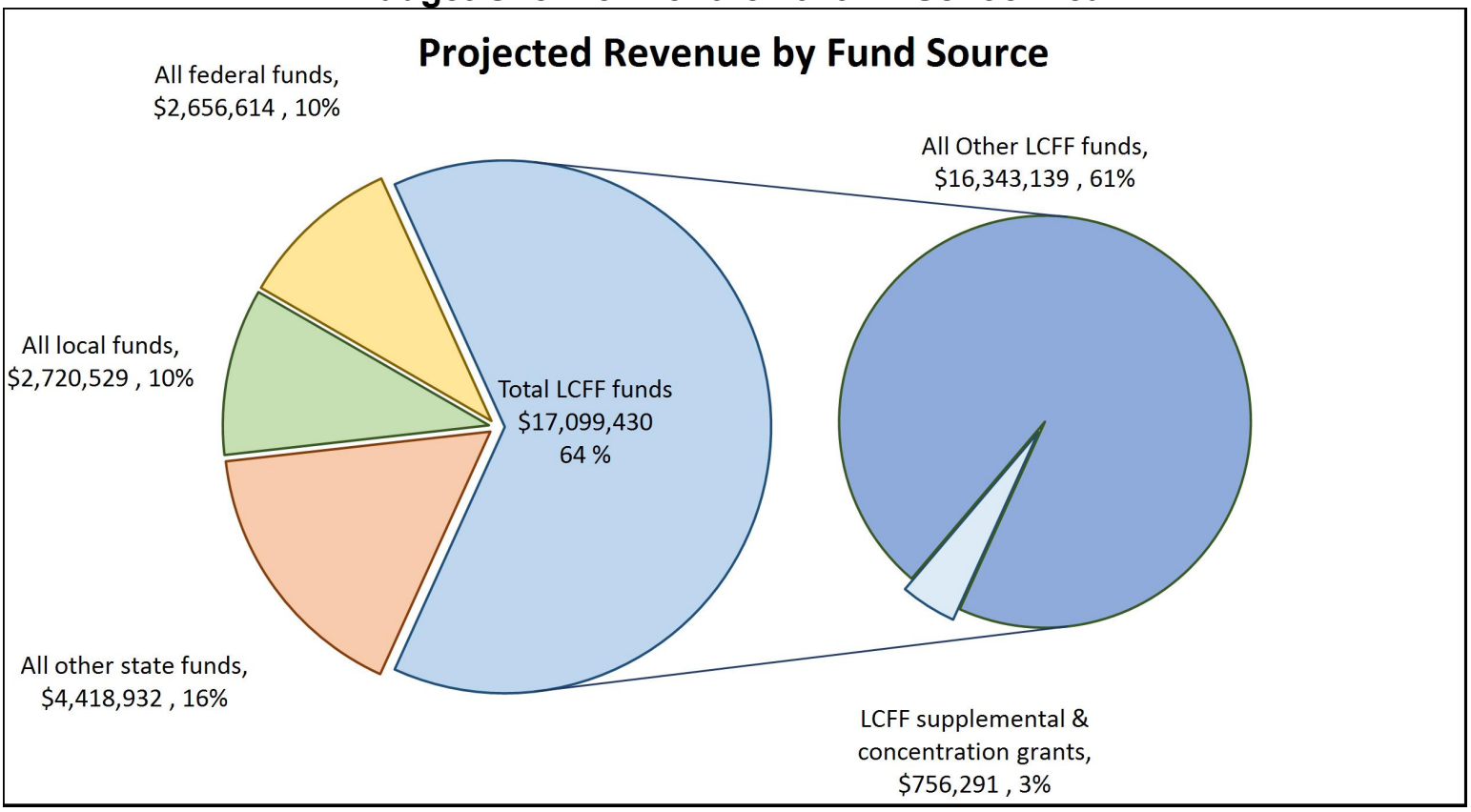
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Wheatland School District
CDS Code: 58-72751-0000000
School Year: 2026-27
LEA contact information:
Craig Guensler
Superintendent
cguensler@wheatland.k12.ca.us
(530) 633-3130 ext 1116

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

Budget Overview for the 2026-27 School Year

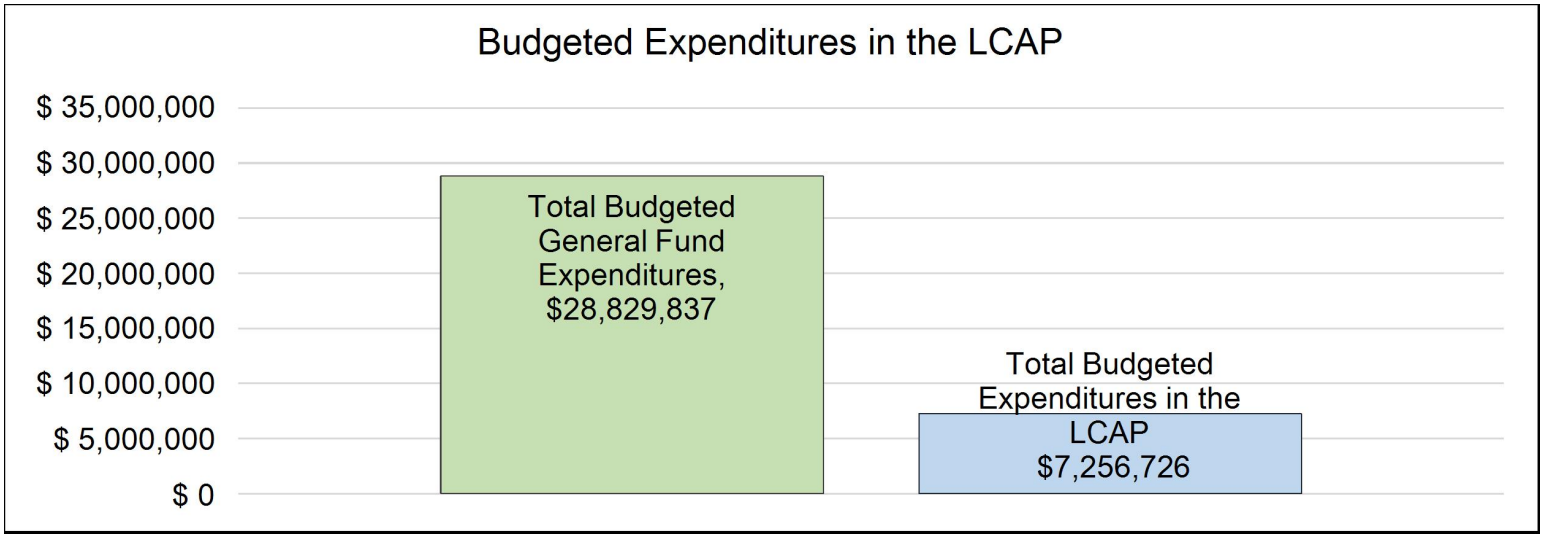


This chart shows the total general purpose revenue Wheatland School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Wheatland School District is $26,895,505, of which $17,099,430 is Local Control Funding Formula (LCFF), $4,418,932 is other state funds, $2,720,529 is local funds, and $2,656,614 is federal funds. Of the $17,099,430 in LCFF Funds, $756,291 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

