



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sierra-Plumas Joint Unified School District / Sierra County Office of Education

CDS Code: 46-70177/46-10462

School Year: 2026-27

LEA contact information:

Sean Snider

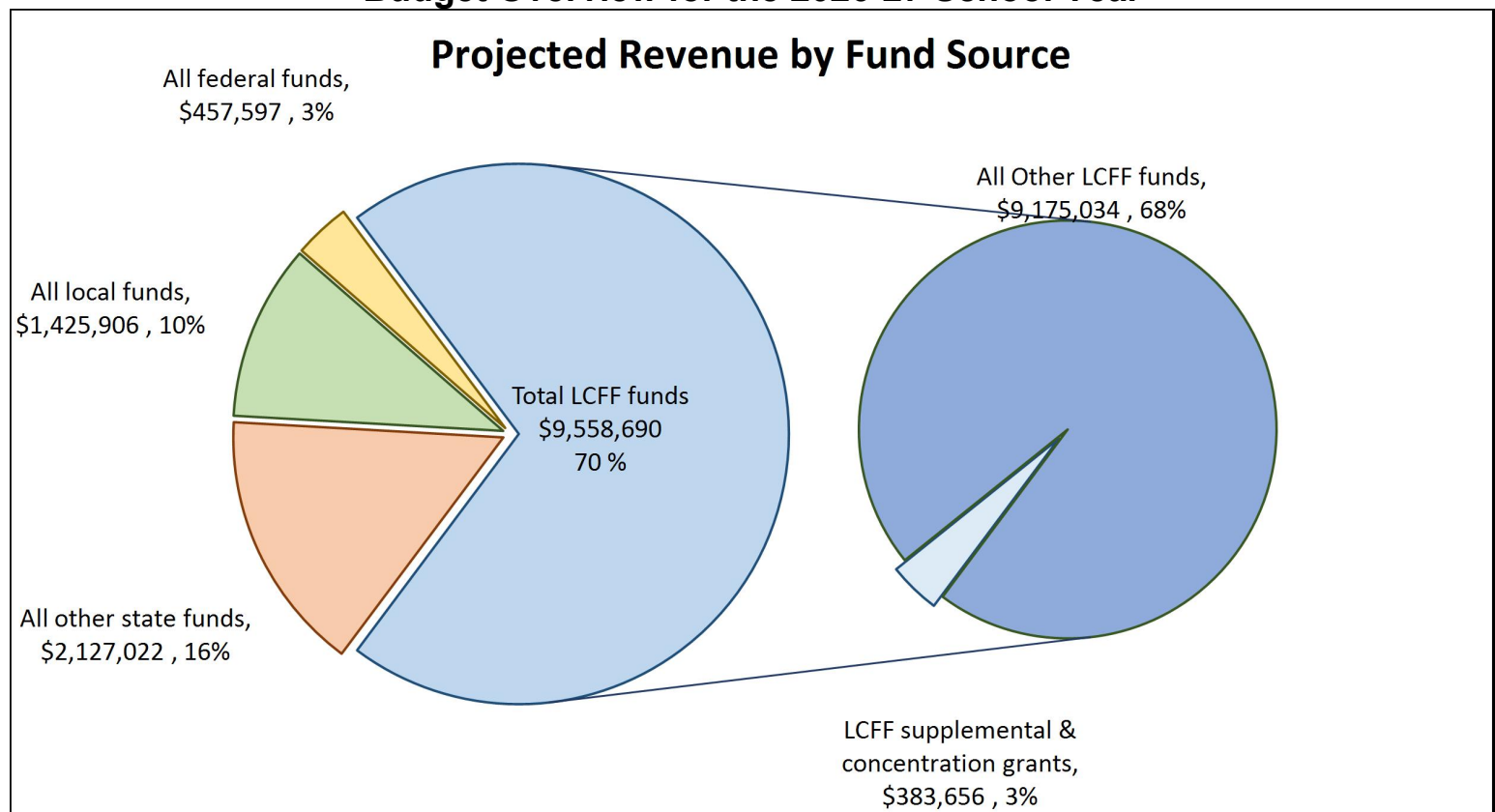
Superintendent

ssnider@spjUSD.org

530-993-1660

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

Budget Overview for the 2026-27 School Year

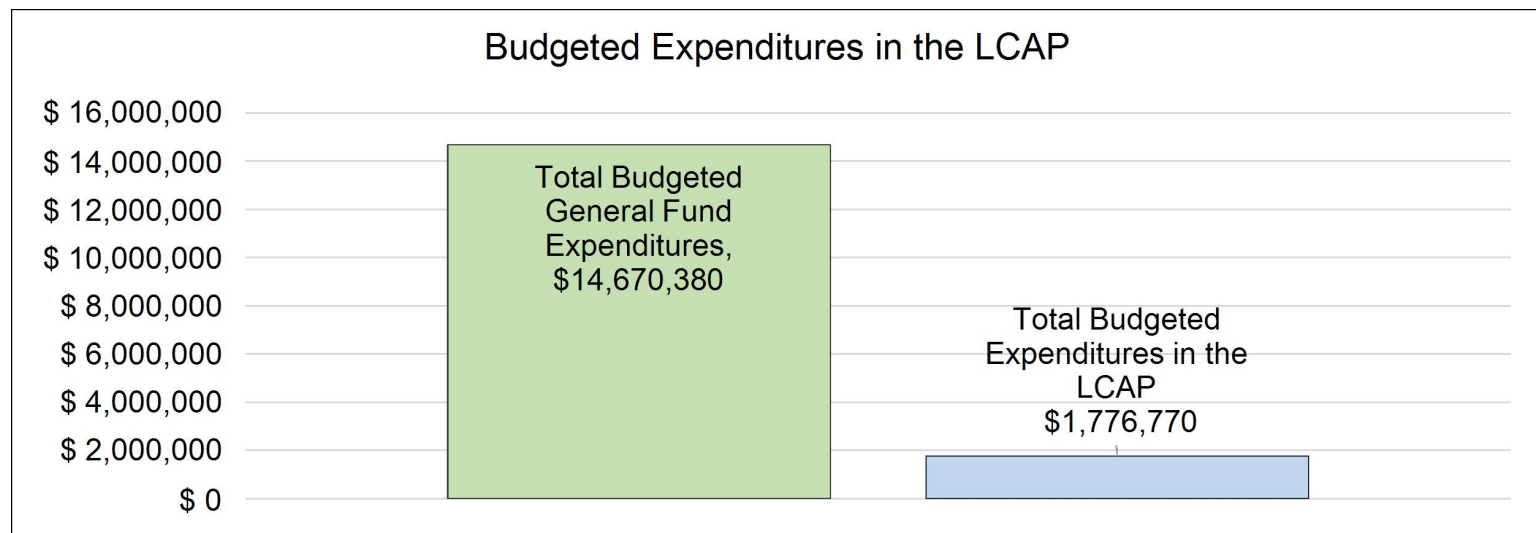


This chart shows the total general purpose revenue Sierra-Plumas Joint Unified School District / Sierra County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sierra-Plumas Joint Unified School District / Sierra County Office of Education is \$13,569,215, of which \$9,558,690 is Local Control Funding Formula (LCFF), \$2,127,022 is other state funds, \$1,425,906 is local funds, and \$457,597 is federal funds. Of the \$9,558,690 in LCFF Funds, \$383,656 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 Sierra-Plumas Joint Unified School District / Sierra County Office of Education plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sierra-Plumas Joint Unified School District / Sierra County Office of Education plans to spend \$14,670,380 for the 2026-27 school year. Of that amount, \$1,776,770 is tied to actions/services in the LCAP and \$12,893,610 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The major expenditures not in the LCAP include general fund employee salaries, health and welfare benefits, unrestricted operational costs such as utilities, property and liability insurance, routine maintenance, and other central services. Restricted costs not in the LCAP include Special Education and other federal, state and local grants.

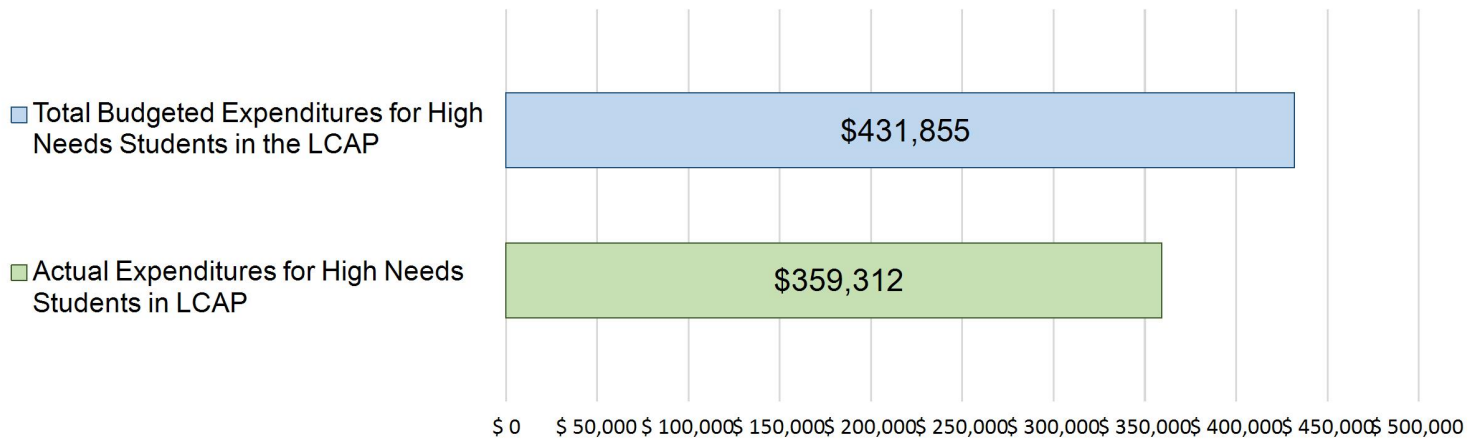
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Sierra-Plumas Joint Unified School District / Sierra County Office of Education is projecting it will receive \$383,656 based on the enrollment of foster youth, English learner, and low-income students. Sierra-Plumas Joint Unified School District / Sierra County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Sierra-Plumas Joint Unified School District / Sierra County Office of Education plans to spend \$431,004 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Sierra-Plumas Joint Unified School District / Sierra County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sierra-Plumas Joint Unified School District / Sierra County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Sierra-Plumas Joint Unified School District / Sierra County Office of Education's LCAP budgeted \$431,855 for planned actions to increase or improve services for high needs students. Sierra-Plumas Joint Unified School District / Sierra County Office of Education actually spent \$359,312 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$72,543 had the following impact on Sierra-Plumas Joint Unified School District / Sierra County Office of Education's ability to increase or improve services for high needs students:

Our LCFF Supplemental allocation for 2025–26 was \$362,308, which is the minimum amount required to be spent on services for unduplicated pupils. Planned expenditures significantly exceeded this minimum requirement, and actual expenditures ultimately came in very close to the required amount. Actual expenditures for actions and services to increase or improve services for high-needs students were approximately \$3,000 lower than budgeted. This minor difference did not impact the implementation of planned actions and services or the overall level of support provided to unduplicated pupils. Services such as academic intervention and supplemental instructional supports were provided as planned, with the difference resulting from actual costs being slightly lower than projected.



