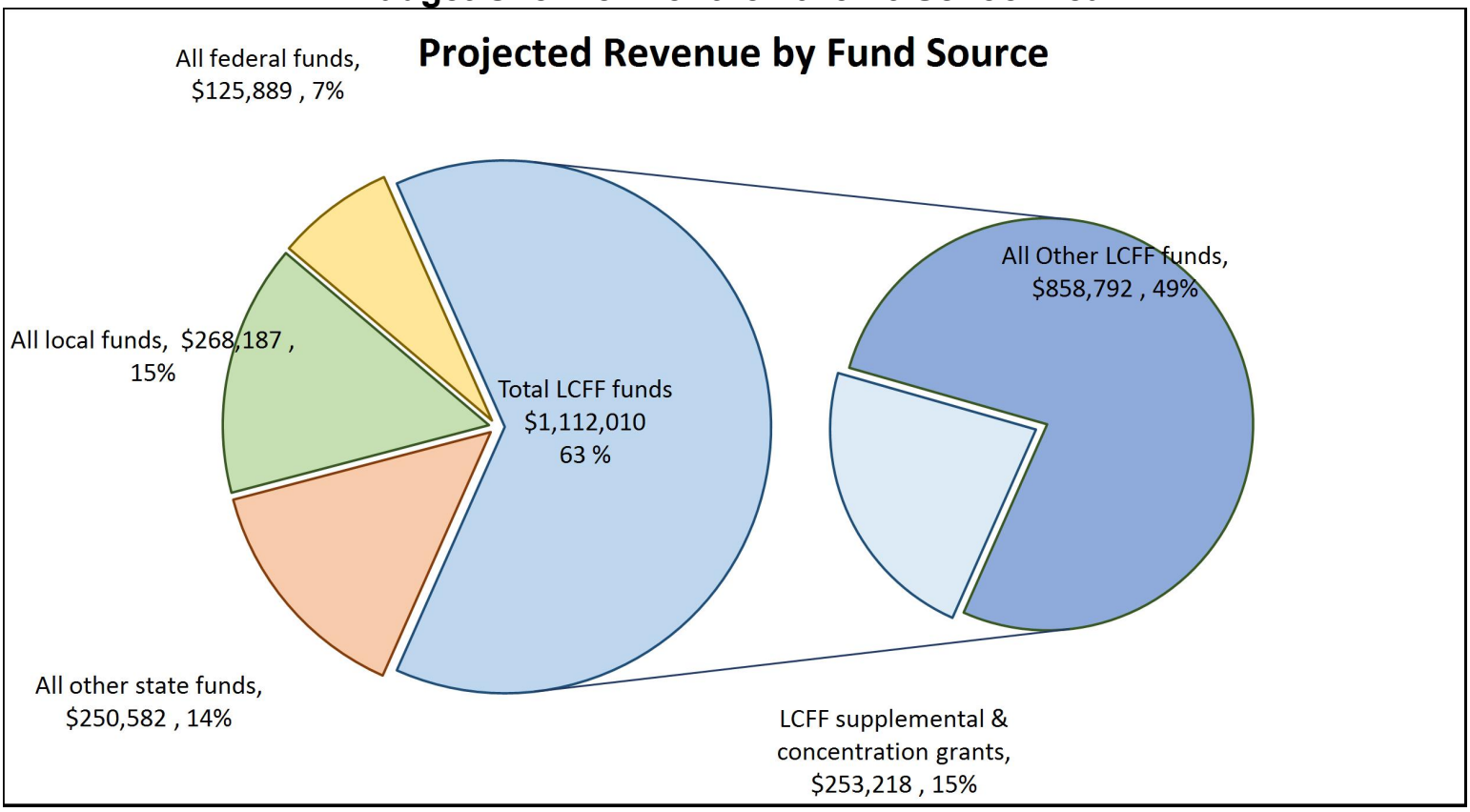


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dunsmuir Elementary School District
CDS Code: 47-70243-0000000
School Year: 2025-26
LEA contact information:
Mandy Leahy
Administrator/Superintendent
mleahy@dunsmuir.k12.ca.us
(530) 235-4828

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 2025-26 School Year

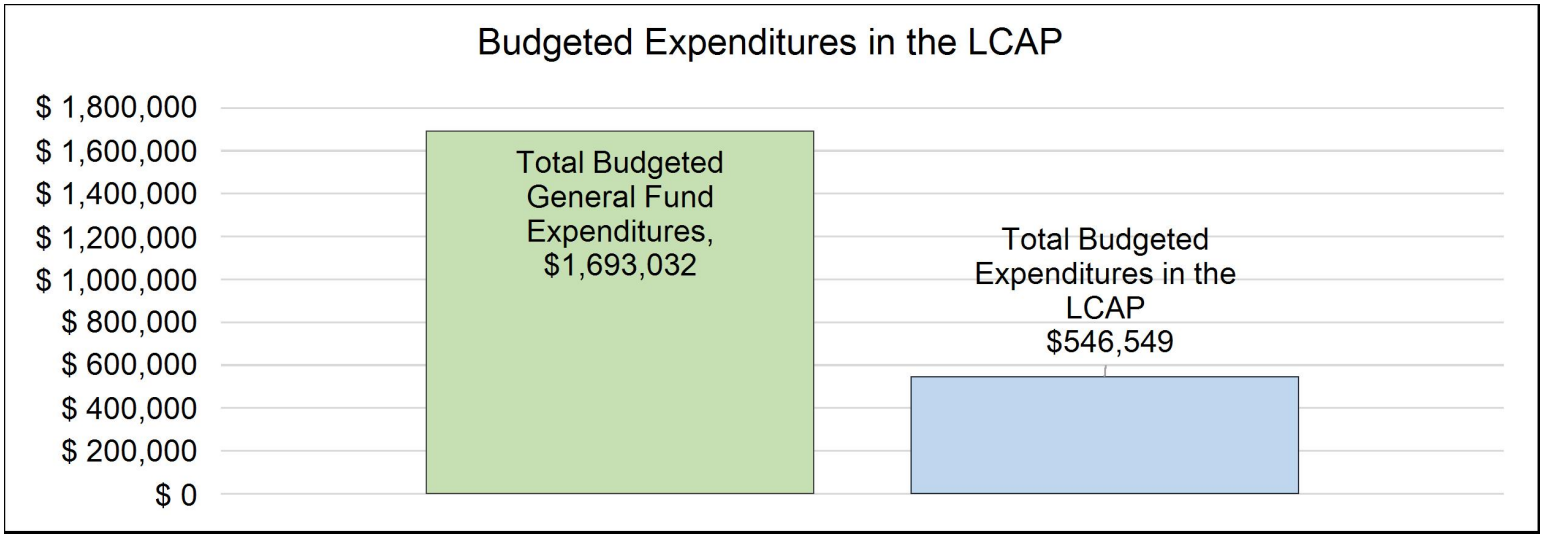


This chart shows the total general purpose revenue Dunsmuir Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dunsmuir Elementary School District is $1,756,668, of which $1,112,010 is Local Control Funding Formula (LCFF), $250,582 is other state funds, $268,187 is local funds, and $125,889 is federal funds. Of the $1,112,010 in LCFF Funds, $253,218 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 Dunsmuir Elementary School District plans to spend for 2025-26. 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: Dunsmuir Elementary School District plans to spend $1,693,032 for the 2025-26 school year. Of that amount, $546,549 is tied to actions/services in the LCAP and $1,146,483 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