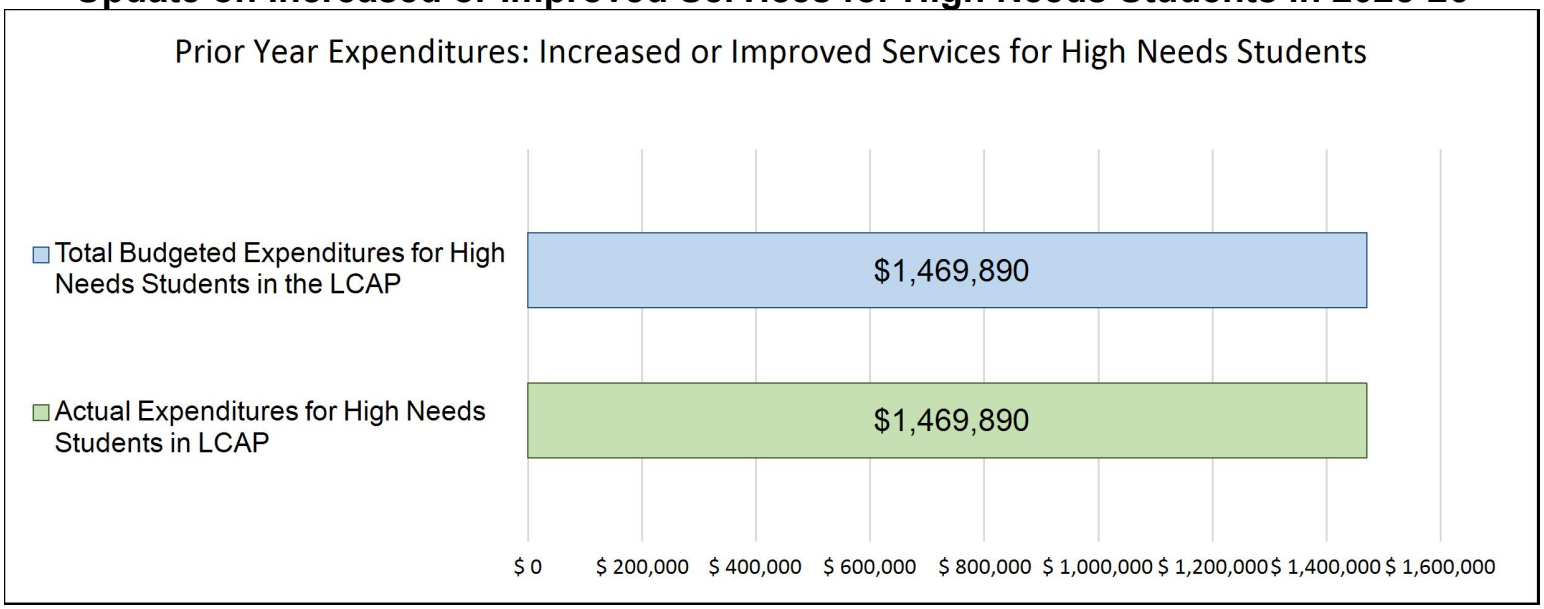
The text description of the above chart is as follows: Wheatland School District plans to spend $28,829,837 for the 2026-27 school year. Of that amount, $7,256,726 is tied to actions/services in the LCAP and $21,573,111 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Wheatland School District is projecting it will receive $756,291 based on the enrollment of Foster Youth, English learner, and low-income students. Wheatland School District must describe how it intends to increase or improve services for high needs students in the LCAP. Wheatland School District plans to spend $1,354,211, towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Wheatland School District's LCAP budgeted $1,469,890, for planned actions to increase or improve services for high needs students. Wheatland School District actually spent $1,469,890 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Wheatland School District	Craig Guensler Superintendent	cguensler@wheatland.k12.ca.us (530) 633-3130 ext 1116

Plan Summary [2026-27]

General Information

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

The Wheatland School District, located within the City of Wheatland and Beale Air Force Base in Yuba County, is a renowned educational institution catering to about 1,270 students. We are fondly supported by the active participation of both Wheatland and Beale Air Force communities in our school operations and sincerely encourage parent involvement at all stages. Our district comprises of Wheatland Elementary for (TK - 3rd grade), Lone Tree School (TK-5th grade), Bear River School (4th-8th grade), Wheatland Charter School (TK-5th grade), and two state preschools. We have recently revised the age-eligibility for TK students, to follow the CDE and State guidelines. In the aftermath of the pandemic, we are committed to returning our student attendance to pre-pandemic numbers. Our student body is diverse, including approximately 22% Hispanic/Latino, 58% Caucasian, and 20% other ethnicities. We employ roughly 250 accomplished professionals, placing significant emphasis on building a healthy workspace rooted in mutual respect, transparency, and positive negotiation. Therefore, we have maintained a favorable relationship with various employee groups. Our students are offered a rigorous academic curriculum along with comprehensive curricular and extracurricular activities, which includes visual and performing arts, electives, technology, student leadership, and athletics. In a bid to enhance the students' developmental journey, we have resumed our speech and SDC programs and serve as a regional provider for the Plumas Lake School District for the SDC program. Our School Board, chosen by the community, consists of five officials and a volunteer liaison from Beale AFB. It is devoted to prioritizing students and delivering a well-rounded education in our district. The mission of the District mirrors the School Board's objectives, targeting the holistic development of our students. To bolster our educational services, we effectively manage state and federal funding. We heavily support the significant initiatives such as Title I, School Improvement Programs, Migrant Education, and TCIP New Teacher Program. We also received a $500,000 security grant from the US Justice Department, which is a proud achievement for us. Furthermore, we provide a variety of support systems, after school, full-time counselors, full-time psychologists, a LVN, health aides, and occupational therapists at all sites. We also have full-time

speech teachers, full-time intervention teachers and a range of Special Education supports including RSP teachers, SDC teachers, and para educators. We have a full time District Nurse to support all health needs. All these efforts are facilitated by our prudent management of a working budget of over 20 million dollars. We remain dedicated to improving our services and infrastructure to deliver the highest standard of education, nurturing our future leaders.