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
Sierra-Plumas Joint Unified School District / Sierra County Office of Education	Sean Snider Superintendent	ssnider@spjUSD.org 530-993-1660

Plan Summary [2026-27]

General Information

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

The Sierra-Plumas Joint Unified School District and Sierra County Office of Education serve all of Sierra County and the eastern quarter of Plumas County. A five person Governing Board, each member of which represents a defined geographical area of the District governs the District. The District Governing Board also serves as the Sierra County Board of Education.

Sierra County, the second least populous county in the state of California with about 3,200 total residents, lies north of Truckee and borders the State of Nevada on the east. Located in the heart of the Northern Sierra Nevada Mountains, it contains one-half million acres of forestland, forty-five mountain lakes, and an estimated seven hundred miles of trout streams. The eastern quarter of Plumas County lies within the boundaries of the Sierra-Plumas Joint Unified School District, and children from the towns of Vinton, Chilcoot, and Beckwourth attend school in Loyalton. Elevations within the District range from 2000 to nearly 9000 feet. Heavy snowfall and extreme temperatures are the general rule during the winter at the higher elevations. Eastern Sierra and Plumas county include the great Sierra Valley, once an ancient lakebed but is now the largest alpine valley in the Sierra Nevada range, a natural area for agriculture, timber production and mineral extraction operations. The western portion of Sierra County is heavily forested, has timber management areas, and contains both lode and placer gold mining operations. Gold was discovered here in 1849, and the area is rich in early California history. Recreational activities abound including fishing, mountain biking, hunting, skiing, hiking, camping, boating, and visits to points of historical interest.

We are comprised of 5 schools, serving approximately 400 students and employing roughly 75 staff members. Loyalton Elementary is the largest school, with roughly 175 students in grades TK-5. Loyalton Middle School, which reopened in the 2025-26 school year serves roughly 75 students in grades 6-8. Loyalton High School, a Necessary Small School, serves roughly 100 students in grades 9-12, and Sierra

Pass Continuation School serves high school students with a population that fluctuates between 5-10 students on average. Downieville School is another Necessary Small School, and the elementary and junior-senior high are located in the same building, serving a total of roughly 45 students TK-12. None of our schools receive Equity Multiplier funding. A more detailed breakdown of these numbers in 2025-26 includes:

Community – 3,240
Administrators – 8
Principals – 4
School Personnel – 75
Students – 405
English Learners - 15 (3.7%)
Foster Youth - 5 (1.2%)
Homeless Youth - 45 (11.2%)
Students with Disabilities – 52 (12.8%)
Socio-economically disadvantaged – 166 (41%)

We envision schools where all children succeed, where all children feel safe, and where their curiosity is cultivated. We provide an educational environment that encourages productive, responsible citizens. It is our goal to equip students with the tools to live and to contribute successfully in a rapidly changing world. Our schools offer a challenging, meaningful, and relevant curriculum that values creativity, critical thinking, and effective communication. Our students apply knowledge to new contexts and do so with honesty and integrity. Our students learn to appreciate beauty and care for the environment as well as each other and ultimately understand that their actions make a difference.

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local data shows several areas of strength, while also identifying areas where continued improvement efforts are needed.

We saw a significant increase in our 2025 CAASPP ELA scores, with an 11% improvement in the percentage of students meeting or exceeding standard for the all students group and notable gains for the Homeless and Socioeconomically Disadvantaged subgroups. Additionally, we saw increases in the English Learner reclassification rate, as well as substantial growth in the percentage of students successfully completing UC and CSU A–G requirements, students completing CTE pathways, the graduation rate, and the percentage of graduates earning “Prepared” on the CA Dashboard College/Career Indicator. English Language Arts, Mathematics, College and Career Readiness, and Chronic Absenteeism all earned Yellow performance levels, indicating progress has been made, but also indicating that additional growth is still needed.

Mathematics achievement remains an area of focus for the district. While the district maintained a Yellow performance level on the Dashboard, local assessment data and CAASPP results show there is room for growth in overall student achievement. To support

improvement in mathematics instruction and outcomes, the district began implementation of professional development aligned to the California Mathematics Framework in 2025-26 and is continuing work toward the adoption of new instructional materials. We have also added a teacher on special assignment (TOSA) for math and science for 2026-27 to support the rollout, implementation, and ongoing support of the new math instructional materials.

Student groups for the Sierra-Plumas Joint Unified School District receiving the lowest performance level on one or more state indicators on the 2023 Dashboard include the "Homeless" subgroup for chronic absenteeism and English language-arts achievement, the "Socioeconomically Disadvantaged" subgroup for chronic absenteeism, the "Students with Disabilities" subgroup for chronic absenteeism, and the "Hispanic" subgroup for chronic absenteeism. Loyalton Elementary School (LES) received a red rating for the chronic absenteeism indicator, and the LES "Students with Disabilities" subgroup received a "Very High" rating in chronic absenteeism in 2022, and a "Red" rating in 2023, making them eligible for Additional Targeted Support and Improvement (ATSI).

The District continues to prioritize reducing chronic absenteeism across all schools and student groups. Although chronic absenteeism improved significantly from the previous year, decreasing from 27.4% to 15.8% (an 11.6 percentage point improvement), and is now at a Yellow performance level districtwide, attendance remains an area requiring continued focus. School sites continue to work closely with families, utilize attendance monitoring systems, provide student incentives and supports, and emphasize the importance of regular school attendance. These efforts will continue as the District works to further improve attendance outcomes for all students.

For Language Arts and math improvements we are focusing on intervention time with the Title 1 teacher five days a week. During the 2024–25 school year, staff completed a TK–12 professional development series focused on literacy strategies across all content areas. In 2025–26, all elementary teachers and middle and high school math teachers completed the first year of a two-year professional development series focused on implementation of the California Mathematics Framework. The District is also adopting new mathematics instructional materials for elementary grades beginning in 2026–27, with middle school and high school mathematics materials scheduled for adoption during the 2026–27 school year. After school tutoring and summer school is offered at all schools to support skill development for students in need. The district uses Title 1 funds for a full time intervention teacher to address the intervention needs of the students grades 4-12 district wide. We utilize intervention assessments to provide local data to help drive improvements in learning gaps. Our intervention teacher also holds monthly MTSS professional developments at each school site to go over assessment results, and use those to guide staff on individualized supports for students.

While we do not anticipate carrying over any Learning Recovery Emergency Block Grant (LREBG) funds into the 2026-27 school year, we plan to utilize the new funds proposed in the Governor's 2026–27 budget in a manner similar to how these funds were used during 2025-26 to support identified student needs and district priorities. Our recent needs assessment highlighted several key areas for improvement, including English Language Arts (ELA) and Math achievement, reducing chronic absenteeism, boosting the percentage of students meeting UC/CSU A–G requirements, and raising the number of graduates classified as “prepared” on the California Dashboard’s College and Career Indicator. We plan to allocate the LREBG funds toward LCAP actions and services that directly support these priorities and enhance student outcomes. Actions and services funded with LREBG funds will include an explanation of how each action aligns with the allowable uses of the funds and how it is expected to address the identified areas of student and school need as outlined in the needs assessment within each action description.

Reflections: Technical Assistance

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

Sierra-Plumas Joint Unified School District was identified for Differentiated Assistance based on the 2025 California School Dashboard due to student performance for the "Students with Disabilities" subgroup in English Language Arts (Orange), Mathematics (Red), and Suspension Rate (Red). Under the state eligibility criteria for Differentiated Assistance, districts are identified when a student group receives Red on one academic indicator and Orange on the other, along with Red in another state performance area.

Because County Offices of Education are responsible for providing Differentiated Assistance, and Sierra County is a single-district county, we are not able to provide Differentiated Assistance to ourselves. As a result, the district receives technical assistance and support through the Placer County Office of Education.

Current work underway with the Placer County Office of Education is focused on the areas that resulted in the district's identification for Differentiated Assistance, including improving achievement in English Language Arts and Mathematics and reducing suspension rates, while also continuing districtwide efforts to address chronic absenteeism. This work includes ongoing professional learning in literacy instruction, professional development focused on implementation of the California Mathematics Framework and instructional improvement, support with the mathematics instructional materials adoption process, review of student discipline data and practices, and continued attendance interventions and supports for students and families.

The district believes the Red performance level in Suspension Rate reflects a significant increase from prior years in which suspension data had been underreported, including several years in which suspension rates were inaccurately reported at 0%. The district continues to closely monitor suspension practices and reporting procedures to ensure data accuracy and consistency moving forward.

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.

There are no schools eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

No schools were eligible

Monitoring and Evaluating Effectiveness

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

No schools were eligible

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, principals, administrators, other school personnel, local bargaining units, parents, and students	<p>During April 2026, meetings were conducted for all staff members, families, students, and community members in both Loyalton and Downieville to have open discussions about current district data, results from surveys, and to brainstorm ideas for possible revisions to LCAP goals, actions, and/or services.</p> <p>At the conclusion of each meeting, participants were asked to complete the educational partner engagement survey or to complete it at a time convenient to them. For those who were unable to attend the virtual meetings, the link to the survey was sent to all families and students through our email and text messaging system, as well as on social media and in the local newspapers to reach the broader community to ensure that everyone had the opportunity to provide feedback. Families with limited access to technology were encouraged to come to their school office to complete a paper version of the survey.</p> <p>A total of 43 participants completed the survey. The results of the survey were analyzed and used to help determine whether revisions to our LCAP goals, actions, and services were needed or not. A summary of the feedback is included in the following section.</p> <p>Because our school district and community are so small with minimal involvement or participation in public meetings, we incorporate much of the educational partner engagement process into our smaller</p>

Educational Partner(s)	Process for Engagement
	<p>committees such as school site councils and parent groups. Site Councils also serve as our Parent Advisory Committees, and we take advantage of those meetings to share the district's goals as well as provide opportunities for parents and community members to share their concerns, ideas, and items they feel are important for our school district to include in our goals. Our site councils include staff members, parents, students, and any community members that would like to be part of them.</p> <p>The local bargaining unit leaders and SELPA representatives also had an opportunity to review the draft LCAP goals, actions and services and provide feedback on any areas of need they felt were not identified.</p> <p>After the revisions to the 2026-27 LCAP were made as a result of the educational partner feedback, it was shared with the Parent Advisory Committees, Community Advisory Committee (CAC), and local bargaining unit leaders for review, feedback, and revisions before being presented for the public hearing and Board adoption.</p>

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

The community meetings and survey data provided valuable feedback about how we could improve in each of the ten California State Priority areas. Survey data provided input regarding strengths, areas of need, and what people feel should be our priorities for the coming year and beyond. Survey results were reviewed and used to determine whether any revisions were needed for our LCAP goals, actions, and services for the 2026-27 school year.

Feedback from educational partners reflected very strong support for improving academic achievement, college and career readiness, and meaningful family engagement. The highest-rated priorities included families wanting to be involved in the educational process, preparing students for careers and the work world, and Career Technical Education (CTE) opportunities. Respondents also placed high importance on improvements to school facilities, maintaining a wide variety of course offerings, providing updated curriculum, and ensuring students graduate meeting UC/CSU A–G requirements. Strong support was also expressed for continued professional development for staff, as well as continued use of instructional aides and intervention supports to assist students academically.

