriculum. Effective social-emotional education has the power to strengthen a child's attachment to school and reduce negative classroom behavior. Both are significant predictors of success in school and reduce drop-out rates, which are conditions that Foster Youth and Low Income students face. This increased service will be utilized LEA wide to benefit all students while providing strategies to strengthen Foster Youth and Low Income students' social emotional health and school success. These actions will create an opportunity to significantly reduce chronic absenteeism rates for low-income students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students. This is the most effective use of funds for Low Income students. Based on our local data, these actions have show to increase student attendance.	CAASPP ELA/Math, Attendance, Chronic Absenteeism

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 #(s)	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.

N/A

Additional Concentration Grant Funding

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

Not applicable

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

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$2,141,529.00	$140,890.00	6.58%	0.00%	6.58%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$1,788,535.00	$332,256.00	$12,000.00	$83,839.00	$2,216,630.00	$1,861,884.00	$354,746.00

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	Certificated Salaries	All	No				Annually	$1,135,255	$0	$1,071,105	$60,912	$0	$3,238	$1,135,255	0.00%
1	2	Instructional Assistants and Support Staff	Low Income	Yes	LEA-wide	Low Income	All Schools	Annually	$346,024	$0	$205,327	$82,746	$0	$57,951	$346,024	0.00%
1	3	Classroom Instructional Materials	All	No				Annually	$0	$49,650	$11,000	$21,500	$0	$17,150	$49,650	0.00%
2	1	Positive Behavioral Interventions and Supports (PBIS)	Low Income	Yes	LEA-wide	Low Income	All Schools	Annually	$0	$7,600	$7,600	$0	$0	$0	$7,600	0.00%
2	2	Social-Emotional Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	Annually	$0	$4,923	$4,923	$0	$0	$0	$4,923	0.00%
2	3	After School Activities & Tutoring	Low Income	Yes	LEA-wide	Low Income	All Schools	Annually	$104,968	$18,617	$13,552	$110,033	$0	$0	$123,585	0.00%
2	4	Transportation	All	No				Annually	$77,952	$115,565	$186,952	$6,565	$0	$0	$193,517	0.00%
2	5	Facilities	All	No				Annually	$162,184	$83,371	$245,555	$0	$0	$0	$245,555	0.00%
2	6	Student Information System	All	No				Annually	$0	$9,620	$9,620	$0	$0	$0	$9,620	0.00%
2	7	Decrease Chronic Absenteeism	Low Income	No				Annually	$5,000	$0	$0	$5,000	$0	$0	$5,000	0.00%
2	8	Parent Engagement and Involvement	All	No				Annually	$0	$750	$750	$0	$0	$0	$750	0.00%
2	9	Communication	All	No				Annually	$0	$3,500	$3,500	$0	$0	$0	$3,500	0.00%
2	10	Student Information System and Data Monitoring Support	All	No				ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
3	1	Intervention and Enrichment programs	Low Income	Yes	LEA-wide	Low Income	All Schools	Annually	$30,501	$12,000	$12,501	$18,000	$12,000	$0	$42,501	0.00%
3	2	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Annually	$0	$41,500	$8,500	$27,500	$0	$5,500	$41,500	0.00%
3	3	Teacher Recruitment and Retention	All	No				Annually	$0	$1,300	$1,300	$0	$0	$0	$1,300	0.00%
3	4	Supplemental Instructional Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Annually	$0	$6,350	$6,350	$0	$0	$0	$6,350	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,141,529.00	$140,890.00	6.58%	0.00% - No Carryover	6.58%	$258,753.00	0.00%	12.08%	**Total:**	$258,753.00
								LEA-wide Total:	$258,753.00
								Limited Total:	
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Instructional Assistants and Support Staff	Yes	LEA-wide	Low Income	All Schools	$205,327.00	0.00%
2	1	Positive Behavioral Interventions and Supports (PBIS)	Yes	LEA-wide	Low Income	All Schools	$7,600.00	0.00%
2	2	Social-Emotional Curriculum	Yes	LEA-wide	Low Income	All Schools	$4,923.00	0.00%
2	3	After School Activities & Tutoring	Yes	LEA-wide	Low Income	All Schools	$13,552.00	0.00%
3	1	Intervention and Enrichment programs	Yes	LEA-wide	Low Income	All Schools	$12,501.00	0.00%
3	2	Professional Development	Yes	LEA-wide	Low Income	All Schools	$8,500.00	0.00%
3	4	Supplemental Instructional Materials	Yes	LEA-wide	Low Income	All Schools	$6,350.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$2,051,892.93	$2,147,851.00