Reflections: Annual Performance

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

In adherence to state requirements, the school district's annual performance is critically evaluated based on pertinent state data, recorded observations, and recognized challenges. There was a noteworthy improvement in the aptitude of English Learners. According to the California Dashboard, there was a considerable increase of 17.2%, resulting in an applaudable performance of 52.5% of these learners showing marked progress towards English language competency. Furthermore, the district successfully dropped the overall chronic absenteeism rate by 3.3 points to an average of 10.1%. However, a review of the 2025 California School Dashboard reveals strict areas requiring focused intervention. State compliance mandates the explicit identification of student groups that received the lowest performance level ("Red") on the most recent Dashboard. The Students Experiencing Homelessness student group received a "Red" performance level in English Language Arts, Mathematics, and Chronic Absenteeism. The Students with Disabilities student group received a "Red" performance level in English Language Arts and Mathematics. Additionally, the English Learners student group received a "Red" performance level on the English Learner Progress Indicator (ELPI). The general attendance levels throughout the district have not reached pre-pandemic standards, pointing to a need for more focused efforts and remedial actions. In response to these challenges, a stronger commitment is promised to improve student attendance and academic outcomes, with a special focus on extending additional targeted support for Students Experiencing Homelessness, Students with Disabilities, and English Learners. Future plans will specifically aim to address these specific dashboard performance gaps while continuing to maintain the remarkable growth trends observed in other areas.

Reflections: Technical Assistance

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

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.

None of our schools required to do comprehensive support and improvement.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

Educational partner input can be categorized into the areas of Conditions of Learning, Pupil Outcomes, and Engagement.
Educational partners includes; Bargaining groups WESTA, CSEA, WESS, SITE Councils from Bear River, Lone Tree, Wheatland Charter Academy, Wheatland Elementary, Special Education students' parents, School Board meetings, Healthy Kids Survey, ELAC and DELAC committees, Teacher and Staff meetings, and Open Doors to Administration.
This input was analyzed to identify themes for suggested changes to the LCAP. The following general themes were identified for consideration by the District:
Improve Learning for All: Provide instructional materials, textbooks, and professional development focused on English Language Arts and Math.
Expand intervention opportunities.
Commit and continue to provide extended paraprofessional aide time for class support.
Continue to keep class sizes small for more individualized attention.
Address needs identified in all sub groups of our population (English Learners, Students with Disabilities, Socio Economically Disadvantaged, Homeless)
Professional Development: Increase/sustain professional learning for staff in instructional strategies.
Improve the Math program by updating materials, instructional strategies, professional learning opportunities, and program assessment.
Provide training opportunities for both Certificate and Classified staff members.
Enrich instruction for Special Needs students by offering conference and workshop trainings for all staff.
Strengthen Student connectedness/well-being, and improve school attendance:
Reduce class size and caseloads, emphasize personal relationships with students, review/revise/improve school safety policies and procedures, develop programs that support school attendance, expand CTE class opportunities,
The current plan reflects the mid year and final analysis of the previous LCAP plans.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Wheatland School District will improve student achievement for all students including Special Education, EL, Low Income, Foster Youth.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This Goal is what our stakeholders are asking for many years. They want to see that student achievement continues to improve and is the focus of what we do.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A. Implementation of State Standards	65% implementation of State Standards, as indicated by the Self Reflection tool	78% implementation. Execution assessment of state standards involving evaluation of how effectively schools and educators implement the required curriculum and instructional practices	92% implementation. Staff reviewed the year 1 outcomes and adjusted practices to further align target areas.	We have implemented 100% of the State Standards	+27
1.2	1B. Percent of students reclassifed as Fluent English Proficient	9% of our students were reclassified in 2022-23	54.24% of students were reclassified in 2023-2024	46.16% of students were reclassified in 2024-2025	50% of our students reclassified as Fluent English Proficient	+37.16

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	1C. Percent of students Level 4 Well Developed on CELDT/ELPAC	50% of students achieved level 4 (Well Developed)	46.15% achieved Level 4	46.16% achieved Level 4	60% Percent of students on Level 4 Well Developed on CELDT/ELPAC	ALL: -3.84%
1.4	1D. Percent of students advancing grade level on Accelerated Reader	72% of students are advancing	74% of students are demonstrating academic progression	79% of students are demonstrating academic progression	90% of students advancing at least one grade level on AR	+7%
1.5	1E. Percent of students ready for next grade level in math as measured by local formative assessments	65% projected readiness for the commencing academic year's math curriculum.	80% projected prepared for the commencing academic year's math curriculum	80% projected prepared for the commencing academic year's math curriculum.	85% of student will have prepared readiness in Mathematics	+15%
1.6	1F. Student achievement growth on CAASPP assessments as measured by average scale score in math and ELA	48.37% Met or Exceeded Standard for ELA 43.27% Met or Exceeded Standard for Math	ELA 46% met or exceeded standard. Math: 40.03% met or exceeded standard.	ELA: 49% Met/Exceeded standard. Math: 42% Met/Exceeded standard.	55% of student will have met or exceeded standard in (ELA and Math)	ELA +.63%; Math -1.27%
1.7	1G. 100% students have access and enrollment in all required courses of study	100% students have access and enrollment in all required courses of study	100% students have access and enrollment in all required courses of study	100% students have access and enrollment in all required courses of study	100% students have access and enrollment in all required courses of study	Maintained
1.8	1H. Implementation of Technology Plan	73% of the technology plan was implemented	75% of the technology plan was implemented	80% of the technology plan was implemented	85% of the technology plan will be successfully implemented	+7%
1.9	1I. Implementation of Professional Learning	8 minimum days plus 1 full day of structured professional development in house and via external partnerships	8 minimum days plus 1 full day of structured professional development in house and via external partnerships	8 minimum days plus 2 full day of structured professional development in house and via external partnerships	8 minimum days plus 1 full day of structured professional development in house and via external partnerships;	staff development increase by 1 day.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					continued focus on rebuilding a strong culture of continuous learning	
1.10	1J. 100% of students have standards-aligned instructional materials as measured by Williams Act.	100% of our students having standards aligned instructional materials	100% of our students having standards aligned instructional materials	100% of our students having standards aligned instructional materials	100% of our students having standards aligned instructional materials	Maintained
1.11	1K Special Ed Services will be increased	Programs serviced by the county in 2021 have been returned to our School District. numerous para educators providing direct support	10 special education teachers in programs supported within the district, 3 school psychs, 1.5 OTs and an APE teacher.	10 special education teachers in programs supported within the district, 3 school psychs, 1.5 OTs and an APE teacher.	Maintain independent Special Education programs, supported by a fully staffed team.	no change; SPED services continue to show meaningful improvement

Goal Analysis [2025-26]

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

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

WSD implemented a variety of actions under Goal 1 to boost student success. Action 1.2 (Class Size Reduction), Action 1.4 (Data Systems), Action 1.6 (Para Educator Support), Action 1.7 (Grade Level Collaboration), and Action 1.8 (Supplemental Materials) were fully implemented. Action 1.1 (Professional Development) and Action 1.3 (District Technology) were partially implemented. WSD experienced specific challenges during implementation, including a severe lack of substitute teachers that made it difficult to release staff for Action 1.1 professional development, facility space limitations within the district impacting Action 1.2 class size reduction, and the ongoing financial and logistical difficulties of keeping pace with rapid technological changes for Action 1.3. Despite these challenges, WSD experienced notable successes. Action 1.6 directly contributed to 54.24% of students being reclassified as English proficient. Action 1.4 and Action 1.8 successfully integrated the highly beneficial i-Ready program to enhance academic performance, and Action 1.3 successfully achieved a 1:1 device ratio for students in grades 4–8. Action 1.5 (District Level Support) was planned but unimplemented during the regular school year due to early funding challenges, with execution scheduled for the summer; however, this action became substantially different in scope due to the recent attachment of carryover Learning Recovery Emergency Block Grant (LREBG) funds, which will allow for a much broader implementation than initially planned.