Survey results also indicated continued support for programs that expand learning opportunities, including field trips, after-school tutoring, summer school, and online learning platforms. College readiness activities and career preparation opportunities were consistently rated highly, reinforcing the importance of continued investment in both academic and career pathways for students across the district.

Areas receiving lower, but still positive ratings included school safety, student connectedness, English learner supports, social-emotional supports, and efforts to reduce suspensions. While these areas were not rated as the highest priorities, they remain important components of the district's overall system of supports and continue to be addressed through ongoing school climate, wellness, and MTSS efforts.

In addition, feedback supporting strong family engagement and involvement reinforced continued efforts to improve communication, increase access to information, and strengthen partnerships between schools and families. As a result we have added action 3.6 and are in the process of implementing the ParentSquare communication platform to strengthen school-to-home communication and family engagement. Overall, the 2026–27 LCAP reflects a clear alignment between educational partner feedback and district priorities, with a continued focus on improving student achievement, expanding opportunities, and supporting the success of all students.

Survey feedback from educational partners reinforces continuing with existing LCAP goals, actions, and services for the 2026-27 school year. Key themes include consistency in student supervision and discipline practices, staff professional learning related to student interactions and school climate, continued attention to facilities maintenance (including hot water in restrooms), and ongoing review of options on the lunch menu. These findings support continued implementation and refinement of current actions rather than the development of new initiatives.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academics: All students will show growth toward meeting or exceeding state standards in all academic subject areas, with more growth for students or subgroups performing below standard in order to close achievement gaps.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

While our review of CA School Dashboard data from 2020 to 2023 shows nice gains in mathematics and shows us right at the state average, our scores for English language arts have declined and the gap between us and the state average has increased. An achievement gap between the "All Students" group and our socioeconomically disadvantaged students, English learners, foster youth, homeless, and students with disabilities also exists. The metrics selected as measurements of progress toward this goal are predominantly academic measures, or are in support of improving academics (such as fully credentialed teachers and instructional materials aligned to the standards). These metrics will provide us with key information on the impact the goal 1 actions and services are having on student achievement, which is the overarching theme of goal 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Dashboard Local Indicator: Teachers Fully Credentialed and Appropriately Assigned	All teachers fully credentialed or Necessary Small School exempted and 2 misassignments	All teachers fully credentialed or Necessary Small School exempted and 2 misassignments	All teachers properly credentialed or Necessary Small School exempted and 1 misassignment	All teachers fully credentialed and properly assigned	1 less misassignment than baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Dashboard Local Indicator: Standards-aligned Instructional Materials for Every Student	All students have their own copies of standards-aligned instructional materials	All students have their own copies of standards-aligned instructional materials	All students have their own copies of standards-aligned instructional materials	All students have their own copies of standards-aligned instructional materials	Same as baseline
1.3	Dashboard Local Indicator: School Facilities in "Good Repair"	All facilities rated "Good" or better on FIT	2 of 3 schools rated "Good" or better on FIT	2 of 4 schools rated "Good" or better on FIT	All facilities rated "Good" or better on FIT	2 schools not rated "Good" or better on FIT.
1.4	Implementation of State Standards for all students including access to English Language Development (ELD) standards for English Learners	Full implementation of State Standards for all students with designated and integrated ELD being provided for EL's to access the ELD standards	Full implementation of State Standards for all students with designated and integrated ELD being provided for EL's to access the ELD standards	Full implementation of State Standards for all students with designated and integrated ELD being provided for EL's to access the ELD standards	Full implementation of CCSS for all students with designated and integrated ELD being provided for EL's to access the ELD standards	Same as baseline
1.5	State Test Achievement Data (CAASPP) for English Language Arts (ELA)	<p>Spring 2023 Results (ELA):</p> <p>State of California: 46.6% Met or Exceeded SPJUSD: 32.5% Met or Exceeded</p> <p>31.8% of 3rd grade met or exceeded standard 33.3% of 4th grade met or exceeded standard 21.9% of 5th grade met or exceeded standard 28.6% of 6th grade met or exceeded standard 29.2% of 7th grade met or exceeded standard</p>	<p>Spring 2024 Results (ELA):</p> <p>State of California: 47.04% Met or Exceeded SPJUSD: 32.97% Met or Exceeded</p> <p>42.85% of 3rd grade met or exceeded standard 33.33% of 4th grade met or exceeded standard 27.27% of 5th grade met or exceeded standard</p>	<p>Spring 2025 Results (ELA):</p> <p>State of California: 48.82% Met or Exceeded SPJUSD: 44% Met or Exceeded</p> <p>42.85% of 3rd grade met or exceeded standard 52% of 4th grade met or exceeded standard 41.67% of 5th grade met or exceeded standard</p>	<p>Spring 2026 Target Outcomes: To be at or above the State Average:</p> <p>SPJUSD: 46.6% met or Exceeded</p> <p>43% of 3rd grade met or exceeded 43.7% of 4th grade met or exceeded 46.7% of 5th grade met or exceeded 44.2% of 6th grade met or exceeded 47.4% of 7th grade met or exceeded</p>	<p>Spring 2025 Results (ELA): (% met or exceeded standard)</p> <p>State of California: 2.22% improvement SPJUSD: 11.5% improvement</p> <p>11.05% improvement for 3rd grade 18.7% improvement for 4th grade</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>40.6% of 8th grade met or exceeded standard 40.7% of 11th grade met or exceeded standard</p> <p>Subgroup % Met or Exceeded Standard:</p> <p>"All Students"- 32.5% "Homeless"- 13.05% "Students with Disabilities"- 10% "Socioeconomically Disadvantaged"- 18.8%</p>	<p>16.67% of 6th grade met or exceeded standard 40.91% of 7th grade met or exceeded standard 26.92% of 8th grade met or exceeded standard 52.63% of 11th grade met or exceeded standard</p> <p>Subgroup % Met or Exceeded Standard:</p> <p>"All Students"- 32.97% "Homeless"- 15.38% "Students with Disabilities"- 16.13% "Socioeconomically Disadvantaged"- 24.39%</p>	<p>29.03% of 6th grade met or exceeded standard 41.94% of 7th grade met or exceeded standard 33.33% of 8th grade met or exceeded standard 63.63% of 11th grade met or exceeded standard</p> <p>Subgroup % Met or Exceeded Standard:</p> <p>"All Students"- 44% "Homeless"- 21.74% "Students with Disabilities"- 12.9% "Socioeconomically Disadvantaged"- 25.64%</p>	<p>50.6% of 8th grade met or exceeded 50.7% of 11th grade met or exceeded</p> <p>Subgroup % Met or Exceeded Standard:</p> <p>"All Students"- 46.6% "Homeless"- 34.05% "Students with Disabilities"- 31% "Socioeconomically Disadvantaged"- 39.8%</p>	<p>19.77% improvement for 5th grade 0.43% improvement for 6th grade 12.74% improvement for 7th grade 7.27% decrease for 8th grade 22.93% improvement for 11th grade</p> <p>Subgroup % Met or Exceeded Standard:</p> <p>"All Students"- 11.5% improvement "Homeless"- 8.69% improvement "Students with Disabilities"- 2.9% improvement "Socioeconomically Disadvantaged"- 6.84% improvement</p>
1.6	State Test Achievement Data (CAASPP) for Math	<p>Spring 2023 Results:</p> <p>State of California: 34.6% Met or Exceeded</p>	Spring 2024 Results (Math):	Spring 2025 Results (Math):	Spring 2026 Target Outcomes: To be at or above the State Average:	Spring 2025 Results (Math): (% met or exceeded standard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SPJUSD: 34.2% Met or Exceeded 36.4% of 3rd grade met or exceeded standard 50% of 4th grade met or exceeded standard 19.4% of 5th grade met or exceeded standard 33.3% of 6th grade met or exceeded standard 25% of 7th grade met or exceeded standard 39.4% of 8th grade met or exceeded standard 30.8% of 11th grade met or exceeded standard Subgroup % Met or Exceeded Standard: "All Students"- 34.2% "Homeless"- 18.1% "Students with Disabilities"- 16.7% "Socioeconomically Disadvantaged"- 22.9%	State of California: 35.54% Met or Exceeded SPJUSD: 31.11% Met or Exceeded 42.86% of 3rd grade met or exceeded standard 43.48% of 4th grade met or exceeded standard 27.27% of 5th grade met or exceeded standard 17.24% of 6th grade met or exceeded standard 27.28% of 7th grade met or exceeded standard 38.46% of 8th grade met or exceeded standard 21.06% of 11th grade met or exceeded standard Subgroup % Met or Exceeded standard: "All Students"- 31.11% "Homeless"- 35.72%	State of California: 37.3% Met or Exceeded SPJUSD: 30.15% Met or Exceeded 34.28% of 3rd grade met or exceeded standard 45.84% of 4th grade met or exceeded standard 20.83% of 5th grade met or exceeded standard 22.67% of 6th grade met or exceeded standard 29.04% of 7th grade met or exceeded standard 33.33% of 8th grade met or exceeded standard 27.27% of 11th grade met or exceeded standard Subgroup % Met or Exceeded standard: "All Students"- 30.15% "Homeless"- 4.35%	SPJUSD: 43.2% Met or Exceeded 45.4% of 3rd grade met or exceeded 59% of 4th grade met or exceeded 33.4% of 5th grade met or exceeded 42.3% of 6th grade met or exceeded 34% of 7th grade met or exceeded 48.4% of 8th grade met or exceeded 39.8% of 11th grade met or exceeded Subgroup % Met or Exceeded Standard: "All Students"- 43.2% "Homeless"- 39.1% "Students with Disabilities"- 37.7% "Socioeconomically Disadvantaged"- 43.9%	State of California: 2.7% improvement SPJUSD: 4.05% decline 2.12% decrease for 3rd grade 4.16% decrease for 4th grade 1.43% improvement for 5th grade 10.63% decrease for 6th grade 4.04% improvement for 7th grade 6.07% decrease for 8th grade 3.53% decrease for 11th grade Subgroup % Met or Exceeded Standard: "All Students"- 4.05% decrease "Homeless"- 13.75% decrease "Students with Disabilities"- 7.02% decrease "Socioeconomically Disadvantaged"- 6.01% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			"Students with Disabilities"- 12.91% "Socioeconomically Disadvantaged"- 16.66%	"Students with Disabilities"- 9.68% "Socioeconomically Disadvantaged"- 16.89%		
1.7	English Learner Progress - ELPAC	2023 Summative ELPAC: 7% Level 1: Beginning to develop: 29% Level 2: Somewhat developed: 50% Level 3: Moderately developed: 14% Level 4: Well Developed:	2024 Summative ELPAC: 28.57% Level 1: Beginning to develop: 33.33% Level 2: Somewhat developed: 28.57% Level 3: Moderately developed: 9.52% Level 4: Well Developed:	2025 Summative ELPAC: 15% Level 1: Beginning to develop: 15% Level 2: Somewhat developed: 35% Level 3: Moderately developed: 35% Level 4: Well Developed:	2026 Summative ELPAC Target Outcomes: 7% Level 1: Beginning to develop: 29% Level 2: Somewhat developed: 50% Level 3: Moderately developed: 14% Level 4: Well Developed:	2025 Summative ELPAC: 8% increase in Level 1: Beginning to develop: 14% decrease in Level 2: Somewhat developed: 15% decrease in Level 3: Moderately developed: 21% increase in Level 4: Well Developed:
1.8	English Learner Reclassification Rate	2022-2023: 15.8% of English learners reclassified as fluent English Proficient	2023-2024: 16.66% of English learners reclassified as fluent English Proficient	2024-2025: 33.3% of English learners reclassified as fluent English Proficient	2025-2026 Target Outcome: 24.8% of English learners reclassified as fluent English Proficient	2024-2025: 17.5% improvement in % of English learners reclassified as fluent English proficient
1.9	% of Students Successfully Completing UC and CSU A-G Requirements	Class of 2023: 58.6% of SPJUSD high school graduates met A-G requirements	Class of 2024: 40% of SPJUSD high school graduates met A-G requirements	Class of 2025: 41.9% of SPJUSD high school graduates met A-G requirements	Class of 2026 Target Outcome: 67.7% of SPJUSD high school graduates met A-G requirements	Class of 2025: 16.7% decrease in % of SPJUSD high school graduates meeting A-G requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	% of students who have successfully completed Career Technical Education (CTE) pathways	Class of 2023: 17.2% of SPJUSD graduates were CTE pathway completers	Class of 2024: 43.3% of SPJUSD graduates were CTE pathway completers	Class of 2025: 58.1% of SPJUSD graduates were CTE pathway completers	Class of 2026 Target Outcome: 47.2% of SPJUSD graduates will be CTE pathway completers	Class of 2025: 40.9% improvement in % of SPJUSD graduates being CTE pathway completers
1.11	% of students who pass AP exams with a score of 3 or higher	Spring 2023 Results: 30.7% of students who took an AP exam had a passing score of 3 or higher	Spring 2024 Results: 43% of students who took an AP exam had a passing score of 3 or higher	Spring 2025 Results: 41% of students who took an AP exam had a passing score of 3 or higher	Spring 2026 Target Outcome: 45% of students who take an AP exam will have a passing score of 3 or higher	Spring 2025 Results: 10.3% improvement in students who took an AP exam and had a passing score of 3 or higher
1.12	High School Graduation Rate	Class of 2023: (4 Year Cohort Rate) 96.6%	Class of 2024: (4 Year Cohort Rate) 86.7%	Class of 2025: (4 Year Cohort Rate) 100%	Class of 2026 Target Outcome: (4 Year Cohort Rate) 100%	Class of 2025: (4 Year Cohort Graduation Rate) 3.4% increase
1.13	High School Dropout Rate	Class of 2023: (4 Year Cohort Rate) 3.4%	Class of 2024: (4 Year Cohort Rate) 13.3%	Class of 2025: (4 Year Cohort Rate) 0%	Class of 2026 Target Outcome: (4 Year Cohort Rate) 0%	Class of 2025: (4 Year Cohort Dropout Rate) 3.4% improvement
1.14	Middle School Dropout Rate	2022-2023: 0%	2023-2024: 0%	2024-2025: 0%	2025-2026 Target Outcome: 0%	2024-2025 Same as baseline
1.15	% of graduates who earn "Prepared" on the CA	2023 Dashboard:	2024 Dashboard:	2025 Dashboard:	2026 Dashboard Target Outcome:	2025 Dashboard:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard College/Career Indicator	58.6% of students "Prepared"	43.3% of students "Prepared"	61.3% of students "Prepared"	67.6% of students "Prepared"	2.7% increase in % of students "Prepared"
1.16	College Going Rate	2021-2022 (Most Recent Data) 64.5% of 2022 high school graduates enrolled in college	2023-2024 60% of 2024 high school graduates enrolled in college	2024-2025 42.9% of 2024 high school graduates enrolled in college	2024-2025 Target Outcome: 73.5% of 2025 high school graduates will enroll in college	2024-2025 21.6% decrease in % of high school graduates who enrolled in college
1.17	Dashboard Local Indicator: Provide Professional Learning for Teaching to Current State Standards and Adopted Curriculum	2024-25 Local Indicator Self-Reflection Tool ELA- Rating of 4 (Full Implementation) ELD- Rating of 3 (Initial Implementation) Math- Rating of 3 (Initial Implementation) Science- Rating of 4 (Full Implementation) Social Studies- Rating of 4 (Full Implementation)	2025-26 Local Indicator Self-Reflection Tool ELA- Rating of 5 (Full Implementation) ELD- Rating of 3 (Initial Implementation) Math- Rating of 3 (Initial Implementation) Science- Rating of 4 (Full Implementation) Social Studies- Rating of 4 (Full Implementation)	2026-27 Dashboard Local Indicator Self-Reflection Tool ELA- Rating of 5 (Full Implementation) ELD- Rating of 3 (Initial Implementation) Math- Rating of 3 (Initial Implementation) Science- Rating of 4 (Full Implementation) Social Studies- Rating of 4 (Full Implementation)	2027-28 Local Indicator Self-Reflection Tool ELA- Rating of 5 (Full Implementation and Sustainability) ELD- Rating of 5 (Full Implementation and Sustainability) Math- Rating of 5 (Full Implementation and Sustainability) Science- Rating of 5 (Full Implementation and Sustainability) Social Studies- Rating of 5 (Full Implementation and Sustainability)	2026-27 Local Indicator Self-Reflection Tool ELA- Improvement of 1: (Full Implementation with Sustainability) ELD- Same as baseline Math- Same as baseline Science- Same as baseline Social Studies- Same as baseline