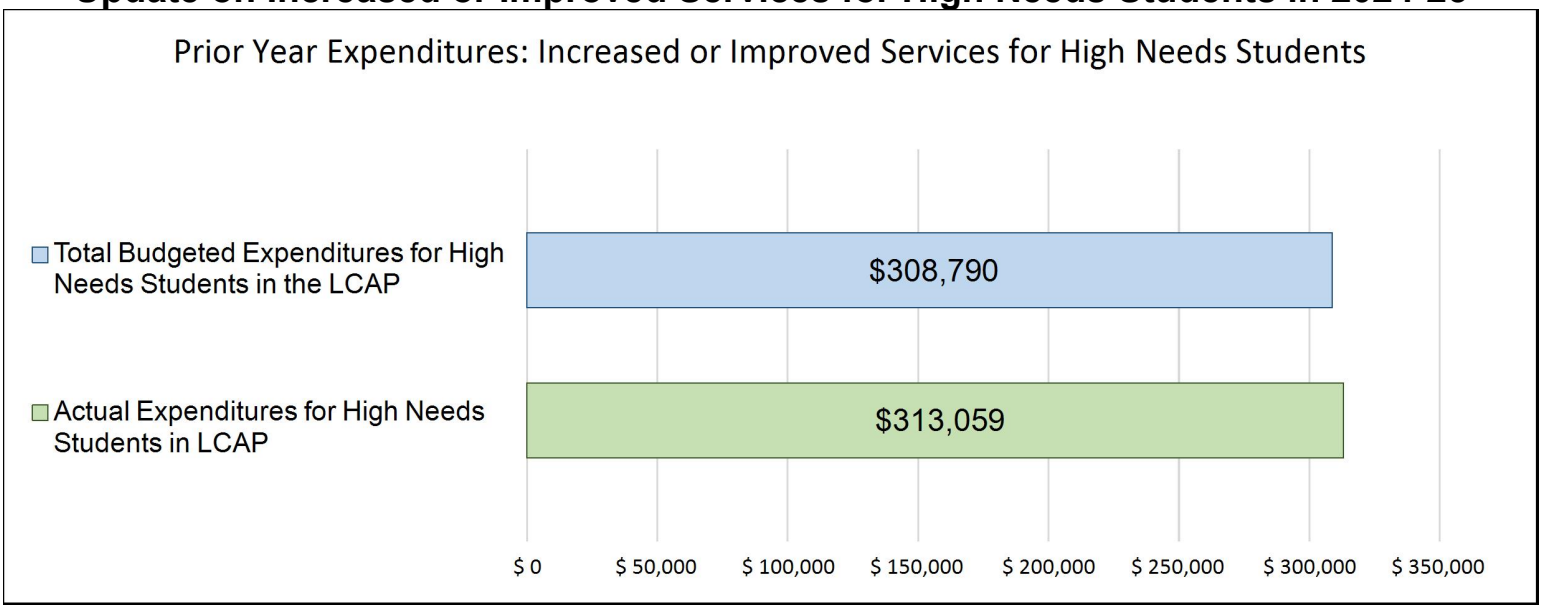
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Dunsmuir Elementary School District is projecting it will receive $253,218 based on the enrollment of foster youth, English learner, and low-income students. Dunsmuir Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Dunsmuir Elementary School District plans to spend $214,218.00 towards meeting this requirement, as described in the LCAP.

The amount budgeted to increase or improve services for high needs students in the 2025-26 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2025-26 because Dunsmuir Elementary is taking the additional action of utilizing volunteers to give direct services to High Needs students, which contributes 5.1%, and meets the LEA requirement to improve services for High Needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Dunsmuir Elementary School District's LCAP budgeted $308,790.00 for planned actions to increase or improve services for high needs students. Dunsmuir Elementary School District actually spent $313,059.00 for actions to increase or improve services for high needs students in 2024-25.



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
Dunsmuir Elementary School District	Mandy Leahy Administrator/Superintendent	mleahy@dunsmuir.k12.ca.us (530) 235-4828

Plan Summary [2025-26]

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.

Dunsmuir Elementary School is a single school district that receives Equity Multiplier Funds as addressed in Goal 1 Action 1.7. We have a high population of at risk students, and are a school-wide Title I school. Because of the high percentage of students who are socio-economically disadvantaged (93%), Dunsmuir Elementary School offers free breakfast and lunch to every student on campus.

At Dunsmuir Elementary School, we have made a commitment to provide the best educational program possible for our students. We are dedicated to ensuring that Dunsmuir Elementary School is a welcoming, stimulating, inclusive environment where students are actively involved in learning academics as well as positive values. Dunsmuir Elementary School offers exciting educational opportunities for students in pre-school through eighth grade. Our focus is on the whole child. We offer a rigorous curriculum that is designed to address all of the California Content Standards and offer a broad course of study to all students through daily instruction in mathematics, language arts, history/social studies, science, physical education, reading, and enrichment courses. We are currently addressing the offering of a foreign language. Finding a way to do this for a small school such as ours has been challenging. We not only provide a rigorous Standards-based curriculum, we also ensure that ALL of our students have the following opportunities: use of technology on a daily basis (laptops & iPads), a comprehensive athletic program, K-8 Watershed curriculum, Project Based Learning/Integrated Projects, Student Centered Learning/Blended Learning, Social Emotional curriculum, Sensory Room, Maker Space, Ceramic Studio, and field trips with emphases on the arts and outdoor education just to name a few.
Dunsmuir Elementary School offers an educational setting where each student's academic, emotional, social, and developmental needs are addressed in a supportive environment. Our teachers set high academic and behavior expectations and provide a challenging curriculum for all students. Our educational family, which includes teachers, counselors, paraprofessionals, secretarial staff, cooks, custodians, and the

superintendent/principal, works in partnership with parents and community members to provide an exceptional learning experience for all students. We are fortunate to have community partnerships with the Rotary Club of Dunsmuir and the Dunsmuir Community Center.

The staff at Dunsmuir Elementary School shares a core belief that every child can learn and that it is our responsibility to provide our students with every opportunity to reach his/her academic potential. This goal is attained through the commitment of the dedicated staff who teach the students a core curriculum aligned with the common core state standards. Our philosophy is to meet the needs of all children where they are and to facilitate the development of each student's potential. Student academic achievement in mathematics, language arts, science, & history, combined with the development of personal skills in the arts, music, technology, physical education, leadership, and athletics, are the focus of individual student growth at Dunsmuir Elementary School. We feel that it is our responsibility to help our students be confident and creative builders of their future. We work toward an integrated curriculum that reaches across disciplines and age levels; the students are encouraged to meet academic challenges with openness, enthusiasm, and a willingness to solve problems. Older students model behavior and provide tutoring to the younger ones. We believe that in-depth learning, quality instruction, and cultivating individual talents will guide our vision and growth in the future. We aim for an atmosphere of cooperation, with respect for individual differences and community values. We are committed to using our professional development to increase our student achievement. It is our goal to meet the needs of the gifted, English learner, special educated, and Title I students.