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.

WSD experienced material differences between budgeted and actual expenditures for Goal 1 primarily due to the attachment of carryover Learning Recovery Emergency Block Grant (LREBG) funds. Action 1.5 (District Level Support) was initially allocated $10,500 but recorded $0 in mid-year expenses because it remains in the "Planned" phase for summer execution. However, unexpended LREBG funds were later attached to this action, expanding its available financial resources and scope beyond the initial budget. Similarly, Action 1.8 (Supplemental Materials) experienced a material difference as carryover LREBG funds were utilized to significantly expand the availability of educational resources, particularly the highly beneficial i-Ready program. Mid-year spending for Action 1.8 reached $405,978 against a total allocation of $423,850. Other major expenditures tracked closely with expectations or reflected their implementation status, such as Action 1.2 (Class Size Reduction) spending $727,151 of its $1,454,302 allocation, and Action 1.6 (Para Educator Support) spending $548,088 against a $787,660 allocation.

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

WSD evaluated the actions under Goal 1 to determine their effectiveness in producing intended results, finding the majority of them to be successful. Action 1.6 (Para Educator Support) was highly effective in supporting language acquisition, directly contributing to a 54.24% English Learner reclassification rate and helping 46.15% of students achieve Level 4 on the ELPAC evaluation. Action 1.4 (Data Systems) and Action 1.8 (Supplemental Materials) were also highly effective, particularly through the successful utilization of the i-Ready program, which made a significant difference in student academic performance and intervention efforts. Action 1.2 (Class Size Reduction) effectively maintained manageable class sizes despite facility constraints and fluctuating student numbers. Action 1.3 (District Technology) successfully expanded digital access, achieving a 1:1 device ratio for students in grades 4–8. Action 1.7 (Grade Level Collaboration) proved effective by consistently utilizing monthly minimum days for staff to share best practices and review student performance. Conversely, Action 1.1 (Professional Development) produced initial positive impacts, but sustained changes in teaching practices have not been consistently observed, marking it as only partially effective at this time. Finally, Action 1.5 (District Level Support) remains in the planning phase for summer execution and therefore has not yet produced measurable effectiveness data.

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

Based on the analysis of the prior year, WSD is not making significant changes to the goal, metrics, or target outcomes for the coming year. Actions 1.1 through 1.8 will continue as planned without modification. Moving forward, the district will continue to leverage LREBG funds to support Action 1.5 and Action 1.8 to address student needs and will focus on maximizing professional development opportunities within the constraints of substitute teacher availability. Additionally, the district does not have any actions under this goal that have been identified as ineffective for three or more consecutive years.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	1.1 Provide professional development to support all teachers including; iReady implementation, Transitional Kindergarten (TK), Science Technology Engineering and Math (STEM) in grades 6-8, California State Teaching Standards in grades K-8, Science instruction TK-8 during in-service on minimum days, additional calendar days, and with outside service providers as necessary.	$191,086.00	No
1.2	Class Size Reduction	1.2 Continue to provide staff to support TK-3rd grade Class Size Reduction (CSR) (FTE),	$1,089,137.00	No
1.3	District Technology	1.3 Continue to support technology district wide including improving network infrastructure, one to one student devices grades 6-8 , and technology curriculum.	$479,720.00	No
1.4	Data Systems	1.4 Continue to implement data system of formative, interim, & summative assessments for grades 3-8, and Accelerated Reader in grades TK-8.	$240,000.00	No
1.5	District Level Support	1.5 Plan for an Admin position for data collection, entry, LCAP implementation & program implementation.	$13,500.00	No
1.6	Para Educator Support	1.6 Para-educators for Foster Youth, Low Income and English Learner students (FTE). Increase the support of Para's in the classrooms by adding additional hours and grade levels	$580,347.00	No Yes
1.7	Grade Level Collaboration	1.7 Teacher collaboration to review English Learner, Foster Youth and Low Income students progress.	$194,628.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Supplemental Materials	1.8 Purchase supplemental materials to use for unduplicated students to promote engagement, encourage attendance and to increase their academic performance	$523,890.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Wheatland School district will recruit and retain high quality teachers, administrators and classified staff and the District will ensure that all school campus facilities provide a safe, and clean environment for student learning.	

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Its is imperative that we attract the best staff we can in order to accomplish Goal #1. We also continue to concentrate on providing a safe environment for our students so they can succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2A. Teacher assignment and credentials as measured by Williams Act.	97% of our teachers and 100% of our principals are highly qualified	97% of our teachers and 100% of our principals are highly qualified	97% of our teachers and 100% of our principals are highly qualified	97% of our teachers and 100% of our principals are highly qualified	no change (elective/flex credentialing gaps at 6-8 noted)
2.2	2B. School facilities maintained as measured by Williams Act.	100% of our facilities have a Good/Exemplary rating	100% of our facilities have a Good/Exemplary rating	100% of our facilities have a Good/Exemplary rating	100% of our facilities have a Good/Exemplary rating	Maintained

Goal Analysis [2025-26]

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

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

WSD fully implemented Action 2.1 (Highly Qualified Staffing) to maintain the employment of highly qualified personnel across the district. The district experienced notable successes, ensuring that core teaching positions and principal roles were fully staffed with highly qualified individuals. However, WSD faced significant implementation challenges regarding its extensive middle school elective programs, such as Art,

Drama, and Physical Education Sports/Games. Because these are single-period subjects, the district struggled to find credentialed teachers, necessitating the use of interns and teachers serving under authorized permits or waivers in these hard-to-fill areas. There were no unimplemented or substantially different actions under this goal

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.

WSD did not experience any material differences between budgeted and actual expenditures for Goal 2. Financial execution remained consistent with initial projections, as Action 2.1 tracked accurately with $183,162 spent mid-year against a $407,027 allocation to support salaries and benefits.

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

WSD evaluates Action 2.1 as highly effective for core staffing, as 100% of the district's core teachers and principals are highly qualified. However, the action is considered only partially effective regarding elective staffing due to ongoing credentialing difficulties, which is reflected in the California School Dashboard reporting an 85.8% clear credential rate for teacher assignments overall.