Goal Analysis [2025-26]

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

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

22 of 23 actions for Goal 1 were completed as planned, with the only exception being Action 1.18, Special Education Curriculum. Staff determined that the curriculum selected in the prior year was not fully meeting student needs and spent the current year reviewing and researching alternative options. Instead of a curriculum purchase, we provided targeted professional development and training for special education teachers and instructional aides to better support student needs. Most other activities and services were implemented as planned and supported progress toward district goals. Overall, implementation remained strong and the district stayed on track in making progress toward Goal 1.

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.

There were a few material differences between Budgeted Expenditures and Estimated Actual Expenditures for the 2024–25 school year.

Action 1.6 (Bilingual Aide to Support English Learners): Actual expenditures were lower than budgeted due the position being unfilled for the first few months of the school year, resulting in reduced salary and benefit costs.

Action 1.10 (Professional Development): Actual expenditures came in lower than expected, due to Placer COE covering the entire cost of the year-long math professional development series.

Action 1.13 (Instructional Aides): Actual expenditures were lower than budgeted due to staffing vacancies and needs for instructional aide support being lower than originally anticipated.

Action 1.21 (LCFF Supplemental Site Allocations): Expenditures were lower than anticipated. The process of allocating these funds directly to school sites is still relatively new, and implementation continued to improve throughout the year. Significant progress was made, and by the end of the year an increasing number of expenditures were being incorporated into School Plans for Student Achievement (SPSAs). We expect the funds to be fully expended next year as the process becomes more fully established.

While services were still provided in each area, the differences between budgeted and actual spending were largely due to timing and capacity factors rather than programmatic changes.

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

Overall, the actions implemented under Goal 1 have shown encouraging progress toward our three-year targets. Our 2025 CAASPP ELA scores increased significantly, with an 11% increase for all students and notable gains for the Homeless and Socioeconomically Disadvantaged subgroups, indicating a positive impact from our targeted supports. Additionally, we saw increases in the English Learner reclassification rate, as well as substantial growth in the percentage of students successfully completing UC and CSU A–G requirements,

students completing CTE pathways, the graduation rate, and the percentage of graduates earning “Prepared” on the CA Dashboard College/Career Indicator.

While these results highlight the effectiveness of our efforts to date, areas for continued improvement include student performance in mathematics, the AP pass rate, and the college-going rate. These focus areas will guide our planning and resource allocation in the coming year to ensure continued progress.

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.

In response to reflections on prior practice and with the goal of improving student outcomes in both ELA and mathematics, we will replace action item #1.3 (the MobyMax program) with Curipod, an online platform that better supports student engagement and provides increased rigor aligned with CAASPP expectations. This addition supports our broader efforts to implement data-informed instructional practices and accelerate learning growth to increase achievement.

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	MTSS	Continue the Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, programs, and resources to improve student outcomes, using intervention teacher and STAR benchmark assessment reports district wide.	\$2,500.00	No
1.2	Academic Curriculum / Support	<p>Purchase and implement online learning platform to enhance curricular options including credit recovery, AP, elective options, and interventions.</p> <p>Learning Recovery Emergency Block Grant (LREBG) funds will be used to fund \$7,500 of this action item. LREBG funds will be used to purchase a portion of the Peak/FuelEd online platform. The Peak/FuelEd platform supports credit-deficient students with flexible, evidence-based, standards-aligned instruction tailored to individual pacing and needs. This aligns with Allowable Uses D (credit recovery), A (expanded instructional time), and B.2 (learning recovery materials). Research indicates that online credit recovery programs can be effective when combined with monitoring,</p>	\$70,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional support, and clear alignment to learning standards, particularly for students at risk of not graduating. The metrics used to measure the impact of this action will be graduation/dropout rates and credit completion data.		
1.3	Instructional technology to support ELA/Math	Purchase Curipod online platform to support ELA and Math instruction.	\$2,000.00	Yes
1.4	After School Tutoring	<p>Fund credentialed teachers for after school tutoring focused primarily on our unduplicated pupil population in all core courses at all school sites.</p> <p>\$13,000 of Learning Recovery Emergency Block Grant (LREBG) funds will be used for this action item. After-school tutoring addresses achievement gaps using an evidence-based approach to extend learning time and provide targeted academic support for underserved students. This action aligns with Allowable Uses A (extended learning time), B.1 (tutoring), B.2 (learning recovery), B.4 (expanded learning), C (addressing barriers), D (credit recovery), and E (progress monitoring). Research supports that consistent, small-group tutoring, especially when provided by trained educators can yield significant gains in reading and math, particularly for at-risk students. The metrics used to monitor the impact of this action will be CAASPP scores (K–8), graduation/dropout rates (9–12), and local formative assessment data.</p>	\$13,000.00	No
1.5	Summer School	<p>Fund credentialed teachers for summer school for grades 1-12 in all core courses at all school sites.</p> <p>\$5,000 of Learning Recovery Emergency Block Grant (LREBG) funds will be used for this action item. Summer school was selected to address academic achievement gaps and support college and career readiness, particularly for socioeconomically disadvantaged students, English learners, foster youth, and Students with Disabilities. This evidence-based action aligns with Allowable Uses A (increased instructional time), B.1 (targeted small-group supports), and D (credit recovery and graduation support). Research shows that high-quality summer programs improve academic outcomes, especially when they offer individualized instruction,</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		certified teachers, and consistent attendance. The metrics used to monitor the impact of this action will be CAASPP scores (K–8) and graduation/dropout rates (9–12).		
1.6	Support for English Learner students	Bilingual Aide to support EL students.	\$50,000.00	Yes
1.7	Support for English Learner students	English language development (ELD) supplementary materials: additional academic materials to assist English learners with their English language development	\$2,000.00	Yes
1.8	Student assessment to monitor progress	Purchase Amplify Learning (DIBELS) Assessment Suite and Renaissance Learning's STAR program used to assess student outcomes and performance to support intervention and class placement decisions.	\$16,000.00	Yes
1.10	Professional Development	The District continues to fund professional development to support teachers, administrators, and other support staff with continuous improvement in academic, social-emotional, behavioral, and all other areas. This happens through a combination of bringing experts into the district for preservice days or Early Release Wednesdays, as well as through supporting teachers to attend professional development workshops outside the district based on our goals.	\$30,000.00	No
1.11	Intervention Teachers	Provide intervention teachers to support the academic needs of at-risk students.	\$167,504.00	Yes
1.12	Technology to Support Instruction	Purchase additional chromebooks to ensure all unduplicated pupils have access to a device.	\$25,000.00	Yes
1.13	Instructional Aides	Provide instructional aides to support student academic growth.	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Refine and Expand CTE Pathways	Continue to refine and expand CTE pathway opportunities for students in order to continually increase the percentage of pathway CTE completers each year.	\$0.00	No
1.15	CTE Courses A-G Approved	Work to ensure all CTE pathway courses are A-G approved.	\$0.00	No
1.16	Increase number of students meeting all A-G requirements	Review all high school courses to identify any that are not currently A-G approved. Work with teachers to refine the syllabus and then submit courses for A-G approval.	\$0.00	No
1.17	Math Textbook Adoption	Preview, pilot, and purchase new instructional materials aligned to the recently state-approved Mathematics Framework for grades TK-12.	\$105,000.00	No
1.18	Special Education Curriculum	Special education curriculum aligned with CA State Standards and the general education curriculum (SCOE LCFF)	\$2,500.00	No
1.19	Dashboard Local Indicators Self-Reflection	Complete the Dashboard Local Performance Indicator Self-Reflection annually.	\$0.00	No
1.20	Facilities Inspection Tool (FIT) Reports	Perform an annual inspection of facilities through the Facilities Inspection Tool (FIT).	\$0.00	No
1.21	LCFF Supplemental Site Allocations	LCFF Supplemental funding allocations to each school for site-specific unduplicated pupil support.	\$8,000.00	Yes
1.22	AP Summer Institute	Provide funding for teachers to attend AP Summer Institute for AP courses taught in an effort to increase the AP pass rate.	\$4,936.00	No