Dunsmuir Elementary School has made continual improvements in our programs by keeping our instructional materials up to date and replacing technology on a regular basis. Educators must teach 21st Century Content in a 21st Century Context using 21st Century Tools, in order to adequately prepare children for their future and bridge the gap between the way students live and the way they learn in schools. With that in mind, Dunsmuir Elementary School has made a commitment to providing our students with the technology base they will require to be successful 21st century learners. Every classroom on our campus is equipped with an inter-active white board (Smart Board)and document camera. Due to the pandemic, we have also created new learning areas in our quads where Smartboards have also been located. All kindergarten through eighth grade students utilize technology either with an iPad or laptop during their daily instruction.
In addition to general fund state funding, we receive state and federal categorical funding for special programs, which include the following categorical, special education,
and support programs, Title I, Part A Compensatory Education, Title II, and Teacher Quality.

Reflections: Annual Performance

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

Dunsmuir Elementary is reflecting on the following data:
2024 Data:
CAASPP ELA : 17.39% Met or Exceeded For all Students, 19.05% Met or Exceeded for Socio-Economically Disadvantage Students
CAASPP Math: 11.11% Met or Exceeded For all Students, 9.76% Met or Exceeded for Socio-Economically Disadvantage Students
Suspension Rate: 1.9% For all Students, 2.1% Socio-Economically Disadvantaged Students
Chronic Absenteeism: 54% For all Students, 54% Socio-Economically Disadavanaged Students
Based on this Data Areas of Focus will be:

2023 Data:
CAASPP ELA : 15.79% Met or Exceeded For all Students, 17.65% Met or Exceeded for Socio-Economically Disadvantage Students
CAASPP Math: 18.42% Met or Exceeded For all Students, 17.65% Met or Exceeded for Socio-Economically Disadvantage Students
Suspension Rate: 1.8% For all Students, 2.7% Socio-Economically Disadvantaged Students
Chronic Absenteeism: 31.4% For all Students, 32.0% Socio-Economically Disadavanaged Students
ELA we would like to improve CAASPP Scores for all Students.
Math we would like to improve CAASPP Scores for all Students.
We would like to maintain our Suspension Rate and even strive for lower by our actions.
Chronic Abesenteesim is improving and we plan to continue to improve.

There are No Student Groups in Dunsmuir Elementary Single School District that are Lowest Performing on any Indicator on the 2023 Dashboard.

Dunsmuir Elementary is Identified for Techincal Assistance for the Lowest Performing Student Groups of all students and Low Income Students and all Students. Does not qualify for CSI or ATSI or TSI.

Dunsmuir Elementary School District will use LREBG funds in 2025–26 to support Goal 1, Action 1.7, which expands targeted academic interventions for high-need students, including tutoring, counseling, and SEL curriculum integration. This action aligns with allowable uses under EC §32526(c)(2) and (c)(3) by increasing instructional time and addressing barriers to learning. The District's needs assessment identified low CAASPP performance (e.g., only 11.11% met or exceeded in Math) and a chronic absenteeism rate of 54%, especially among socioeconomically disadvantaged students. Educational partners prioritized academic recovery as a key need during engagement meetings. Dunsmuir will monitor the effectiveness of Action 1.7, Intervention and Enrichment support, through Chronic Absenteeism data.

Reflections: Technical Assistance

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

Dunsmuir Elementary School is identified for Differentiated Assistance due to the lowest performing student group of socioeconomically disadvantaged students in the indicators of ELA, Math, and Chronic Absenteeism. Dunsmuir Elementary School District is working with Siskiyou County Office of Education to create a plan for professional learning to support student instruction and wellness, with a focus on the socioeconomically disadvantaged student group., This is addressed in Action 3.4, Professional Development, to support student progress in ELA and Math, and enhance student engagement to decrease chronic absenteeism.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	All Staff Meeting in February to Support Development of LCAP, with focus on the Equity Multiplier Goal
Principal	Superintendent/Principal meets as part of Admin Team Monthly to Support Development of LCAP, with focus on the Equity Multiplier Goal
Administrator	Superintendent/Principal-The Administrator is both Superintendent/Principal. See Prinicpal for process of engagment.
Other School Personnel	All Staff Meeting in February to Support Development of LCAP, with focus on the Equity Multiplier Goal
Certificated Bargaining Unit	Bargaining Meeting in February to Support Development of LCAP, with focus on the Equity Multiplier Goal
Classified Bargaining Unit	Dunsmuir Elementary School does not have a classified bargaining unit.
Parents	Community School Advisory Meetings (Monthly) Parent Survey (April) to Support Development of LCAP, with focus on the Equity Multiplier Goal
Students	Student Surveys in May to Support Development of LCAP, with focus on the Equity Multiplier Goal
SELPA	Meeting in the County Office In January to Support Development of LCAP, with focus on the Equity Multiplier Goal
Equity Multiplier Site	Single School District
Parent Advisory Committee	Meeting in February to Support Development of LCAP, with focus on the Equity Multiplier Goal

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

According to parent surveys, 92% of parents feel that they are well-informed about activities at school. 100% feel that the staff cares about their children. This is obviously a strength of our school. 85% responded that their children are happy at school. 95% of parents feel their children's academic needs are being met at DES. The programs that parents most wanted to see continued were field trips, SAFE, counseling and behavior/attendance awards. Athletics and our sensory room also ranked high. 89% of respondents feel our facilities are well-maintained. Parent and community members provided feedback in the development of the LCAP to provide Intervention and Enrichment support to increase attendance for their children (Action 1.7).

According to staff surveys, 86% feel welcome in their role at DES. 13% strongly agree that our students are happy at school while 80% agree. 93% agree that they feel safe at school. 53% agree that our student's academic needs are being met, while 13% strongly agree. 33% do not feel students' academic needs are being met. 53% strongly agree that they are well-informed about school activities while 27% agree.100% say they are given opportunities to participate in professional development . Among the staff, the programs they felt were most important to maintain are counseling (86%), SAFE (100%), Field Trips (93%), 93 (100%), and sensory room (80%). Teachers and other support staff provided feedback for the development of LCAP in the area of Suspensions. PBIS Check-IN/Check-Out program has been created to support students with Tier II and Tier III behavioral Intervention Support (Action 2.2)

According to our students, 66% enjoy coming to school while 8% do not. 71% believe that their teachers have high academic expectations for them while 2% do not. 61% say that staff members other than their teacher give them encouragement while 12% do not. 58% say that teachers always or usually make learning fun while 8% say never or rarely. 22% of students say that teachers will always give them help outside of class, 52% say sometimes, while 26% say rarely. 62% of students believe that students always or usually treat each other with respect. 14% say rarely. 89% of students feel that teachers treat them with respect while 4% answered rarely.85% of students feel there is an adult they can go to when they are having a problem. The activities that received the most votes to maintain are sports, robotics, art, field trips, and dances/socials. Based on LCAP develpment feedback from students, the volunteer tutor provides academic and social emotional support. (Action 3.15)

Based on the consultation with educational partners at Dunsmuir Elementary, that receives Equity Multiplier Funds, the following Action were developed in Goal 1. Action 1.7.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Equity Multiplier Goal: Chronic absenteeism for Socio-Economically Disadvantaged (SED) students will decrease by 10% by June 2026 using evidence-based strategies to increase engagement and learning.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Based on CDE State Data, the Non-Stability Rate for Dunsmuir Elementary School students for 2023 was 26.47%. The Socio-Economically Disadvantaged students for 2022/23 was 90.2%. Chronic Absenteeism Rate for Socio-Economically Disadvantaged Students in 2022/23 was 54%. Based on these statistics and educational partner input, Dunsmuir Elementary has identified the goal to increase student engagement in order to decrease chronic absenteeism and Non-Stability Rate. Implementing the actions below and measuring progress using the identified metrics will support Dunsmuir Elementary School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism Rate-% Priority 5B Data Source: CA Dashboard LREBG Metric	2022/23 54% All Students 54% SED Students	2023/24 45.3% All Students 45.3% SED Students		2025/26 44% All Students 44% SED Students	-8.7% All Students -8.7% SED Students
1.2	Non-Stability Rate-% Data Source: Data Quest	2022/23 26.5% All Students	2022/23 33.3% All Students		2025/26 21.5% All Students	+6%
1.3	Percentage of Families Represented at school events	2024/25 Baseline will be established	2024/25		50% of Families will be represented at school events	Not available, baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Sign-In Sheets		96% of Families were represented at school events			established this year.