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

Based on the analysis of the prior year, WSD is not making significant changes to the goal, metrics, or actions. The district will continue to prioritize the recruitment and retention of appropriately credentialed teachers, specifically targeting hard-to-fill elective assignment areas. Additionally, the district does not have any actions under this goal that have been identified as ineffective for three or more consecutive years.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Highly Qualified Staffing	2.1 Maintain current Highly Qualified staffing including certificated, classified and administrative positions.	$892,885.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase community, parent and student engagement, involvement, and satisfaction to build trust through transparency, data sharing, and communication to improve student outcomes for all students including Special Education, EL, Low Income, Foster Youth.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Successful School Districts have a large amount of participation from the parents and community. We always try to be transparent but also know that is something parents continue to advocate for. We will engage our students, parents and community in order to continue to build on this outstanding district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A. Student attendance rates for all students	90% Student Attendance Rate	87.2 % attendance rate	92% attendance rate	98% attendance rate	+ 2%; COVID destroyed attendance rate and District is taking proactive measures to rebuild it.
3.2	3B. Reduce chronic absentee rates for all students	18.8% chronic absentee rates for all students	All students: 13.3%	All students 11%	Less than 2% chronic absentee rate	All:-7.8%
3.3	3C. Reduce middle school dropout rates for all students	We currently have a 0% Middle school dropout rate	All students: 0% drop out rate.	All students: 0% drop out rate.	Maintain 0% dropout rate	Maintained
3.4	3D. Reduce pupil suspension rates for all students	We have less than 2.9% suspension rate	All students 2.7% suspension rate	All students 1.3% suspension rate	Less than 2% suspension rate	ALL: -1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	3E. Reduce pupil expulsion rates for all students	We currently have a 0% Pupil expulsion rate	All students: .001% expulsion	All students 0%	0% expulsion rate	Maintained
3.6	3F. California Healthy Kids Survey Students Feeling Safe	80% of our students feel safe at school	85% of our students feel safe	85% of our students feel safe	90% of our students feel safe	+5%
3.7	3G. California Healthy Kids Survey Students Feeling Connected to School	85% of those surveyed felt connected to the school	89% of our students feel connected	90% of students feel connected	90% of students feel connected	+5%
3.8	3H. California Healthy Kids Survey response rate	CHKS Parent response rate = 75%	80% response rate	97% response rate	90% response rate	+22%
3.9	3i. Local parent survey response rate for all student subgroups	We have a 50% local parent survey response rate	Parents responded: 80% happy with District services	At least 75% local parent survey response rate	At least 75% local parent survey response rate	+25%

Goal Analysis [2025-26]

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

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

WSD implemented a variety of actions under Goal 3 to increase engagement of parents, students, and the community. Actions 3.1 (Family Resource Center), 3.2 (Communication), 3.3 (Counseling Services), 3.4 (Renaissance Program), 3.6 (Community Involvement), and 3.9 (Administration Oversight) were fully implemented. Action 3.5 (Academic Intervention) was partially implemented. WSD faced notable challenges during implementation, specifically regarding student attendance. Persistent post-COVID attendance struggles remain a district-wide hurdle, with the Students Experiencing Homelessness student group reaching a 32.7% chronic absenteeism rate. Furthermore, Action 3.8 (Probation Partnership) was a non-success; although the district's overall suspension rate declined slightly to 1.4%, the action did not drive the results necessary to meet the districts fully achieved goal. Despite these challenges, WSD saw notable successes. Action 3.4 was highly successful, featuring strong parental involvement in student recognition ceremonies. Actions 3.1 and 3.2 helped maintain positive community relationships, with local surveys showing 80% of parents remain happy with district services while awaiting formal CHKS response data. Additionally, the district successfully dropped the overall chronic absenteeism rate to 10.1%. Regarding unimplemented or substantially different actions, Action 3.10 (State Attendance Recovery Program) remained unimplemented so far this year as the district continued using independent study. Action 3.7 (Absent Tracking Software) was partially implemented; while it was previously

unimplemented, WSD acquired new grant funding that allowed programming to start at the beginning of the school year, though it has had limited impact on reducing absenteeism to date.

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.

WSD experienced material differences in Goal 3 expenditures primarily due to the strategic use of additional funding sources. Action 3.1 (Family Resource Center) received additional Expanded Learning Opportunities Program (ELOP) funds to assist students in need, while tracking expectedly with $97,832 spent mid-year against a $210,405 allocation. Similarly, carryover Learning Recovery Emergency Block Grant (LREBG) funds were utilized to offset the costs of Action 3.5 (Academic Intervention), which saw $920,957 spent mid-year out of its $1,717,736 budget. Meanwhile, several actions, including Action 3.4 (Renaissance Program, allocated $67,000), Action 3.6 (Community Involvement, allocated $5,000), Action 3.8 (Probation Partnership, allocated $2,000), and Action 3.9 (Administration Oversight, allocated $2,500) recorded $0 in mid-year expenses, reflecting the timing of events or the utilization of existing resources. Action 3.10 (State Attendance Recovery) also recorded $0, as the district opted to continue using independent study for the year.

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

WSD evaluates the majority of Goal 3 actions as effective, though specific attendance and discipline strategies fell short. Action 3.3 (Counseling Services) was highly effective in supporting student well-being by ensuring dedicated counselors were available at every site. Action 3.4 (Renaissance Program) effectively engaged families, resulting in strong parental turnout at award ceremonies. Actions 3.1 (Family Resource Center) and 3.5 (Academic Intervention) effectively supported students and families, contributing to an 80% local parent satisfaction rate and dropping the overall chronic absenteeism rate to 10.1%. However, Action 3.8 (Probation Partnership) is evaluated as ineffective; while the district's overall suspension rate dropped to 1.4%, there was no noted decrease in disciplinary actions directly attributable to this partnership. Additionally, Action 3.9 (Administration Oversight) and Action 3.7 (Absent Tracking Software) proved ineffective at fully reversing the post-COVID attendance decline, particularly for the Students Experiencing Homelessness group, which reached a 32.7% chronic absenteeism rate.

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

Based on the analysis of the prior year, WSD will revise Action 3.9 (Administration Oversight) to incorporate the implementation of the state's attendance recovery program, which will include Saturday school sessions to provide students opportunities to make up for lost instructional time. Actions 3.1 through 3.8 will continue largely as planned, with ongoing monitoring to improve their impact on attendance and discipline. Additionally, the district does not have any actions under this goal that have been identified as ineffective for three or more consecutive years.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff and Support the Family Resource Center	3.1 Continue to provide staff, materials and supplies to support Family Resource Centers (FRC) at each school site after FRC funding was eliminated	$153,598.00	No
3.2	Communication with Parents/Stakeholders	3.2 Implement School Way and Remind communication programs and maintain district website to support communication with all community stakeholders.	$24,977.00	No
3.3	Counseling Services for Student Support	3.3 Provide social emotional counseling services to support student success	$517,000.00	No Yes
3.4	Student Recognition through Renaissance Program	3.4 Continue to enhance the implementation of Renaissance student recognition program.	$88,000.00	No Yes
3.5	Academic Intervention and Extra Curricular Activities	3.5 Provide staff stipends to support Academic Intervention for unduplicated students; EL, Foster Youth and Low income student groups. Provide extracurricular programs; High Achiever Club, After School Programs, Middle school sports, and Music in grades 1-8.	$1,393,177.00	No Yes
3.6	High interest parent and community involvement activities	3.6 Provide high interest parent and community involvement activities events each trimester; math night, STEM night, Music and Art shows.	$4,100.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase opportunities for students with disabilities to participate in general education classroom instruction and improve their academic achievement.	