Action #	Title	Description	Total Funds	Contributing
1.23	Targeted ELA Support for Homeless Subgroup	Increase achievement in English Language Arts for the "Homeless" student subgroup through targeted support with the intervention teacher and instructional aides.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Culture & Climate: All students will show an increase in positive school engagement and connectedness with staff, other students, and the community as a whole, including demonstrating improvement in social/emotional wellness and physical health.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Our review of the California Healthy Kids Survey data indicates a need to support the social-emotional wellness of our students, as well as a need to increase connectedness with the school, staff, and peers. The metrics selected as measurements of progress toward this goal are predominantly indicative of social emotional wellness and school engagement, or are in support of these areas. These metrics will provide us with key information on the impact the goal 2 actions and services are having on the physical health of our students, social emotional wellness, the overall mental health of students and staff, and school engagement, which is the overarching theme of goal 2.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate	2022-2023 School Year: % of students who were Chronically Absent "All Students"- 17% "Homeless"- 26.5%	2023-2024 School Year: % of students who were Chronically Absent "All Students"- 27.3%	2024-2025 School Year: % of students who were Chronically Absent "All Students"- 15.8%	2025-2026 Target Outcome: % of students who were Chronically Absent "All Students"- 11%	2024-2025 % of students who were Chronically Absent: "All Students"- 1.2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Socioeconomically Disadvantaged"- 23.4% "Students with Disabilities"- 25.9% "Hispanic"- 20.4% "White"- 15.2%	"Homeless"- 36.8% "Socioeconomically Disadvantaged"- 30.9% "Students with Disabilities"- 38.3% "Hispanic"- 23.9% "White"- 31.5%	"Homeless"- 16.3% "Socioeconomically Disadvantaged"- 22.6% "Students with Disabilities"- 27.1% "Hispanic"- 10% "White"- 16%	"Homeless"- 14.5% "Socioeconomically Disadvantaged"- 11.4% "Students with Disabilities"- 13.9% "Hispanic"- 8.4% "White"- 6.2%	"Homeless"- 10.2% decrease "Socioeconomically Disadvantaged"- 0.8% decrease "Students with Disabilities"- 1.2% increase "Hispanic"- 10.4% decrease "White"- 0.8% increase
2.2	Attendance Rate	2022-2023 School Year: 89.3% Attendance Rate	2023-2024 School Year: 88.8% Attendance Rate	2024-2025 School Year: 92.5% Attendance Rate	2025-2026 Target Outcome: 95.3% Attendance Rate	2024-2025 Attendance Rate: 3.2% Improvement
2.3	Suspension Rate	2022-2023 School Year: 0% (This is not accurate. We are working with Power School to identify the issue). We hope to establish baseline data in the 23-24 school year.	2023-2024 School Year: 2.6% of students suspended 1 day or more	2024-2025 School Year: 5.6% of students suspended 1 day or more	2025-2026 Target Outcome: 0%	2024-2025 Suspension Rate: 5.6% increase
2.4	Expulsion Rate	2022-2023 School Year: 0%	2023-2024 School Year: 0%	2024-2025 School Year: 0%	2025-2026 Target Outcome: 0%	Expulsion Rate: Same as Baseline
2.5	School Safety and Connectedness (California Healthy Kids Survey Data)	2021-2022 School Year: 5th Grade	2023-2024 School Year: 5th Grade	2024-2025 School Year: 6th Grade	2025-2026 Target Outcome: 5th Grade	2024-2025 California Healthy Kids Survey:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>School Connectedness - 64%</p> <p>Students motivated academically? - 78%</p> <p>Caring adults at school? - 50%</p> <p>Feel safe at school? - 81%</p> <p>Called bad names or target of mean jokes- 69%</p> <p>Cyberbullying?- 31%</p>	<p>Not administered in 2024</p>	<p>School Connectedness - 63%</p> <p>Students motivated academically? - 80%</p> <p>Caring adults at school? - 48%</p> <p>Feel safe at school? - 60%</p> <p>Called bad names or target of mean jokes- 60%</p> <p>Cyberbullying?- 40%</p>	<p>School Connectedness - 76%</p> <p>Students motivated academically? - 90%</p> <p>Caring adults at school? - 62%</p> <p>Feel safe at school? - 93%</p> <p>Called bad names or target of mean jokes- 57%</p> <p>Cyberbullying?- 19%</p>	<p>5th Grade</p> <p>No 2025 data for comparison</p>
		<p>7th Grade</p> <p>School Connectedness - 64%</p> <p>Students motivated academically? - 58%</p> <p>Caring adults at school? - 66%</p> <p>Feel safe at school? - 63%</p> <p>Experienced any harassment or bullying?- 46%</p> <p>Had mean rumors or lies spread about you?- 56%</p> <p>Cyberbullying?- 31%</p>	<p>7th Grade</p> <p>School Connectedness - 54%</p> <p>Students motivated academically? - 56%</p> <p>Caring adults at school? - 65%</p> <p>Feel safe at school? - 67%</p> <p>Experienced any harassment or bullying?- 50%</p> <p>Had mean rumors or lies spread about you?- 78%</p> <p>Cyberbullying?- 50%</p>	<p>7th Grade</p> <p>School Connectedness - 34%</p> <p>Students motivated academically? - 57%</p> <p>Caring adults at school? - 48%</p> <p>Feel safe at school? - 23%</p> <p>Experienced any harassment or bullying?- 52%</p> <p>Had mean rumors or lies spread about you?- 63%</p>	<p>7th Grade</p> <p>School Connectedness - 76%</p> <p>Students motivated academically? - 70%</p> <p>Caring adults at school? - 78%</p> <p>Feel safe at school? - 75%</p> <p>Experienced any harassment or bullying?- 34%</p> <p>Had mean rumors or lies spread about you?- 44%</p> <p>Cyberbullying?- 19%</p>	<p>7th Grade</p> <p>School Connectedness - 30% decrease</p> <p>Students motivated academically? - 1% decrease</p> <p>Caring adults at school? - 18% decrease</p> <p>Feel safe at school? - 40% decrease</p> <p>Experienced any harassment or bullying?- 6% increase</p> <p>Had mean rumors or lies spread about you?- 7% increase</p> <p>Cyberbullying?- 17% increase</p>
		<p>9th Grade</p> <p>School Connectedness - 64%</p> <p>Students motivated academically? - 59%</p>	<p>9th Grade</p> <p>School Connectedness - 42%</p>			<p>9th Grade</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Caring adults at school? - 47% Feel safe at school? - 75% Experienced any harassment or bullying?- 38% Had mean rumors or lies spread about you- 44% Cyberbullying?- 38% 11th Grade School Connectedness - 66% Students motivated academically? - 46% Caring adults at school? - 64% Feel safe at school? - 92% Experienced any harassment or bullying?- 17% Had mean rumors or lies spread about you?- 75% Cyberbullying?- 67%	Students motivated academically? - 38% Caring adults at school? - 49% Feel safe at school? - 57% Experienced any harassment or bullying?- 38% Had mean rumors or lies spread about you- 36% Cyberbullying?- 27% 11th Grade School Connectedness - 66% Students motivated academically? - 52% Caring adults at school? - 67% Feel safe at school? - 70% Experienced any harassment or bullying?- 20% Had mean rumors or lies spread about you?- 20% Cyberbullying?- 10%	Cyberbullying?- 48% 9th Grade School Connectedness - 35% Students motivated academically? - 39% Caring adults at school? - 45% Feel safe at school? - 32% Experienced any harassment or bullying?- 18% Had mean rumors or lies spread about you- 50% Cyberbullying?- 32% 11th Grade School Connectedness - 36% Students motivated academically? - 56% Caring adults at school? - 68%	9th Grade School Connectedness - 76% Students motivated academically? - 71% Caring adults at school? - 59% Feel safe at school? - 87% Experienced any harassment or bullying?- 26% Had mean rumors or lies spread about you- 32% Cyberbullying?- 26% 11th Grade School Connectedness - 78% Students motivated academically? - 58% Caring adults at school? - 76% Feel safe at school? - 100% Experienced any harassment or bullying?- 5%	School Connectedness - 29% decrease Students motivated academically? - 20% decrease Caring adults at school? - 2% increase Feel safe at school? - 43% decrease Experienced any harassment or bullying?- 20% decrease Had mean rumors or lies spread about you- 6% decrease Cyberbullying?- 6% decrease 11th Grade School Connectedness - 30% decrease Students motivated academically? - 10% increase Caring adults at school? - 4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Feel safe at school? - 56% Experienced any harassment - 44% Had mean rumors or lies spread about you? - 48% Cyberbullying? - 44% Experienced any harassment - 44% Had mean rumors or lies spread about you? - 48%	Had mean rumors or lies spread about you? - 63% Cyberbullying? - 55%	Feel safe at school? - 36% decrease Experienced any harassment or bullying? - 27% increase Had mean rumors or lies spread about you? - 24% decrease Cyberbullying? - 23% decrease
2.6	Enrollment Records- Number of Foster Youth and Expelled Students	2022-2023 School Year 3 Foster Youth 0 Expelled Youth	2023-2024 School Year 7 Foster Youth 0 Expelled Youth	2024-2025 School Year 8 Foster Youth 0 Expelled Youth	2025-2026 Target Outcome: 3 Foster Youth 0 Expelled Youth	Number of Foster Youth and Expelled Students: Foster Youth: Increase of 5 Expelled Youth: No change
2.7	Number of Counseling Hours	2023-2024 School Year East Side 18 hours per week West Side 3.5 hours per week	2024-2025 School Year East Side 25 hours per week West Side 4 hours per week	2025-2026 School Year East Side 18 hours per week West Side 8.5 hours per week	2026-2027 Target Outcome: East Side 18 hours per week West Side 3.5 hours per week	Number of Counseling Hours: East Side: Same as Baseline West Side: increase of 5 hours per week

Goal Analysis [2025-26]

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

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

We are pleased to report that all Goal 2 actions and services were implemented as planned, with the exception of action 2.2 due to the fact that we did not have any expelled students.