Goal Analysis [2024-25]

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

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

All actions for this goal were implimented with no substantive differences. One challenge was intervention staff was part-time and we were unable to increase our Independent Study enrollment. One success was the increased amount of parent engagment activities attendance.

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

Action 1.1, Attendance Incentive Supplies, less was spent than budgeted because of purchase of supplies that were unaccounted for.
Action 1.2, Family Curriculum Night Supplies, more was spent than budgeted because of an increase of family nights and attendance at each event.

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

Action 1.1 was effective because metric 1.1, Chronic Absenteeism reduced by 9%.
Action 1.2 was effective because metric 1.3, Families at school events was at 96%.
Action 1.3 was effective because metric 1.1, Chronic Absenteeism reduced by 9%.
Action 1.5 was effective because metric 1.1, Chronic Absenteeism reduced by 9%.
Action 1.7 was effective because metric 1.1, Chronic Absenteeism reduced by 9%.

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

Changes planned for this goal, reflecting on prior practice, includes shifting Independent Study to classroom teachers. This will allow the program to expand the number of students allowed to enroll in Independent Study. Intervention Staff will also increase to enhance student engagement.

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	Attendance Incentive Supplies	Awards students for monthly perfect attendance. Reward to the class with the best monthly attendance rate. 01-0000-0-4300-1150-1000-000-10001	$1,500.00	Yes
1.2	Family Engagement Supplies	Parental support to enhance overall student-educational engagement 01-0000-0-4300-1150-1000-000-10002	$2,000.00	Yes
1.3	Administrative Assistant	Administrative Assistant will track attendance daily, monthly attendance. Per student and whole class. 01-0000-0-2400-0000-2700-000-10003(Angela) partial of annual salary	$40,846.00	Yes
1.4				
1.5	Site Council Coordinator	Site Council Coordinator will coordinate meetings with site council to receive LCAP input inclusing Chronic Absenteeism 01-3010-0-2100-1150-1000-000-10005 REES	$1,000.00	No
1.7	Intervention and Enrichment support-LREBG Action	Intervention and Enrichment academic support-Equity Multiplier Action and LREBG Action rs 7435	$77,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Action 1.7 is an LREBG-funded action focused on expanding targeted SEL and academic interventions, including tutoring and implementing evidenced-based engagement strategies. Research shows that high-dosage tutoring and evidenced based, engaging instructional strategies support increased attendance and significantly accelerate academic recovery, especially in ELA and Math. The District will use $2,000 in LREBG funds and monitor progress through Chronic Absenteeism, Metric-1.1. 01-7435-0-2100-1150-1000-000-10007 Danielle Fisher $24,677.81 and 7399 $53,000.00 payroll - Beanez, Clother, Vacant,		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Dunsmuir Elementary School District will provide a safe, nurturing, learning environment that engages all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Dunsmuir Elementary Developed this goal to address the 2022/23 Suspension Rate of 2.1 for SED students, 54% Chronic Absenteeism for SED students, and 90% SED Student Population. Implementing the actions below and measuring progress using the identified metrics will support Dunsmuir Elementary School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent, Staff & Student Surveys % That Feel Safe % That Feel Connected Data Source: Local Survey Priority 6C	2023/24 Surveys Parent Sense of Safety: 90% School Connectedness: 70% Student Sense of Safety: 89% School Connectedness: 83% Staff Sense of Safety: 95% School Connectedness:75%	2024/25 Surveys Parent Sense of Safety: 92% School Connectedness: 73% Student Sense of Safety: 91% School Connectedness: 88% Staff Sense of Safety: 92%		2026/27 Surveys Parent Sense of Safety: 95% School Connectedness: 75% Student Sense of Safety: 95% School Connectedness: 90% Staff Sense of Safety: 98%	Surveys Parent Sense of Safety: +2% School Connectedness: +3% Student Sense of Safety: +2% School Connectedness: +5% Staff Sense of Safety: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School Connectedness: 80%		School Connectedness: 85%	School Connectedness: +5%
2.2	Parent Invovlement # of Events Offered to Parents Data Source: School Calendar Priority 3	2023/24 Number of events per year: 5	2024/25 Number of events per year: 7		2026/27 Number of events per year: 7	+2
2.3	Attendance Rates % of Students Attending School Data Source: Local SIS Priority 5A	2023/24 81% All Students	2024/25 88% All Students		2026/27 90% All Students	+7%
2.4	Chronic Absenteeism Rates % of Students Chronically Absent Data Source: CA Dashboard Priority 5B	2022/23 54% All Students 54% SED Students	2023/24 45% All Students 45% SED Students		2025/26 44% All Students 44% SED Students	-9% All Students -9% SED Students
2.5	Suspension Rate % of Students Suspended Data Source: CA Dashboard Priority 6A	2022/23 1.9% All Students 2.1% SED Students	2023/24 19% All Students 21% SED Students		2025/26 2.0% All Students 2.0% SED Students	+17% All Students +19% SED Students
2.6	Expulsion Rate % of Students Expelled	2022/23 0% All Students	2023/24 0% All Students		2025/26 0% All Students	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Data Quest Priority 6B					
2.7	Middle School Dropout Rate % of Middle School Dropouts Data Source: Data Quest Priority 5C	2022/23 0% All Students 0% SED Students	2023/24 0% All Students 0% SED Students		2025/26 0% All Students 0% SED Students	0 All Students 0 SED Students

Goal Analysis [2024-25]

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

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

Overall Goal 1 was fully implemented with no substantive differ,ences. One challenge was Action 2.2, Check In Check out, because the person in that position resigned part way through the school-year and it was not filled. A success was action 2.4, resources for electives, allowed for a successful spring drama presentation.

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

Action 2.2, Sensory Room, Camp Success, less was expended than budgeted because the position was vacated mid year.
Action 2.4, PBIS Check in Check Out, less was expended than budgeted because the position was vacated mid year.
Action 2.5, Garden, less was expended than budgeted because of misaccounted supply budget.
Action 2.10, Resources for Electives, less was expended than budgeted because less supplies were needed than anticipated.

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

Action 2.1, Counselor, was effective because Chronic Absinteeism rates decreased by 9%.
Action 2.2, Camp Success, was effective because attendence increased by 7%.
Action 2.4, Check-In Check-out, was effective because attendence increased by 7%.
Action 2.5, Garden, was effective because Chronic Absinteeism rates decreased by 9%.
Action 2.10, Resources for Electives was effective because Chronic Absinteeism rates decreased by 9%.

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

Based on reflections on prior practice, the following changes will be made:
Camp Success will be removed due to fiscal cuts.
An Action will be added for the time the admin assistant supports unduplicated student families to increase attendance.