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

We received a grant to look at Inclusion in the Preschool. We plan to make sure we give opportunities for inclusion in all grade levels. Bringing back our SDC classes from the county makes this even more important.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of general education inclusion time for students with disabilities.	General education inclusion time for students with disabilities as appropriate based on identified % on student IEPs and enabling students to successfully meet all identified goals in each individual's IEP.	General education inclusion time for students with disabilities as appropriate based on identified % on student IEPs and enabling students to successfully meet all identified goals in each individual's IEP.	General education inclusion time for students with disabilities as appropriate based on identified % on student IEPs and enabling students to successfully meet all identified goals in each individual's IEP.	General education inclusion time for students with disabilities as appropriate based on identified % on student IEPs and enabling students to successfully meet all identified goals in each individual's IEP.	no change

Goal Analysis [2025-26]

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

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

WSD implemented various actions to enhance the participation of students with disabilities in general education. Action 4.2 (Preschool Inclusion), Action 4.3 (SDC Classrooms), and Action 4.4 (Inclusion Support through Para Educator) were fully implemented, while Action 4.1 (Professional Development) was partially implemented. WSD experienced major successes through the smooth transition and effective management of SDC classrooms from the county to the district, as well as enhanced social interactions between students in SDC classes and their general education peers. A key challenge during implementation was the limited availability of high-quality professional development tailored for special education staff and speech therapists, which required the district to rely on the county SELPA to help organize training. There were no unimplemented or substantially different actions under this goal.

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.

WSD experienced a material difference in expenditures for Action 4.1 (Professional Development). Action 4.1 was originally allocated $20,000, but mid-year expenses reached $21,882. This overage was driven by expanded professional development opportunities related to curriculum implementation, instructional strategies, compliance training, and Renaissance updates, which incurred increased costs for substitutes, conference attendance, and travel materials. Other expenditures tracked closely with expectations and implementation status, with Action 4.3 (SDC Classrooms) spending $50,426 of its $70,000 allocation, and Action 4.4 (Inclusion Support) spending $20,547 against a $20,547 allocation.

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

WSD evaluates the actions under Goal 4 as highly effective in producing their intended results. Actions 4.2, 4.3, and 4.4 were highly effective in driving the inclusion rate for students with disabilities to approximately 75% as appropriate based on identified needs in each child's IEP, easily exceeding the initial 50% target for the year. Furthermore, these actions notably improved social interactions between SDC students and their general education peers. Action 4.1 was effective in providing necessary staff training to support these inclusion practices, despite the initial logistical challenges in finding available professional development courses.

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

Based on the analysis, WSD will not make significant modifications to the overarching goal, metrics, or target outcomes for the coming year. The district will continue to utilize para-educators and seek robust professional development through the county SELPA to maintain and exceed its inclusion targets. Additionally, the district does not have any actions under this goal that have been identified as ineffective for three or more consecutive years.

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
4.1	Professional Development - Inclusion	4.1 Professional Development and collaboration with general education and special education teachers	$20,000.00	No
4.2	Preschool Inclusion - Collaboration	4.2 Staff meeting training and collaboration with general education and special education teachers and staff	$44,000.00	No
4.3	SDC Classrooms	4.3 Purchase furniture, equipment and supplies to support students with disabilities inclusion in general education classrooms	$206,800.00	No
4.4	Inclusion Support through Para Educator	4.4 Hire para educator position(s) to support inclusion practices	$12,387.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	The Wheatland School District is committed to implementing and strengthening the 10 CTE program requirements.	

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

We have received multiple grants regarding CTE and working to move our middle school students to the high school with a focus on CTE classes for those students wanting to go in this direction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CTE Courses aligned to career cluster standards in Ag & Natural Resources	3 Current Ag & Natural Resources Electives	6 Ag and Natural Resource Electives	6 Ag and Natural Resource Electives	6 Ag and Natural Resource Electives	+3
5.2	CTE Courses aligned to career cluster standards in Art, Media & Entertainment	4 Current Art, Media & Entertainment Electives	6 Current Art, Media & Entertainment Electives	8 Current Art, Media & Entertainment Electives	8 Current Art, Media & Entertainment Electives	+4
5.3	CTE Courses aligned to career cluster standards in Communication & Technology	2 Current Communication & Technology Electives	3 Current Communication & Technology Electives	3 Current Communication & Technology Electives	3 Current Communication & Technology Electives	+1
5.4	PreK – 3rd grade Buddy Program activities aligned to CTE Cluster Standards	Buddy Programs exist in Ag and Music currently	Buddy Programs exist in Ag and Music	Buddy Programs exist in Ag and Music	Buddy Programs exist in Ag and Music	no change

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

Goal Analysis [2025-26]

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

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

WSD implemented several actions to support its Career Technical Education (CTE) programs. Action 5.1 (Mentoring), Action 5.5 (Career Path Coordinator), and Action 5.6 (Support Staff) were fully implemented, while Action 5.2 (Ag courses) and Action 5.3 (Facilities) were partially implemented. WSD achieved significant success as its high-end CTE and elective programs remained in high demand, attracting students from neighboring districts. However, the district faced major financial challenges due to the reallocation of CTE grants to middle schools. Action 5.4 (CTE Exposures) and Action 5.7 (Career Fair) were planned but remained unimplemented at mid-year solely because they are primarily scheduled as Spring and Summer events.

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.

WSD experienced material differences between budgeted and actual expenditures for Goal 5 primarily due to the reduction in grant funding. This funding gap strained district resources and required immediate adjustments to staffing expenditures. Additionally, Action 5.4 (allocated $25,000) and Action 5.7 (allocated $1,100) recorded $0 in mid-year expenses because the associated events are scheduled to take place in the Spring and Summer. Other mid-year expenditures tracked according to their implementation status: Action 5.1 spent $54,919 of its $70,000 allocation, Action 5.2 spent $94,008 against a $165,000 allocation, Action 5.3 spent $21,424 of a $135,000 allocation, Action 5.5 spent $18,111 of a $52,119 allocation, and Action 5.6 spent $60,632 against a $157,532 allocation

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

WSD evaluates its CTE actions as highly effective in student engagement and course alignment, though long-term sustainability is challenged by external funding. Action 5.5 is highly effective, as the Career Path Coordinator successfully managed compliance and actively sought alternative funding to keep programs running. Actions 5.1, 5.2, 5.3, and 5.6 are effective in providing high-quality, demanded programming that aligns with Ag Natural Resources and Communication Technology standards. The full impact of Action 5.4 and Action 5.7 will be measured following their Spring and Summer execution.

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

Based on the analysis of available funding and program implementation, WSD is modifying Action 5.6 by reducing CTE support personnel from full-time to part-time status for the coming year. This change was necessary due to the reduced grant funding availability and the

reallocation of resources to middle school programming. Despite these constraints, the district will prioritize maintaining student access to CTE courses and pathway opportunities. Additionally, the district does not have any actions under this goal that have been identified as ineffective for three or more consecutive years.