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

There were a few material differences between Budgeted Expenditures and Estimated Actual Expenditures for the 2024–25 school year under Goal 2, primarily due to changes in student needs, external funding adjustments, and revised implementation timelines.

Action 2.2 (Counseling for Expelled Students): Actual expenditures were lower than budgeted because the district did not have any expelled students this year.

Action 2.8 (Art in Schools): Expenditures were lower than budgeted because the process of allocating these funds directly to school sites is still relatively new, and implementation continued to improve throughout the year. Significant progress was made, and by the end of the year an increasing number of expenditures were being incorporated into School Plans for Student Achievement (SPSAs), providing wonderful opportunities for students in the arts. We expect the funds to be fully expended next year as the process becomes more fully established.

Action 2.14 (Upgrade Bus Fleet and Recruit Additional Drivers): Expenditures were lower than budgeted because the majority of planned purchases occurred during the 2024–25 school year. The District continues to prioritize fleet replacement and currently has \$140,000 authorized for future bus purchases. The District is exploring an opportunity to acquire buses from a neighboring district, with an estimated total cost of approximately \$210,000. If this opportunity moves forward, the previously authorized funds would be applied toward the purchase, with the remaining expenditures occurring in 2026–27.

Action 2.16 (Attendance Incentive Allocations to each School): This action was implemented for the first time this year as part of efforts to reduce chronic absenteeism and improve attendance. The process of allocating funds directly to school sites is still relatively new, and implementation continued to improve throughout the year. Site principals continued building capacity to incorporate related actions into their School Plans for Student Achievement (SPSAs). We expect fuller implementation and expenditure in future years as the process becomes more fully established.

These differences reflect adjustments in student needs and implementation timelines, while the District continues to prioritize student wellness, attendance, and access to enrichment opportunities.

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

Our Goal 2 actions produced mixed results. We were extremely pleased to see our 2024–25 chronic absenteeism rate decrease by 12% compared to 2023–24, while our attendance rate increased from 88% to 92%. We also continued to maintain a 0% expulsion rate.

Additionally, we were encouraged by the percentage of 6th graders reporting positive school connectedness and academic motivation, and the significant decrease in the percentage of 9th graders who reported experiencing harassment or bullying.

Results from the California Healthy Kids Survey showed a combination of improvements and areas of decline, indicating the need for continued efforts to support student well-being and school climate. However, our suspension rate increased by 3 percentage points to 5.6%, resulting in identification for Differentiated Assistance. In response, efforts are already underway during the current year to strengthen behavior supports, improve school climate, and implement proactive strategies aimed at reducing suspensions and increasing student engagement.

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

Based on the positive results achieved this year through the implementation of Goal 2 actions, no changes are being made to the goal, metrics, target outcomes, or actions heading into Year 3. The District believes the current strategies are producing meaningful progress and will continue implementation as planned.

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	Counseling for Students	District will maintain or increase the hours of our counseling services to better meet the needs of identified students.	\$170,000.00	No
2.2	Counseling for Expelled Students-COE	Provide intensive counseling and rehabilitation services for expelled students.	\$2,500.00	No
2.3	Wellness Center for Counseling	Create a wellness center for students to go for counseling services.	\$250,000.00	No
2.4	Gas Vouchers, Personal Phone Calls, and Home Visits	In an effort to reduce the chronic absenteeism rate (students who miss 10% or more of the days of school for any reason) for our Students with Disabilities, Homeless students, Socioeconomically Disadvantaged students, Hispanic students, and all Loyalton Elementary Students, provide gas cards, make personal phone calls, and/or conduct home visits to families of students who are chronically absent.	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Facility Inspection Tool (FIT) Reports	Perform an annual inspection of facilities through the Facilities Inspection Tool (FIT).	\$0.00	No
2.7	Music Teacher	Fund a portion of a music teacher position and program costs	\$40,000.00	Yes
2.8	Art in Schools	Funding to support art in the schools	\$8,000.00	Yes
2.9	Foster Youth Liaison / SCOE	Maintain a part time Foster Youth Coordinator to support the needs of our Foster Youth with things such as routine check-ins for grades, ensuring they have the supplies they need, and attending meetings and working with other agencies to coordinate services and ensure timely transfer of records for foster youth in the district.	\$5,000.00	Yes
2.10	Improvements to School Facilities	Continue to repair and upgrade school facilities through projects such as new roofs, new windows, new heating units, improvements to play structures and sports fields, and safety upgrades. Principals, superintendent and maintenance personnel meet periodically to review classroom and school needs to prioritize maintenance needs.	\$300,000.00	No
2.11	Sports / Athletics	Provide district support for student athletics grades TK-12.	\$80,000.00	No
2.12	Attendance Clerk Position	Dedicated person to support school sites with daily attendance calls to families, the issuance of attendance letters, and coordination with probation in more complex attendance cases. (County Office LCFF)	\$34,330.00	No

Action #	Title	Description	Total Funds	Contributing
2.13	Independent Study Emphasis at School Sites	School Sites focus on offering short-term independent study for students missing as little as one day, including absences due to illness, to help maintain academic engagement and capture attendance credit for those days.	\$0.00	No
2.14	Upgrade Bus Fleet and Recruit Additional Drivers	To improve the reliability of our home-to-school transportation program, we will purchase new buses and actively recruit additional drivers to prevent route cancellations caused by mechanical issues or driver shortages.	\$210,000.00	No
2.15	Enhance School Meals with Local Ingredients	Explore opportunities to incorporate more locally sourced, organic ingredients into school meal programs.	\$0.00	No
2.16	Attendance Incentive Allocations to each School	Each school gets funding to work with Site Council on how best to use it for student incentives that promote improved attendance.	\$8,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parent and Community Involvement with SPJUSD / SCOE: All families and the larger school community will have increased levels of engagement with our schools, and families will feel welcomed to be an active participant in their child's education.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

A main goal for SPJUSD and SCOE is to increase parent and community involvement in our schools. A review of local survey data as well as Dashboard Local Indicator self-reflection ratings also indicates a need for continued emphasis on parent and community involvement. Research has shown that when parents are involved in their children's school, student achievement increases, behavior improves, and the relationships between families and the school are better.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	California School Parent Survey Data (Parent Engagement)	Baseline will be established with the Spring 2024 administration of the survey	2023-2024 California School Parent Survey 89 Responses (45 ES, 44 HS) % of parents that "Strongly Agree":	2024-2025 California School Parent Survey 93 Responses (48 ES, 45 HS) % of parents that "Strongly Agree":	2025-2026 (Data from CA School Parent Survey): 150 Responses (75 ES, 75 HS) % of parents that "Strongly Agree":	2024-2025 California School Parent Survey 93 Responses: Increase of 4 % of parents that "Strongly Agree":

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Parent Involvement in School: 69% School encourages me to be an active participant: 40% School actively seeks input of parents: 27% School is a safe place for my child: 40% School has adults who really care about students: 44% Communication with parents about school: 38% Teachers responsive to child's social and emotional needs: 74% School treats all students with respect: 41%	Parent Involvement in School: 66% School encourages me to be an active participant: 30% School actively seeks input of parents: 24% School is a safe place for my child: 32% School has adults who really care about students: 33% Communication with parents about school: 33% Teachers responsive to child's social and emotional needs: 78% School treats all students with respect: 26%	Parent Involvement in School: 79% School encourages me to be an active participant: 50% School actively seeks input of parents: 37% School is a safe place for my child: 50% School has adults who really care about students: 54% Communication with parents about school: 48% Teachers responsive to child's social and emotional needs: 84% School treats all students with respect: 51%	Parent Involvement in School: 3% Decrease School encourages me to be an active participant: 10% Decrease School actively seeks input of parents: 3% Decrease School is a safe place for my child: 8% Decrease School has adults who really care about students: 11% Decrease Communication with parents about school: 5% Decrease Teachers responsive to child's social and emotional needs: 4% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						School treats all students with respect: 15% Decrease
3.2	SARB Board	2022-2023 School Year: Broad participation on the SARB Board from community agencies such as District Attorney, Probation, Sheriff's Office, Social Services, CPS, Behavioral Health, and Principals	2023-2024 School Year: Broad participation on the SARB Board from community agencies such as District Attorney, Probation, Sheriff's Office, Social Services, CPS, Behavioral Health, and Principals	2025-2026 School Year: Broad participation on the SARB Board from community agencies such as District Attorney, Probation, Sheriff's Office, Social Services, CPS, Behavioral Health, and Principals	2025-2026 Target Outcome: Broad participation on the SARB Board from community agencies such as District Attorney, Probation, Sheriff's Office, Social Services, CPS, Behavioral Health, and Principals	Same as baseline
3.3	Number of SARB Referrals	2022-2023 School Year: 4 Referrals	2023-2024 School Year: 7 Referrals	2024-2025 School Year: 7 Referrals	2025-2026 Target Outcome: 0 Referrals	2024-2025 School Year: 3 additional referrals over baseline
3.4	Number of Students/Parents Participating in Four-year Planning	2023-2024 School Year: 91% of families participated	2024-2025 School Year: 90% of families participated	2025-2026 School Year: 92% of families participated	2026-2027 Target Outcome: 100% of families participate	2024-2025 School Year: 1% increase in # of families that participated
3.5	Dashboard Local Indicator: Seeking Input for Decision-Making	2023-24 Local Indicator Self-Reflection Tool Build Capacity of and Support Principals and Staff to engage	2024-25 Local Indicator Self-Reflection Tool Build Capacity of and Support	2025-26 Dashboard Local Indicator Self-Reflection Tool	2026-27 Local Indicator Self-Reflection Tool Build Capacity of and Support	2024-25 Local Indicator Self-Reflection Tool Build Capacity of and Support