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	Counselors	Counselor will provide daily mental health support to students. 01-0000-0-5800-1150-1000-000-20001; (Ramalee) Siskiyou Wellness	$105,000.00	Yes
2.2	PBIS-Check In-Check Out	PBIS check in check out will help support student behaviors and engagement 01-4127-0-1100-1150-1000-000-20004 (Certificated) 1239.80 01-4127-0-2100-1150-1000-000-20004 (Classified) 4826.15 01-3182-0-4300-1150-1000-000-20004 (Supplies) 1300.00	$7,236.00	No
2.3	Garden	Materials and supplies to maintain school garden to support a nurturing and engaging environment. 01-0000-0-4300-1150-1000-000-20003	$3,000.00	Yes
2.4	Resources for electives	Materials for student selected electives: drama, robotics, art, garden 01-0000-0-4300-1150-1000-000-20004	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Attendance	80% Attendance Clerk/Adminstrative Assisstant time focuses on supporting attendance for Unduplicated Students 01-0000-0-2100-0000-7200-000-20005 Angela Armenta partial annual	$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All Dunsmuir Elementary School students will demonstrate increased proficiency in academics.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of local assessments indicate significant learning loss this past year during distance learning. Analysis of parent and staff surveys shows a desire to to have as small class sizes as possible as well as a paraprofessional for each classroom. Analysis of student surveys indicated that most students believe that they do their best schoolwork even if it is difficult and most students believe that their education is important. This tells us that students are doing their best on their assessments which show significantly low scores. Implementing the actions below and measuring progress using the identified metrics will support Dunsmuir Elementary School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Assessment ELA Percentage of Student at or Above Standard: Priority 4A Data Source: California Dashboard	2022/23 17% of 3-8 students met or exceeded the standard on the ELA SBAC test	2023/24 16% of 3-8 students met or exceeded the standard on the ELA SBAC test		2025/26 27% of 3-8 students met or exceeded the standard on the ELA SBAC test	-1%
3.2	CAASPP Assessment Math Percentage of Student at or Above Standard: Priority 4A Data Source: California Dashboard	2022/23 11% of 3-8 students met or exceeded the standard on the Math SBAC test	2023/24 18% of 3-8 students met or exceeded the standard on the Math SBAC test		2025/26 21% of 3-8 students met or exceeded the standard on the Math SBAC test	+7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Renaissance Star Reading Assessment Percentage of Student at or Above Standard: Priority 8 Data Source: Renaissance Star Reading Assessment	2023/24 25% of 2-8 students are reading at or above grade level.	2024/25 32% of 2-8 students are reading at or above grade level.		2025/26 35% increase	+7%
3.4	Renaissance Star Math Assessment Percentage of Student at or Above Standard: Priority 8 Data Source: Renaissance Star Math Assessment	2023/24 36% of 2-8 students tested at or above grade level in math.	2024/25 42% of 2-8 students tested at or above grade level in math.		2025/26 35% Increase	+6%
3.5	ELPAC Scores- Percent of Students showing progress on ELPI Priority 4E	2022/23 No Score-Only 1 Student	2023/24 No Score-Only 1 Student		2026/2027 N/A	N/A
3.6	EL Reclassification Rate- Percent of Students Reclassified Priority 4F	2022/23 No Score- Only 1 Student	2023/24 No Score- Only 1 Student		2026/27 N/A	N/A
3.7	CAST Science Percentage of Student at or Above Standard: Priority 4A Data Source: California Dashboard	22/23 7%	23/24 0%		15%	-7%

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

Goal Analysis [2024-25]

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

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

Goal 3 was partially implemented overall due to substansive differences in planned actions. One challenge was Actions 3.6 and 3.7, Math and ELA Profressional Development were not implemented because the staff did not access possile opportunities. One success was Action 3.17, ELA intervention curriculum, was purchased and implemented.

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

Action 3.2, Paraprofessionals, more was expended than budgeted because of an increase in salary and benefits.
Action 3.3, certificated teacher, more was expended than budgeted because of an increase in salary and benefits.
Action 3.4, permanent paraprofessional, more was expended than budgeted because of an increase in salary and benefits.
Action 3.5, ELA intervention paraprofessional, less was expended than budgeted because of the position not being filled.
Action 3.6, Math professional development, less was expended than budgeted because the event was not as well attended as anticipated.
Action 3.7, ELA professional development, more was expended than budgeted because of the purchase of more supplies than anticipated.
Action 3.8, maintain small class size, more was expended than budgeted because of an increase in salary and benefits.
Action 3.9, writing curriculum, more was expended than budgeted because more was spent on supplies than anticipated.
Action 3.10, short term paraprofessional, more was expended than budgeted because of an increase in salary and benefits.
Action 3.11, one paraprofessional, less was expended than budgeted because the position was not filled.
Action 3.15, Reading intervention materials, less was expended than budgeted because less materials were needed than anticipated.
Action 3.16, Special Education Aide, less was expended than budgeted because salary was less than budgeted.
Action 3.17, ELA Intervention Curriculum, more was expended than budgeted because the curriculum cost more than anticipated.

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

Action 3.2 was partially effective because math increased by 7% and ELA decreased by only 1%.
Action 3.3 was partially effective because math increased by 7% and ELA decreased by only 1%.
Action 3.4 was partially effective because math increased by 7% and ELA decreased by only 1%.
Action 3.5 was partially effective because ELA decreased by only 1%.
Action 3.6 was effective because math increased by 7%.
Action 3.7 was not implemented.
Action 3.8 was partially effective because math increased by 7% and ELA decreased by only 1%.

Action 3.9 was partially effective because ELA decreased by only 1%.
Action 3.10 was partially effective because math increased by 7% and ELA decreased by only 1%.
Action 3.11 was partially effective because math increased by 7% and ELA decreased by only 1%.
Action 3.14 was partially effectiv was partially effective because math increased by 7% and ELA decreased by only 1%.
Action 3.15 was partially effective because ELA decreased by only 1%.
Action 3.16 was partially effective because math increased by 7% and ELA decreased by only 1%.
Action 3.17 was partially effective because ELA decreased by only 1%.
Action 3.18 was partially effective because math increased by 7% and ELA decreased by only 1%.

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

Changes to goal 3, resulting from reflections from prior practice include the following:
There is decress in staff due ti budget cuts.