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	Certificated Salaries	No	$1,025,394.00	$1,142,521.00
1	2	Instructional Assistants and Support Staff	Yes	$299,076.00	$302,605.00
1	3	Classroom Instructional Materials	No	$55,800.00	$63,227.00
2	1	Positive Behavioral Interventions and Supports (PBIS)	Yes	$22,488.00	$8,508.00
2	2	Social-Emotional Curriculum	Yes	$2,818.00	$2,778.00

2	3	After School Activities & Tutoring	Yes	$152,582.93	$128,027.00
2	4	Transportation	No	$196,446.00	$143,682.00
2	5	Facilities	No	$193,566.00	$239,467.00
2	6	Student Information System (AERIES)	No	$8,911.00	$12,751.00
2	7	Decrease Chronic Absenteeism	Yes	$15,000.00	$10,000.00
2	8	Parent Engagement and Involvement	No	$750.00	$450.00
2	9	Communication	No	$3,500.00	$3,465.00
3	1	Intervention and Enrichment programs	Yes	$15,600.00	$34,119.00
3	2	Professional Development	Yes	$52,811.00	$50,136.00
3	3	Teacher Recruitment and Retention	No	$800.00	$800.00
3	4	Supplemental Instructional Materials	Yes	$6,350.00	$5,315.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$127,079.00	$245,203.00	$231,920.00	$13,283.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	2	Instructional Assistants and Support Staff	Yes	$144,432.00	$143,142.00	0.00%	0.00%
2	1	Positive Behavioral Interventions and Supports (PBIS)	Yes	$7,008.00	$5,500.00	0.00%	0.00%
2	2	Social-Emotional Curriculum	Yes	$2,818.00	$2,778.00	0.00%	0.00%
2	3	After School Activities & Tutoring	Yes	$27,502.00	$27,000.00	0.00%	0.00%
2	7	Decrease Chronic Absenteeism	Yes	$5,000.00	$4,500.00	0.00%	0.00%
3	1	Intervention and Enrichment programs	Yes	$6,600.00	$7,500.00	0.00%	0.00%
3	2	Professional Development	Yes	$45,493.00	$36,185.00	0.00%	0.00%
3	4	Supplemental Instructional Materials	Yes	$6,350.00	$5,315.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$2,055,234.00	$127,079.00	0.90%	7.08%	$231,920.00	0.00%	11.28%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$57,951.00	$5,500.00	$0.00	$10,000.00	$0.00	$10,388.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Certificated Salaries	$0.00	$0.00	$0.00	$0.00	$0.00	$3,238.00	$1,135,255.00
1	2	Instructional Assistants and Support Staff	$57,951.00	$0.00	$0.00	$0.00	$0.00	$0.00	$346,024.00
1	3	Classroom Instructional Materials	$0.00	$0.00	$0.00	$10,000.00	$0.00	$7,150.00	$49,650.00
2	1	Positive Behavioral Interventions and Supports (PBIS)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,600.00
2	2	Social-Emotional Curriculum	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$4,923.00
2	3	After School Activities & Tutoring	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$123,585.00
2	4	Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$193,517.00

2	5	Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$245,555.00
2	6	Student Information System	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$9,620.00
2	8	Parent Engagement and Involvement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$750.00
2	9	Communication	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,500.00
3	1	Intervention and Enrichment programs		$0.00	$0.00	$0.00	$0.00	$0.00	$42,501.00
3	2	Professional Development	$0.00	$5,500.00	$0.00	$0.00	$0.00	$0.00	$41,500.00
3	3	Teacher Recruitment and Retention	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,300.00
3	4	Supplemental Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,350.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).