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Families with Decision-Making- Rating of 4 (Full Implementation)</p> <p>Build Capacity of and Support Families to engage in advisory groups and Decision-Making- Rating of 4 (Full Implementation)</p> <p>Provide Opportunities to Provide Input on Policies and Programs, and Seek Input from Underrepresented Groups- Rating of 3 (Initial Implementation)</p>	<p>Principals and Staff to engage Families with Decision-Making- Rating of 5 (Full Implementation with Sustainability)</p> <p>Build Capacity of and Support Families to engage in advisory groups and Decision-Making- Rating of 4 (Full Implementation)</p> <p>Provide Opportunities to Provide Input on Policies and Programs, and Seek Input from Underrepresented Groups- Rating of 4 (Full Implementation)</p>	<p>Build Capacity of and Support Principals and Staff to engage Families with Decision-Making- Rating of 5 (Full Implementation with Sustainability)</p> <p>Build Capacity of and Support Families to engage in advisory groups and Decision-Making- Rating of 5 (Full Implementation with Sustainability)</p> <p>Provide Opportunities to Provide Input on Policies and Programs, and Seek Input from Underrepresented Groups- Rating of 5 (Full Implementation with Sustainability)</p>	<p>Principals and Staff to engage Families with Decision-Making- Rating of 5 (Full Implementation and Sustainability)</p> <p>Build Capacity of and Support Families to engage in advisory groups and Decision-Making- Rating of 5 (Full Implementation and Sustainability)</p> <p>Provide Opportunities to Provide Input on Policies and Programs, and Seek Input from Underrepresented Groups- Rating of 5 (Full Implementation and Sustainability)</p>	<p>Principals and Staff to engage Families with Decision-Making- Increased 1 level to 5</p> <p>Capacity of and Support Families to engage in advisory groups and Decision-Making- Increased 1 level to 5</p> <p>Provide Opportunities to Provide Input on Policies and Programs, and Seek Input from Underrepresented Groups- Increased 2 levels to 5</p>

Goal Analysis [2025-26]

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

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

All goal 3 actions and services were implemented as planned.

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

The only material difference between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3 was Action 3.3 (Family Nights). We anticipated two to three family nights per school site during the year; however, only one per school was held. In addition, actual costs for the events were lower than projected, resulting in overall expenditures below budget.

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

We are pleased to report progress on most of our Goal 3 metrics; however, results from the California School Parent Survey indicate there is still room for improvement in many of these areas.

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.

One area identified for improvement through the California School Parent Survey was “Communication with Parents About School,” with only 33% of parents providing a positive response. As a result of this feedback and reflection on current practices, the District added Action 3.6 and is in the process of implementing the ParentSquare communication platform to strengthen school-to-home communication and family 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
3.1	SARB	Work with local agencies to increase pupil attendance and reduce the chronic absenteeism rate. Agencies include, Sierra County Sheriff's Department, Probation, District Attorney, Behavioral Health, Counselors, Child Protective Services, Superintendent, and Site Administrators.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Parent Involvement Opportunities	Continue with School Site Councils, Boosters, Parent Clubs, Community Advisory Committee (CAC) for families of students with IEPs, and other opportunities for parents to provide input and be involved in school decision-making.	\$1,500.00	No
3.3	Family Nights	Family nights and activities at the schools	\$10,000.00	No
3.4	Parent and Family Surveys	Send yearly surveys (California School Parent Survey, Annual LCAP Survey, School-Specific Surveys) to all families to get feedback on their level of involvement.	\$500.00	No
3.5	Four Year Planning	Four year planning will be provided to families of both high school sites for students and parents.	\$0.00	No
3.6	Parent Square Communication Platform	Implement the ParentSquare communication platform to strengthen school-to-home communication and family engagement.	\$2,500.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$383,656	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.607%	0.053%	\$2,996.00	5.660%

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
1.2	<p>Action: Academic Curriculum / Support</p> <p>Need: Our Dashboard and local data analysis shows a higher percentage of socioeconomically disadvantaged students, English learners, and foster youth needing credit recovery, having a lower graduation rate, and performing below the "all students" group in ELA and math.</p>	By using the Fuel Ed online credit recovery program, we will be able to work with the school support team to implement the most effective strategies and programs to meet the needs of our English learners, socioeconomically disadvantaged students, and foster youth. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the credit recovery progress, graduation rate, dropout rate, and ELA	CAASPP Achievement Data for ELA & Mathematics, CTE Completion Rate, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass 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
	Scope: LEA-wide	and math achievement for our unduplicated pupils than in these same areas for all other students.	
1.3	Action: Instructional technology to support ELA/Math Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics. Scope: LEA-wide	The Moby Max online platform for assessment and progress monitoring data will provide the online learning programs and assessment data needed in order to effectively monitor the progress of students toward proficiency, particularly our English learners, socioeconomically disadvantaged students, and foster youth. Using this data, we will be able to work with the school support team to implement the most effective strategies and programs to meet their needs. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores for our unduplicated pupils than in these same areas for all other students.	CAASPP Achievement Data for ELA & Mathematics, English Learner Progress, English learner reclassification rate
1.8	Action: Student assessment to monitor progress Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics. Scope: LEA-wide	The Renaissance STAR Reading and Math Online Platform for assessment and progress monitoring data will provide the assessment data needed in order to effectively monitor the progress of students toward proficiency, particularly our English learners, socioeconomically disadvantaged students, and foster youth. Using this data, we will be able to work with the school support team to implement the most effective strategies and programs to meet their needs. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores for our unduplicated pupils than in these same areas for all other students.	CAASPP Achievement Data for ELA & Mathematics, English Learner Progress, English learner reclassification 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
1.11	<p>Action: Intervention Teachers</p> <p>Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics, and socioeconomically disadvantaged students having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	The intervention teachers will support these student groups with things such as implementing research-based programs and strategies to address areas of identified need, providing targeted small group instruction, or providing individual assistance. While this service is being provided on an LEA-wide basis, we expect our local assessment data, CAASPP English language arts and math scores, and graduation rate to increase at a greater pace for our unduplicated pupil groups than for the "all students" group as a result of the instructional aides.	CAASPP Achievement Data for ELA & Mathematics, CTE Completion Rate, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate
1.12	<p>Action: Technology to Support Instruction</p> <p>Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics and socioeconomically disadvantaged students having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	Providing access to devices is a crucial support for these student groups to level the playing field. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores and the graduation rate for these student groups than in these same areas for all other students.	CAASPP Achievement Data for ELA & Mathematics, CTE Completion Rate, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate
1.13	<p>Action: Instructional Aides</p> <p>Need:</p>	The instructional aides will support these student groups with things such as implementing research-based programs and strategies to address areas of identified need, providing targeted small group instruction, or providing individual assistance.	CAASPP Achievement Data for ELA & Mathematics, CTE Completion Rate, College Going Rate, Graduation

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
	<p>Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics, and socioeconomically disadvantaged students having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	While this service is being provided on an LEA-wide basis, we expect our local assessment data, CAASPP English language arts and math scores, and graduation rate to increase at a greater pace for our unduplicated pupil groups than for the "all students" group as a result of the instructional aides.	Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate
1.21	<p>Action: LCFF Supplemental Site Allocations</p> <p>Need: Our review of Dashboard, CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics, having a higher chronic absenteeism rate, and a higher percentage of these same student groups needing credit recovery and having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	The LCFF supplemental funding allocations to each school for site-specific unduplicated pupil needs will allow each individual school to implement supports specific to the needs of their individual students based on the needs assessment conducted at the beginning of each school year. The funding allocations will be used to implement research-based interventions to support all students, but particularly socioeconomically disadvantaged students, English learners and foster youth. While this action and service is being provided on an LEA-wide basis, we expect it will have a more significant positive impact on the ELA and Math CAASPP scores for our unduplicated pupils than in these same areas for all other students, and that our socioeconomically disadvantaged students, English learners, and foster youth will make greater gains when it comes to chronic absenteeism, suspension rate, and California Healthy Kids Survey data, and that socioeconomically disadvantaged students will have increased high school graduation rate, an increased percentage of students "prepared" on the college and career indicator, and a greater	CAASPP Achievement Data for ELA & Mathematics, Chronic Absenteeism Rate, Suspension Rate, CTE Completion Rate, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass 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
		increased college going rate than the "all students" group as a result.	
2.7	<p>Action: Music Teacher</p> <p>Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics, Socioeconomically Disadvantaged students having a higher chronic absenteeism rate, and a higher percentage of these same student groups needing credit recovery and having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	A 2012 report from the National Endowment for the Arts showed that, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed students from a low-arts, low-SES background, closing (and in some cases eliminating) the achievement gap that often appears between low-SES students and their more economically advantaged peers. The arts don't just impact standardized test scores, though the report does show, for example, that low-SES eighth grade students who have a history of high arts engagement have higher science and writing scores on the National Assessment of Educational Progress (NAEP) than those who do not. Such high school students had better GPAs than their low-arts, low-SES peers (and in some instances, than all students). We expect the music teacher to have a more significant positive impact on the ELA and math scores and graduation rate of the unduplicated student groups as a result.	CAASPP Achievement Data for ELA & Mathematics, Graduation Rate, and Chronic Absenteeism Rate
2.8	<p>Action: Art in Schools</p> <p>Need: Our review of CAASPP and local data shows socioeconomically disadvantaged students, English learners, and foster youth performing below the "all students" group in English language arts and mathematics, Socioeconomically Disadvantaged students having a higher chronic absenteeism rate, and a higher percentage of these same student</p>	A 2012 report from the National Endowment for the Arts showed that, by nearly every indicator studied, a student from a low-socioeconomic (SES) background with a high-arts educational experience significantly outperformed students from a low-arts, low-SES background, closing (and in some cases eliminating) the achievement gap that often appears between low-SES students and their more economically advantaged peers. The arts don't just impact standardized test scores, though the report does show, for example, that low-SES eighth grade students who have a history of high arts engagement have higher science and	CAASPP Achievement Data for ELA & Mathematics, Graduation Rate, and 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
	<p>groups needing credit recovery and having a lower graduation rate.</p> <p>Scope: LEA-wide</p>	writing scores on the National Assessment of Educational Progress (NAEP) than those who do not. Such high school students had better GPAs than their low-arts, low-SES peers (and in some instances, than all students). We expect the music teacher to have a more significant positive impact on the ELA and math scores and graduation rate of the unduplicated student groups as a result.	