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				
3.2	Paraprofessionals	Paraprofessionals will be provided to enable small group learning. 01-0000-0-2100-1150-1000-000-30002 $20,516.73 Kenaston 01-0000-0-2100-1150-1000-000-30002 $13, 862.02 Shirley 01-0000-0-2100-1150-1000-000-30002 $24,991.93 Vacant	$59,158.00	Yes
3.3	1 certificated teacher	We will maintain one certificated teacher in order to have small class sizes utilizing Title 1 funds. 01-3010-0-1100-1150-1000-000-30003 REES	$102,694.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Professional Development - Technical Assistance (DA) Action	Staff will engage in professional development to learn evidenced-based strategies to enhance academic and mental wellness supports of students. This goal is the technical assistance goal that specifically addresses socioeconomically disadvantaged student group in ELA and Math. 01-0000-0-5800-0000-2700-000-30004	$1,500.00	Yes
3.9				
3.12	Retain Staff	Utilize 15% Concentration Grant add-on to retain staff 01-0053 - Danielle Fisher / Vacant Position	$31,329.00	Yes
3.13	ELA Intervention Curriculum	Language Live Student Licenses 01-0000-0-5800-0000-2700-000-30013 or 01-0000-0-5800-1150-1000-000-30013	$2,169.00	Yes
3.15	Volunteer Tutors	Volunteer Tutors will provide one-on-one and small group instructional support and family engagment.	$0.00	Yes
3.16	Special Education Support Staff	A staff member will work with special needs students to support their academic needs. RS9117 - Kenaston $8206.69 SCOE BILLBACK $25000.00 01-6500-0-5800-5760-1120	$33,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All Dunsmuir Elementary students will continue to have access to a broad course of study emphasizing Common Core State Standards, NGSS standards, as well as art and physical education standards. These subjects will be taught by appropriately credentialed and assigned teachers. We will maintain our facilities, instructional materials/equipment, technology, transportation, and maintenance equipment to a high standard.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our students need to have equal access to high-quality curriculum. Analysis of student, parent, and staff surveys as well as staff responses during staff meetings indicate desire for improved physical education and art curriculum. Implementing the actions below and measuring progress using the identified metrics will support Dunsmuir Elementary School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Quarterly Williams Reports and classroom observation. Percent of students with access to standards aligned materials. Priority 1B	2023/24 Quarterly Williams Reports and observations of classroom instruction indicate all (100%) students have equal access to CCSS curriculum.	2023/24 Quarterly Williams Reports and observations of classroom instruction indicate all (100%) students have equal access to CCSS curriculum.		2026/27 100% of students will access to standards aligned materials measured by quarterly Williams Report.	0
4.2	Administrative classroom observation and lesson plans. 5th and 7th grade	2023/24 100% of Teachers use Sparks	2024/25 100% of Teachers use Sparks PE		2026/27 100% of Teachers use Sparks PE	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	P.E. state assessment. Teacher assessments for P.E. Percent of teachers using Sparks PE Curriculum based on teacher lessons. Percent of Students accessing Art Curriculum. Percent of Students accessing CTE Curriculum Percent of Students accessing Environmental Education materials Percent of Students accessing Studies Weekly Social Studies Instructional Materials Priority 7	PE Curriculum based on teacher lessons. 90% of Students accessed Art Curriculum 90% of Students accessed Science Education Field Trips 100% 7 & 8 Grade Students accessed CTE Curriculum 90% Percent of Students accessed Environmental Education materials 90% Percent of Students accessing Studies Weekly Social Studies Instructional Materials	Curriculum based on teacher lessons. 90% of Students accessed Art Curriculum 90% of Students accessed Science Education Field Trips 100% 7 & 8 Grade Students accessed CTE Curriculum 90% Percent of Students accessed Environmental Education materials 90% Percent of Students accessing Studies Weekly Social Studies Instructional Materials		Curriculum based on teacher lessons. 100% of Students Art Curriculum 100% 7 & 8 Grade Students accessed CTE Curriculum 90% will accessd Environmental Education materials 90% Percent of Students accessing Studies Weekly Social Studies Instructional Materials	
4.3	Facility Inspection Tool Percent of Facilities that are in good repair Priority 1C	2023/24 The FIT tool indicates that Dunsmuir Elementary School is in good repair. Areas of need are repair of gym roof, and fix cracks on playgrounds.	2024/25 The FIT tool indicates that Dunsmuir Elementary School is in good repair.		2026/27 100% of Facilities are in good repair	No change
4.4	Credential List Percent of Teachers that are appropiately	2023/24 100% of teachers are appropriately	2024/25 84% of teachers are appropriately		2026/27 100% of teachers are appropriately	-16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	credentialed and assigned Priority 1A	credentialed and assigned.	credentialed and assigned.		credentialed and assigned.	
4.5	Teacher lesson plans and administrator observations. Percent of Teachers implementing State Standards Priority 2	2023/24 100% of teachers will implement state standards.	2024/25 100% of teachers will implement state standards.		2026/27 100% of teachers will implement state standards.	No change

Goal Analysis [2024-25]

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

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

Goal 4 was patially implemented due to technology purchases and notebooks were not fully implemented. One challenge was the technology was difficult to plan for purchasing. One success was the students were engaged with the art lessons.

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

Action 4.4, supplies to support art program, less was expended than budgeted because there was less purchased supplies than anticipated.
Action 4.6, watershed educator, more as expended than budgeted because of increase in billing from SCOE.
Action 4.7, Replace laptops and tablets, less was expended than budgeted because inventory still needs to be completed.
Action 4.9, CTE, less was expended than budgeted because less field trips occurred than anticipated.
Action 4.11, Environmental Education, less was expended than budgeted because less field trips occurred than anticipated due to inclement weather.
Action 4.12, maintenance of technology, less was expended than budgeted because inventory still needs to be completed.

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

Action 4.1, Art Specialist was successful to support a broad course of study (Metric 4.2)
Action 4.4, Supplies for Art Program was successful to support a broad course of study (Metric 4.2)
Action 4.6, Watershed Educator was effective to support broad course of study (Metric 4.2)

Action 4.7, Replace Laptops was effective to support students having access to standards aligned materials (Metric 4.1)
Action 4.9, CTE was effective to support broad course of study (Metric 4.2)
Action 4.11, Environmental Education was effective to support a broad course of study (Metric 4.2)
Action 4.16, Social Studies Curriculum was effective to support a broad course of study (Metric 4.2)

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.

Due to the effectiveness of the actions, there will be no changes made to the goal, metrics, outcomes, actions for the upcoming school year.

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	Art Specialists	An art specialist will be hired to teach all students one day a week.(resource code 6770 / 8590) Debbie Beanez	$8,000.00	No
4.4	Supplies to support art program.	Supplies for K-8 students to utilize with our art specialist will be purchased. 01-6770-0-4300-1150-1000-000-40004	$1,500.00	Yes
4.6	Watershed Educator	We will contract with Siskiyou County Office of Education to hire environmental education teacher to work with K-8 students 30 days of the 2025/26 school year. $12,500 contract w/SCOE; 01-0000-0-5800-1150-1000 Extreme Science	$12,500.00	No
4.7	Replace Laptops and Tablets	Laptops and tablets will be replaced as necessary to continue a one-to-one device program. 3,000 01-0000-0-4300-1150-1000-000-40007	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.9	CTE	A CTE program will be implemented for 6-8 students using matching funds for K12 SWP. 01-0000-0-5800-1150-1000-000-40009 ($9551.00) 01-0000-0-5800-0000-7200-000-40009 ($3000.00)	$12,551.00	Yes
4.11	Environmental Education	Equipment and student notebooks will be purchased for environmental studies. 01-0000-0-4300-1150-1000-000-40011 Shasta Gravity	$2,500.00	Yes
4.13				
4.16	Social Studies Supplemental Curriculum	Purchase Social Studies Supplemental Materials for grades 1-8. 01-0000-0-4300-1150-1000-000-40016	$1,500.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$253,218	$31,239

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
30.067%	0.000%	$0.00	30.067%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Attendance Incentive Supplies **Need:** Chronic Absenteeism for Low-Income Students is 54% **Scope:** LEA-wide	Attentance Incentives Supplies address the needs of unduplicated students by providing motivational endentives to attend school. While principally directed toward SED Students, the services will still be offered on an LEA level to provide support for all students.	Metric 1.1 - Chronic Absenteeism Rate