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
5.1	CTE	5.1 Support CTE mentoring opportunities for students	$70,000.00	No
5.2	Ag	5.2 Expand Ag course offerings	$160,894.00	No
5.3	Facilities Improvement	5.3 CTE facilities improvement	$65,000.00	No
5.4	CTE Electives	5.4 Provide CTE exposures for students through conferences, contests, and speakers	$25,000.00	No
5.5	Coordination	5.5 Provide Career Path Coordinator	$42,000.00	No
5.6	CTE Program Inplementation	5.6 Provide support staff for CTE program implementation	$223,500.00	No
5.7	CTE	5.7 Host Career Fair	$1,100.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,938,585	$$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
13.822%	0.000%	$0.00	13.822%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Para Educator Support **Need:** Need: English Learner, Low Income, and Foster Youth students need additional direct, in-classroom language-development and academic support to reach reclassification and proficiency targets. Baseline data showed only 9% of students reclassified as Fluent English Proficient, well short of the district's 50%	Para-educators are assigned across all TK–8 sites to provide additional hours of small-group and individualized support to EL, Foster Youth, and Low Income students during core instruction. Because unduplicated students attend all four schools in the district, this support must be provided on an LEA-wide basis to reach every eligible student consistently, regardless of site.	1.2 – Percent of Students Reclassified as Fluent English Proficient 1.3 – Percent of Students Level 4 on CELDT/ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	target, and these unduplicated groups are enrolled across every school site in the district. **Scope:** LEA-wide		
1.8	**Action:** Supplemental Materials **Need:** Need: Unduplicated students need additional engagement-focused instructional and intervention materials (including i-Ready) to keep pace with grade-level standards and close the achievement gaps reflected in CAASPP and Accelerated Reader results. **Scope:** LEA-wide	Supplemental materials, including the i-Ready intervention and progress-monitoring platform, are purchased and made available to unduplicated pupils at every school site to promote engagement, support attendance, and increase academic performance. Because these students are enrolled throughout the district, materials are procured and deployed district-wide to ensure equitable access.	1.4 – Percent of Students Advancing Grade Level on Accelerated Reader 1.10 – Standards-Aligned Instructional Materials (Williams Act) 1.7 – Access and Enrollment in Required Courses of Study
2.1	**Action:** Highly Qualified Staffing **Need:** **Scope:** LEA-wide		
3.3	**Action:** Counseling Services for Student Support **Need:**	Dedicated counselors are placed at each school site to provide individual and group social-emotional counseling to all students, with priority support for unduplicated pupils. Because these needs exist across the district's entire student	3.6 – CHKS: Students Feeling Safe 3.7 – CHKS: Students Feeling Connected to School

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: EL, Foster Youth, Homeless, and Low Income students show elevated social-emotional needs that affect their sense of safety, connectedness, and overall well-being at school, as reflected in California Healthy Kids Survey data. **Scope:** LEA-wide	population, counseling is provided on a schoolwide/LEA-wide basis so every student has access to consistent support regardless of site.	
3.4	**Action:** Student Recognition through Renaissance Program **Need:** Need: Unduplicated students need consistent positive reinforcement and recognition to build engagement, motivation, and a sense of belonging — factors that support attendance and reduce disengagement/dropout risk. **Scope:** LEA-wide	The Renaissance program recognizes student achievement and effort through rallies, rewards, and recognition events at every school site, reinforcing positive behavior and engagement district-wide. Because engagement and belonging affect unduplicated pupils across all schools, the program is implemented on an LEA-wide basis.	3.3 – Reduction of Middle School Dropout Rates 3.1 – Overall Student Attendance Rate
3.5	**Action:** Academic Intervention and Extra Curricular Activities **Need:** Need: EL, Foster Youth, and Low Income students need additional academic intervention support and access to extracurricular programming to address learning gaps and chronic absenteeism, and to build engagement outside the core school day.	Staff stipends fund academic intervention support and extracurricular programs (High Achiever Club, After School Programs, middle school sports, and music in grades 1–8) at all school sites, giving unduplicated pupils access to both academic support and enrichment opportunities. Because these students are enrolled across every school in the district, this action is implemented LEA-wide to ensure equitable access.	3.2 – Reduce Chronic Absenteeism Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

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

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

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

2022 - 2023 - There are no limited contributing actions or service

2021-2022
Based on supporting research, experience, and educational theory, the Wheatland School District has determined these actions described in the LCAP are the most effective use of funds to meet the District goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.

The Wheatland School District has reviewed Educational Theory around the reasoning of systematized services and research supports the implementation of our actions and goals to the educational benefits of our unduplicated pupils. We have begun a MTSS approach and we believe All means All with reference to the children we serve.

The Wheatland School District has enhanced the systems surrounding both the planning and budgeting processes for our schools to advance, among other things, the appropriate use of supplemental funds. Each school plan articulates how the school will spend its supplemental funds to advance key students achievement measures. The school sites review their spending plan with the school site council and the District Superintendent. This process ensures the supplemental funds are applied to services and supports for our EL, low-income students and foster youth.

In the Wheatland School District, student needs are sometimes concentrated in specific areas. Such cases warrant a school wide approach, which allows for targeted support while retaining some economics of scale and site flexibility. Research shows that giving schools some autonomy and flexibility to make local decisions will enhance the educational achievement of students.

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.