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
1.2	**Action:** Family Engagement Supplies **Need:** By addressing the parent engagement of low-income students we are focusing on decreasing chronic absenteeism for low-income students. Chronic Absenteeism Rate for SED students for 22/23 is 54%. **Scope:** LEA-wide	By addressing the parent engagement of low-income students we are focusing on decreasing chronic absenteeism for low-income students. While principally directed toward SED Students, the services will still be offered on an LEA level to provide support for all students.	Metric 1.3 - Percentage of Families Represented at school events. Data Source: Sign-In Sheets
1.3	**Action:** Administrative Assistant **Need:** By addressing the parent engagement of low-income students we are focusing on decreasing chronic absenteeism for low-income students. Chronic Absenteeism Rate for SED students for 22/23 is 54%. **Scope:** LEA-wide	By having the administrative assistant dedicate 70% of their job towards attendance outreach and tracking of low-income students, we are focusing on decreasing chronic absenteeism for low-income students. While principally directed toward SED Students, the services will still be offered on an LEA level to provide support for all students.	1.1
2.1	**Action:** Counselors **Need:** Chronic Absenteeism Rate for SED students for 22/23 is 54%. **Scope:**	Counseling will help support student engagement at the school. School Counselor provide Tiered Systems of Support principally directed toward SED Students, the services will still be offered on an LEA level to provide support for all students.	Metric 2.4 - Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	**Action:** Garden **Need:** Chronic Abssenteeism All Students 54% SED Students 54% **Scope:** LEA-wide	The garden will provide students with hands-on enrichments activities to encourage engagement in the school. While this is principally directed towards SED Students, the services will still be offered on an LEA level to provide support for all students.	Metric 2.4 - Chronic Absenteeism Rate
2.4	**Action:** Resources for electives **Need:** Chronic Abssenteeism All Students 54% SED Students 54% **Scope:** LEA-wide	Elective classes will provide engaging activities to support unduplicated students with a variety of engaging activities outside to suppliment core academic subjects. While this action is principally directed toward SED Students, the services will still be offered on an LEA level to provide support for all students.	Metric 2.4 - Chronic Absenteeism
2.5	**Action:** Attendance **Need:** Low Income students have an attendance rate of 88% in 22-23. This is due to lack of transportation and other socioeconomic issues.	Having 80% of the administrative assistant/attendance clerk focus on supporting families of socioeconomically disadvantaged students to directly support their needs to increase attendance. While the focus of this action is to support low income/socioeconomically disadvantaged students, the office systems put in place will support all students.	Metric 2.4

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		
3.2	**Action:** Paraprofessionals **Need:** CAASPP ELA All Students 17% Met and/or Exceeded SED Students 19% Met and/or Exceeded **Scope:** LEA-wide	Paraprofessionals will be hired to enable small group learning an targeted intervention. While principally directed toward SED Students, the services will still be offered on an LEA level to provide support for all students.	Metric 3.1 - ELA CAASPP
3.4	**Action:** Professional Development - Technical Assistance (DA) Action **Need:** SED Students are scoring 19% in ELA & Math All Students 17% **Scope:** LEA-wide	Provide with staff with ELA & Math evidence-based instruction strategies to support principally unduplicated students, however it will also support all students in ELA & Math learning.	Metrics 3.1 & 3.2 - ELA & Math CAASPP Scores
3.12	**Action:** Retain Staff **Need:** SED students are scoring 11% met or exceeded in Math.	Reatin staff with competetive wages. This will help retain staff to provide direct services to unduplicated students. While principally directed toward SED Students, the services will still be offered on an LEA level to provide support for all students in need.	Metrics 3.1 and 3.2 ELA and Math CAASSP Scores

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
	SED students are scoring 17% met or exceeded in ELA. **Scope:** LEA-wide		
3.13	**Action:** ELA Intervention Curriculum **Need:** SED students are scoring 19% met or exceeded in ELA. **Scope:** LEA-wide	These reading intervention materials will help low-income students access ther technology driven intervention program. While principally directed toward SED Students, the services will still be offered on an LEA level to provide support for all students.	Metric 3.1 - ELA CAASPP Scores
4.4	**Action:** Supplies to support art program. **Need:** Chronic Absenteeism for Low-Income Students is 54% **Scope:** LEA-wide	Art increases student engagment especially for Low-Income students that may not have access to art experiences. While principally directed toward SED Students, the services will still be offered on an LEA level to provide support for all students.	Metric 4.4
4.7	**Action:** Replace Laptops and Tablets **Need:** Low-Income Students need Technology to access State-Aligned Curriculum more than All Students	Assuring that Low-Income Students have Technology to access curriculum and intervention resources will help support their academic growth. While principally directed toward SED Students, the services will still be offered on an LEA level to provide support for all students.	Metric 4.1

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		
4.9	**Action:** CTE **Need:** Chronic Absenteeism for Low-Income Students is 54% **Scope:** LEA-wide	CTE increases student engagment especially for Low-Income students that may not have access to CTE experiences. While principally directed toward SED Students, the services will still be offered on an LEA level to provide support for all students.	Metric 4.2
4.11	**Action:** Environmental Education **Need:** Chronic Absenteeism for Low-Income Students is 54% **Scope:** LEA-wide	Science Education increases student engagment especially for Low-Income students that may not have access to environmental education. While principally directed toward SED Students, the services will still be offered on an LEA level to provide support for all students.	Metric 4.2
4.16	**Action:** Social Studies Supplemental Curriculum **Need:** Chronic Absenteeism for Low-Income Students is 54% **Scope:** LEA-wide	Studies Weekly Social Studies Education increases student engagment especially for Low-Income students that may not have access to engaging socials studies experiences. While principally directed toward SED Students, the services will still be offered on an LEA level to provide support for all students.	Metric 4.2

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
3.15	**Action:** Volunteer Tutors **Need:** CAASPP data shows that only 17% of our low-income students are at grade level in ELA and only 11% are at grade level in math. **Scope:** Limited to Unduplicated Student Group(s)	Additional one-on-one and small groups support will be provided to support unduplicated students in meeting grade level standards	Metrics 3.1 & 3.2 - ELA & Math CAASPP scores

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.

Action 3.18 (volunteer tutors) - The percentage was calculated using the number of hours provided per year multiplied by $20.00/hr. and then divided into the base amount.

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.

The Concentration Grant Add-on funding will be used to provide annual stipends to retain current staff to support services to Unduplicated Students (Action 3.12).

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

2025-26 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	$842,180	$253,218	30.067%	0.000%	30.067%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$214,218.00	$188,335.00	$12,500.00	$109,930.00	$524,983.00	$351,814.00	$173,169.00