Wheatland School District did not receive the additional concentration grant add-on funding. This section is 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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	14,025,361	$1,938,585	13.822%	0.000%	13.822%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,660,952.00	$3,171,571.00	$88,000.00	$336,203.00	$7,256,726.00	$5,344,423.00	$1,912,303.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	All Students with Disabilities Students need to have updated programs like I-Ready etc	No			All Schools		$41,000.00	$150,086.00	$9,000.00	$151,586.00		$30,500.00	$191,086.00	
1	1.2	Class Size Reduction	All	No			Specific Schools: Wheatland Elementary & Lone Tree TK - 3rd Grades		$1,089,137.00	$0.00	$665,660.00	$340,677.00	$82,800.00		$1,089,137.00	
1	1.3	District Technology	All	No			All Schools		$219,970.00	$259,750.00	$299,970.00	$179,750.00			$479,720.00	
1	1.4	Data Systems	All	No			All Schools		$0.00	$240,000.00	$155,000.00	$50,000.00		$35,000.00	$240,000.00	
1	1.5	District Level Support	All	No			All Schools		$13,500.00	$0.00	$10,500.00			$3,000.00	$13,500.00	
1	1.6	Para Educator Support	Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$580,347.00	$0.00	$350,136.00	$206,395.00		$23,816.00	$580,347.00	
1	1.7	Grade Level Collaboration	Students with Disabilities English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	All Schools		$194,628.00	$0.00	$194,628.00				$194,628.00	
1	1.8	Supplemental Materials	Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$523,890.00	$286,575.00	$167,315.00		$70,000.00	$523,890.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Highly Qualified Staffing	All Low Income	No Yes	LEA-wide	Low Income	All Schools		$892,885.00	$0.00	$892,885.00				$892,885.00	
3	3.1	Staff and Support the Family Resource Center	All	No			All Schools		$136,598.00	$17,000.00	$64,098.00			$89,500.00	$153,598.00	
3	3.2	Communication with Parents/Stakeholders	All	No					$5,000.00	$19,977.00	$15,000.00	$9,977.00			$24,977.00	
3	3.3	Counseling Services for Student Support	Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$517,000.00	$0.00	$495,900.00	$21,100.00			$517,000.00	
3	3.4	Student Recognition through Renaissance Program	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$21,500.00	$66,500.00	$21,500.00	$66,500.00			$88,000.00	
3	3.5	Academic Intervention and Extra Curricular Activities	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,318,177.00	$75,000.00	$200,100.00	$1,193,077.00			$1,393,177.00	
3	3.6	High interest parent and community involvement activities	All	No					$0.00	$4,100.00			$4,100.00		$4,100.00	
4	4.1	Professional Development - Inclusion	Students with Disabilities Preschool	No			Specific Schools: Lone Tree Preschool and Elementary School and Wheatland Preschool and Elementary School Preschool		$20,000.00	$0.00				$20,000.00	$20,000.00	
4	4.2	Preschool Inclusion - Collaboration	Students with Disabilities	No			Specific Schools: Lone Tree Preschool and Elementary Schools and Wheatland Preschool and Elementary Schools		$26,500.00	$17,500.00				$44,000.00	$44,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Preschool									
4	**4.3**	SDC Classrooms	Students with Disabilities	No			Specific Schools: Lone Tree Preschool and Elementary Schools and Wheatland Preschool and Elementary Schools Preschool		$0.00	$206,800.00		$198,800.00		$8,000.00	$206,800.00	
4	**4.4**	Inclusion Support through Para Educator	Students with Disabilities Preschool	No			Specific Schools: Lone Tree Preschool and Elementary Schools and Wheatland Preschool and Elementary Schools Preschool		$12,387.00	$0.00				$12,387.00	$12,387.00	
5	**5.1**	CTE	All	No			Specific Schools: Bear River 6th - 8th Grades		$0.00	$70,000.00		$70,000.00			$70,000.00	
5	**5.2**	Ag	All	No			Specific Schools: Bear River 6th - 8th Grades		$75,294.00	$85,600.00		$160,894.00			$160,894.00	
5	**5.3**	Facilities Improvement	All	No			Specific Schools: Bear River Intermediate School 7-8		$0.00	$65,000.00		$65,000.00			$65,000.00	
5	**5.4**	CTE Electives	All	No			Specific Schools: Bear River 6th - 8th Grades		$0.00	$25,000.00		$25,000.00			$25,000.00	
5	**5.5**	Coordination	All	No			Specific Schools: Bear River 6th - 8th Grades		$42,000.00	$0.00		$42,000.00			$42,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.6**	CTE Program Inplementation	All	No			Specific Schools: Bear River 6th - 8th Grades		$138,500.00	$85,000.00		$223,500.00			$223,500.00	
5	**5.7**	CTE	All	No			Specific Schools: Bear River 6th - 8th Grades		$0.00	$1,100.00			$1,100.00		$1,100.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
14,025,361	$1,938,585	13.822%	0.000%	13.822%	$2,247,096.00	0.000%	16.022 %	**Total:**	$2,247,096.00
								LEA-wide Total:	$2,247,096.00
								Limited Total:	$0.00
								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	1.1	Professional Development				All Schools	$9,000.00	
1	1.6	Para Educator Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,136.00	
1	1.7	Grade Level Collaboration			English Learners Foster Youth Low Income	All Schools	$194,628.00	
1	1.8	Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$286,575.00	
2	2.1	Highly Qualified Staffing	Yes	LEA-wide	Low Income	All Schools	$892,885.00	
3	3.3	Counseling Services for Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$495,900.00	
3	3.4	Student Recognition through Renaissance Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,500.00	
3	3.5	Academic Intervention and Extra Curricular Activities	Yes	LEA-wide	English Learners Foster Youth	All Schools	$200,100.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,573,921.00	$6,578,534.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	No Yes	$50,000.00	50,000
1	**1.2**	Class Size Reduction	No	$1,089,137.00	1,089,137
1	**1.3**	District Technology	No	$390,500.00	392,500
1	**1.4**	Data Systems	No	$240,000.00	240,000
1	**1.5**	District Level Support	No	$10,500.00	10500
1	**1.6**	Para Educator Support	No Yes	$556,749.00	556749
1	**1.7**	Grade Level Collaboration	No Yes	$180,350.00	180,350
1	**1.8**	Supplemental Materials	No Yes	$523,890.00	523890

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Highly Qualified Staffing	No Yes	$578,010.00	578010
3	3.1	Staff and Support the Family Resource Center	No	$153,598.00	153598
3	3.2	Communication with Parents/Stakeholders	No	$14,000.00	14000
3	3.3	Counseling Services for Student Support	No Yes	$440,183.00	440,183
3	3.4	Student Recognition through Renaissance Program	No Yes	$88,000.00	88,000
3	3.5	Academic Intervention and Extra Curricular Activities	No Yes	$1,384,223.00	1,384223
3	3.6	High interest parent and community involvement activities	No	$4,100.00	7000
4	4.1	Professional Development - Inclusion	No	$20,000.00	20,000
4	4.2	Preschool Inclusion - Collaboration	No	$44,000.00	44,000
4	4.3	SDC Classrooms	No	$206,800.00	206800
4	4.4	Inclusion Support through Para Educator	No	$12,387.00	12,100

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)
5	**5.1**	CTE	No	$70,000.00	70000
5	**5.2**	Ag	No	$160,894.00	160894
5	**5.3**	Facilities Improvement	No	$65,000.00	65000
5	**5.4**	CTE Electives	No	$25,000.00	25,000
5	**5.5**	Coordination	No	$42,000.00	42000
5	**5.6**	CTE Program Inplementation	No	$223,500.00	223500
5	**5.7**	CTE	No	$1,100.00	1,100

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,938,585	$2,056,900.00	$2,056,900.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$9,000.00	9000		
1	1.6	Para Educator Support	Yes	$350,136.00	350,136		
1	1.7	Grade Level Collaboration	Yes	$180,350.00	180,350		
1	1.8	Supplemental Materials	Yes	$286,575.00	286,575		
2	2.1	Highly Qualified Staffing	Yes	$578,010.00	578010		
3	3.3	Counseling Services for Student Support	Yes	$440,183.00	440,183		
3	3.4	Student Recognition through Renaissance Program	Yes	$21,500.00	21500		
3	3.5	Academic Intervention and Extra Curricular Activities	Yes	$191,146.00	191,146		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
14,025,361	1,938,585	0%	13.822%	$2,056,900.00	0.000%	14.666%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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