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	Attendance Incentive Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$1,500.00	$1,500.00				$1,500.00	
1	1.2	Family Engagement Supplies	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.3	Administrative Assistant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$40,846.00	$0.00	$40,846.00				$40,846.00	
1	1.5	Site Council Coordinator	All	No			All Schools	Ongoing	$1,000.00	$0.00		$1,000.00			$1,000.00	
1	1.7	Intervention and Enrichment support-LREBG Action	All	No			All Schools	2025-26	$75,000.00	$2,000.00		$77,000.00			$77,000.00	
2	2.1	Counselors	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$0.00	$105,000.00	$55,000.00	$50,000.00			$105,000.00	
2	2.2	PBIS-Check In-Check Out	All	No			All Schools	Ongoing	$6,236.00	$1,000.00				$7,236.00	$7,236.00	
2	2.3	Garden	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.4	Resources for electives	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.5	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26	$15,000.00	$0.00	$15,000.00				$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$59,158.00	$0.00	$39,823.00	$19,335.00			$59,158.00	
3	3.3	1 certificated teacher	All	No			All Schools	Ongoing	$102,694.00	$0.00				$102,694.00	$102,694.00	
3	3.4	Professional Development - Technical Assistance (DA) Action	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025/26	$0.00	$1,500.00	$1,500.00				$1,500.00	
3	3.9															
3	3.12	Retain Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$31,329.00	$0.00	$31,329.00				$31,329.00	
3	3.13	ELA Intervention Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,169.00	$2,169.00				$2,169.00	
3	3.15	Volunteer Tutors	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	5.1
3	3.16	Special Education Support Staff	Students with Disabilities	No			All Schools	Ongoing	$8,000.00	$25,000.00		$33,000.00			$33,000.00	
4	4.1	Art Specialists	All	No			All Schools	25-26 school year.	$0.00	$8,000.00		$8,000.00			$8,000.00	
4	4.4	Supplies to support art program.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-26 school year	$0.00	$1,500.00	$1,500.00				$1,500.00	
4	4.6	Watershed Educator	All	No			All Schools	2025-26 school year	$0.00	$12,500.00			$12,500.00		$12,500.00	
4	4.7	Replace Laptops and Tablets	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
4	4.9	CTE	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$12,551.00	$0.00	$12,551.00				$12,551.00	

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
4	4.11	Environmental Education	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2025-26	$0.00	$2,500.00	$2,500.00				$2,500.00	
4	4.16	Social Studies Supplemental Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	

2025-26 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
$842,180	$253,218	30.067%	0.000%	30.067%	$214,218.00	5.100%	30.536 %	**Total:**	$214,218.00
								LEA-wide Total:	$214,218.00
								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**	Attendance Incentive Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
1	**1.2**	Family Engagement Supplies	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,000.00	
1	**1.3**	Administrative Assistant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,846.00	
2	**2.1**	Counselors	Yes	LEA-wide	Foster Youth Low Income	All Schools	$55,000.00	
2	**2.3**	Garden	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
2	**2.4**	Resources for electives	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,000.00	
2	**2.5**	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
3	**3.2**	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth	All Schools	$39,823.00	

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			
3	3.4	Professional Development - Technical Assistance (DA) Action	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
3	3.12	Retain Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,329.00	
3	3.13	ELA Intervention Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,169.00	
3	3.15	Volunteer Tutors	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	5.1
4	4.4	Supplies to support art program.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
4	4.7	Replace Laptops and Tablets	Yes	LEA-wide	Low Income	All Schools	$3,000.00	
4	4.9	CTE	Yes	LEA-wide	Low Income	All Schools	$12,551.00	
4	4.11	Environmental Education	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,500.00	
4	4.16	Social Studies Supplemental Curriculum	Yes	LEA-wide	Low Income	All Schools	$1,500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$632,019.00	$787,945.00

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**	Attendance Incentive Supplies	No Yes	$1,500.00	$1,325.00
1	**1.2**	Family Curriculum Night Supplies	No Yes	$2,000.00	$2,440.00
1	**1.3**	Administrative Assistant	No	$15,993.00	$15,993.00
1	**1.5**	Site Council Coordinator	No	$1,386.00	$1,386.00
1	**1.7**	Indepedent Study	No	$54,027.00	$54,027.00
2	**2.1**	Counselors	Yes	$95,000.00	$95,000.00
2	**2.2**	Sensory Room/Camp Success	Yes	$30,317.00	$25,165.00
2	**2.4**	PBIS-Check In-Check Out	No	$7,236.00	$2,850.00
2	**2.5**	Garden	Yes	$3,000.00	$720

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	2.10	Resources for electives	Yes	$1,000.00	$0.00
3	3.2	Paraprofessionals	Yes	$59,158.00	$66,807.00
3	3.3	1 certificated teacher	No	$102,694.00	$108,317.00
3	3.4	1 permanent paraprofessional	Yes	$15,109.00	$34,956.00
3	3.5	ELA Intervention paraprofessional	Yes	$15,109.00	$10,486.00
3	3.6	Math Professional Development	Yes	$3,044.00	$1,206,00
3	3.7	ELA Professional Development	Yes	$1,500.00	$3,000.00
3	3.8	Maintain small class size	No	$52,179.00	$115,200.00
3	3.9	Writing Curriculum	No	$761.00	$1,525.00
3	3.10	1 short-term paraprofessional	Yes	$14,974.00	$21,792.00
3	3.11	One paraprofessional	Yes	$23,355.00	$0.00
3	3.14	Retain Staff	Yes	$38,089.00	$38,089.00
3	3.15	Reading Intervention Materials	Yes	$2,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.16	Special Education Aide	No	$47,868.00	$32,409.00
3	3.17	ELA Intervention Curriculum	Yes	$2,169.00	$5,230.00
3	3.18	Volunteer Tutors	Yes	0	$0.00
4	4.1	Art Specialist	No	$8,000.00	$8,305.00
4	4.4	Supplies to support art program.	Yes	$1,500.00	$104.00
4	4.6	Watershed Educator	No	$12,500.00	$15,000.00
4	4.7	Replace Laptops and Tablets	Yes	$3,000.00	$0.00
4	4.9	CTE	Yes	$12,551.00	$5,292.00
4	4.11	Environmental Education	Yes	$2,500.00	$569.00
4	4.12	Maintenance of technology	No	$1,000.00	$204.00
4	4.16	Social Studies Curriculum	Yes	$1,500.00	$1,154.00

2024-25 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)
$289,748	$308,790.00	$313,059.00	($4,269.00)	1.500%	0.000%	-1.500%

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	Attendance Incentive Supplies	Yes	$1,500.00	$1,308.00		
1	1.2	Family Curriculum Night Supplies	Yes	$2,000.00	$2,440.00		
2	2.1	Counselors	Yes	$95,000.00	$95,000.00		
2	2.2	Sensory Room/Camp Success	Yes	$30,317.00	$25,165.00		
2	2.5	Garden	Yes	$3,000.00	$0.00		
2	2.10	Resources for electives	Yes	$1,000.00	$1,667.00		
3	3.2	Paraprofessionals	Yes	$39,823.00	$66,807.00		
3	3.4	1 permanent paraprofessional	Yes	$15,109.00	$34,956.00		
3	3.5	ELA Intervention paraprofessional	Yes	$15,109.00	$10,486.00		
3	3.6	Math Professional Development	Yes	$2,794.00	$0.00		
3	3.7	ELA Professional Development	Yes	$1,500.00	$3,000		
3	3.10	1 short-term paraprofessional	Yes	$14,974.00	$21,792.00		
3	3.11	One paraprofessional	Yes	$23,355.00	$0.00		

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)
3	3.14	Retain Staff	Yes	$38,089.00	$38,089.00		
3	3.15	Reading Intervention Materials	Yes	$2,000.00	$0.00		
3	3.17	ELA Intervention Curriculum	Yes	$2,169.00	$5,230		
3	3.18	Volunteer Tutors	Yes	$0.00	$0.00	1.5	
4	4.4	Supplies to support art program.	Yes	$1,500.00	$104.00		
4	4.7	Replace Laptops and Tablets	Yes	$3,000.00	$0.00		
4	4.9	CTE	Yes	$12,551.00	$5,292.00		
4	4.11	Environmental Education	Yes	$2,500.00	$569.00		
4	4.16	Social Studies Curriculum	Yes	$1,500.00	$1,154.00		

2024-25 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)
$843,329	$289,748	0%	34.358%	$313,059.00	0.000%	37.122%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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