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
1.6	<p>Action: Support for English Learner students</p> <p>Need: Our review of CAASPP and local data shows English learners performing below the "All Students" group in both English language arts and mathematics, as well as having a higher chronic absenteeism rate. Also, based on a review of our ELPAC scores, as well as our educational partner feedback, specifically from English Learner (EL) parents, our EL students are struggling with access to the curriculum. Local survey and anecdotal data indicates this is in part due to a language barrier and lack of connection between EL parents and the school.</p>	<p>Bilingual aides support English learners in many areas, including English language arts, mathematics, the ability to speak in the students' primary language, social emotional learning, and any other academic area they might need support with. Specific examples include:</p> <ul style="list-style-type: none"> • Assist instructional personnel in the implementation of individual learning plans for EL students experiencing language development needs • Weekly grade reports-Communication with teachers and students • Establish rapport and positive relationship with students, their families and staff members • Assist in the parent conference process when requested by the classroom teacher; provide oral and written 	CAASPP Achievement Data for ELA & Mathematics, ELPAC Scores, Graduation Rate, Dropout Rate, English Learner Progress, English learner reclassification rate, California Healthy Kids Survey data, particularly school connectedness and caring adults at school

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>translation with limited or non-English speaking parents; translate notes, letters and other materials as needed</p> <ul style="list-style-type: none"> • Assist the teacher in preparing and maintaining a variety of records as they pertain to EL students, files and reports related to their progress • Use a second language in assisting with bilingual needs both verbal and written communication • Support certificated personnel in the delivery of appropriate instruction to individuals or small groups of EL students • Collaborate with teachers to create instructional materials for the purpose of providing access to course content for EL students • Assist certificated personnel in the development and maintenance of a learning environment appropriate to the special needs and language requirements of EL students • Assist students in the development of appropriate social behaviors • Work individually or in small groups with EL students for purposes of English language acquisition and/or accessing class material <p>We expect this action to produce greater access to the curriculum and as a result, have a significant impact on the ELA and Math CAASPP scores, ELPAC scores, California Healthy Kids survey results, EL reclassification rate, and progress toward English language proficiency for our</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		English Learners, and expect more growth for them than the other student groups.	
1.7	<p>Action: Support for English Learner students</p> <p>Need: Our review of CAASPP and local data shows English learners performing below the "All Students" group in both English language arts and mathematics, as well as having a higher chronic absenteeism rate. Also, based on a review of our ELPAC scores, as well as our educational partner feedback, specifically from English Learner (EL) parents, our EL students are struggling with access to the curriculum.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Additional ELD supplemental materials will provide support for designated and integrated ELD instruction, and have a positive effect in all content areas. We expect this action to have a significant positive impact on the ELA and Math CAASPP scores for our English Learners, as well as the EL reclassification rate, and progress toward English language proficiency for our English Learners and expect more growth for them than the other student groups as a result.	CAASPP Achievement Data for ELA & Mathematics, ELPAC Scores, Graduation Rate, Dropout Rate, English Learner Progress, English learner reclassification rate
2.9	<p>Action: Foster Youth Liaison / SCOE</p> <p>Need: Foster youth are our most at-risk and vulnerable student population. While we don't have enough Foster youth to generate Dashboard ratings, our analysis of state and local assessment data shows Foster youth performing below the "all students" group in English language arts and mathematics, and Foster youth having a higher chronic absenteeism rate than the "all students" group. This is in part due to a lack of awareness of the supports and services available to Foster youth and a lack of communication between foster families and the school.</p>	<p>The Foster liaison provides a high level of support for our Foster youth. The Foster Youth Coordinator attends meetings and works with other agencies to coordinate services for Foster youth in the district. Because we are so rural, and have a extremely small amount of foster youth students, it was a concern that our foster youth students were not receiving all of the services that they should be receiving. Specific examples of supports provided by the Foster liaison to address the needs of our Foster youth include:</p> <ul style="list-style-type: none"> • Represent Sierra County as the Foster Youth Services Program Coordinator • Increase the scope and coordination of services for foster youth in Sierra County, and/or Sierra County youth placed in out-of-county group homes 	Specific to our Foster Youth: CAASPP Achievement Data for ELA & Mathematics, College Going Rate, Graduation Rate, Dropout Rate, Percentage of Students Successfully Completing UC and CSU A-G Requirements, AP Exam Pass Rate, Chronic Absenteeism Rate, Attendance Rate, Suspension Rate, Expulsion Rate, California Healthy Kids Survey Data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>	<ul style="list-style-type: none"> • Develop a case-management system, including a database to include: school of attendance, grade, living arrangements, health records, specialized pupil support services, and extra-curricular activities • Coordinate trainings for group-home providers, with Sierra County Social Services, for new and existing providers • Represent educational interests of eligible foster care youth during juvenile court proceedings • Develop written procedures for inter-agency collaboration for eligible foster youth subject to out-of-home placement decisions by the court • Increase the scope and coordination of services for foster youth in Sierra County, and/or Sierra County youth placed in out-of-county group homes • Provide mentoring services to participants based on social and emotional needs including referral for counseling or other services as appropriate • Organize and schedule experiential learning and team-building activities to eligible foster youth • Coordinate enrollment of participants in after-school programs as appropriate • Develop a case-management system, including a database to include: school of attendance, grade, living arrangements, health records, specialized pupil support services, and extra-curricular activities <p>We are confident that as a result of the Foster Youth Liaison, our Foster students will receive the</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		increased level of services that they need to be successful. We believe it will have a significant positive impact on the California Healthy Kids Survey data, the English language arts and mathematics CAASPP scores, and the chronic absenteeism rate for Foster youth.	

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

Additional Concentration Grant Funding

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

We do not receive the additional concentration grant add-on funding.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$6,842,082	383,656	5.607%	0.053%	5.660%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,044,169.00	\$197,601.00	\$430,000.00	\$105,000.00	\$1,776,770.00	\$467,302.00	\$1,309,468.00

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	MTSS	All	No			All Schools	2024-2027	\$0.00	\$2,500.00		\$2,500.00			\$2,500.00	
1	1.2	Academic Curriculum / Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$70,000.00	\$62,500.00	\$7,500.00			\$70,000.00	
1	1.3	Instructional technology to support ELA/Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
1	1.4	After School Tutoring	All	No			All Schools	2024-2027	\$13,000.00	\$0.00		\$13,000.00			\$13,000.00	
1	1.5	Summer School	All	No			All Schools	2024-2027	\$5,000.00	\$0.00		\$5,000.00			\$5,000.00	
1	1.6	Support for English Learner students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
1	1.7	Support for English Learner students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
1	1.8	Student assessment to monitor progress	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$16,000.00	\$16,000.00				\$16,000.00	
1	1.10	Professional Development	All	No			All Schools	2024-2027	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	

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
1	1.11	Intervention Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$167,504.00	\$0.00	\$62,504.00			\$105,000.00	\$167,504.00	
1	1.12	Technology to Support Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.13	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$150,000.00	\$0.00	\$150,000.00				\$150,000.00	
1	1.14	Refine and Expand CTE Pathways	All	No			Grades 7-12	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.15	CTE Courses A-G Approved	All	No			Grades 9-12	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.16	Increase number of students meeting all A-G requirements	All	No			Grades 9-12	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.17	Math Textbook Adoption	All	No			All Schools	2025-2026	\$0.00	\$105,000.00		\$105,000.00			\$105,000.00	
1	1.18	Special Education Curriculum	Students with Disabilities	No			All Schools	2024-2027	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
1	1.19	Dashboard Local Indicators Self-Reflection	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.20	Facilities Inspection Tool (FIT) Reports	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.21	LCFF Supplemental Site Allocations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
1	1.22	AP Summer Institute	All	No			All Schools 9-12	2024-2027	\$2,468.00	\$2,468.00		\$4,936.00			\$4,936.00	
1	1.23	Targeted ELA Support for Homeless Subgroup	Homeless	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	Counseling for Students	All	No			All Schools	2024-2027	\$0.00	\$170,000.00			\$170,000.00		\$170,000.00	
2	2.2	Counseling for Expelled Students- COE	Expelled Youth	No			All Schools	2024-2027	\$0.00	\$2,500.00		\$2,500.00			\$2,500.00	
2	2.3	Wellness Center for Counseling	All	No			All Schools	2024-2027	\$0.00	\$250,000.00			\$250,000.00		\$250,000.00	
2	2.4	Gas Vouchers, Personal Phone Calls, and Home Visits	All Students with Disabilities	No			All Schools Specific	2024-2027	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Homeless				Schools: Loyalt on Elementar y School									
2	2.5	Facility Inspection Tool (FIT) Reports	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7	Music Teacher	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income	All Schools	2024-2027	\$40,000.00	\$0.00	\$40,000.00				\$40,000.00	
2	2.8	Art in Schools		Yes	LEA- wide		All Schools	2024-2027	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	
2	2.9	Foster Youth Liaison / SCOE	Foster Youth	Yes	Limited to Undupli cated Student Group(s)	Foster Youth	All Schools	2024-2027	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
2	2.10	Improvements to School Facilities	All	No			All Schools	2024-2027	\$0.00	\$300,000.00	\$300,000.00				\$300,000.00	
2	2.11	Sports / Athletics	All	No			All Schools	2024-2027	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	
2	2.12	Attendance Clerk Position	All	No			All Schools	2024-2027	\$34,330.00	\$0.00	\$17,165.00	\$17,165.00			\$34,330.00	
2	2.13	Independent Study Emphasis at School Sites	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.14	Upgrade Bus Fleet and Recruit Additional Drivers	All	No			All Schools	2025-2027	\$0.00	\$210,000.00	\$210,000.00				\$210,000.00	
2	2.15	Enhance School Meals with Local Ingredients	All	No			All Schools	2025-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.16	Attendance Incentive Allocations to each School	All	No			All Schools	2025-2027	\$0.00	\$8,000.00		\$8,000.00			\$8,000.00	
3	3.1	SARB	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Parent Involvement Opportunities	All	No			All Schools	2024-2027	\$0.00	\$1,500.00		\$1,500.00			\$1,500.00	
3	3.3	Family Nights	All	No			All Schools	2024-2027	\$0.00	\$10,000.00			\$10,000.00		\$10,000.00	
3	3.4	Parent and Family Surveys	All	No			All Schools	2024-2027	\$0.00	\$500.00		\$500.00			\$500.00	
3	3.5	Four Year Planning	All	No			All Schools	2024-2027	\$0.00	\$0.00	\$0.00				\$0.00	

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	3.6	Parent Square Communication Platform	All	No			All Schools	2026-2027	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,842,082	383,656	5.607%	0.053%	5.660%	\$431,004.00	0.000%	6.299 %	Total:	\$431,004.00
								LEA-wide Total:	\$374,004.00
								Limited Total:	\$57,000.00
								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	1.2	Academic Curriculum / Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,500.00	
1	1.3	Instructional technology to support ELA/Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
1	1.6	Support for English Learner students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$50,000.00	
1	1.7	Support for English Learner students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$2,000.00	
1	1.8	Student assessment to monitor progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$16,000.00	
1	1.11	Intervention Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$62,504.00	
1	1.12	Technology to Support Instruction	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$25,000.00	

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			
1	1.13	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
1	1.21	LCFF Supplemental Site Allocations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
2	2.7	Music Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
2	2.8	Art in Schools	Yes	LEA-wide		All Schools	\$8,000.00	
2	2.9	Foster Youth Liaison / SCOE	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$5,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,781,141.00	\$1,466,412.00

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	MTSS	No	\$2,500.00	1,000
1	1.2	Academic Curriculum / Support	Yes	\$70,000.00	72,126
1	1.3	Instructional technology to support ELA/Math	Yes	\$4,000.00	2,700
1	1.4	After School Tutoring	No	\$13,000.00	9,000
1	1.5	Summer School	No	\$5,000.00	7,769
1	1.6	Support for English Learner students	Yes	\$57,000.00	38,567
1	1.7	Support for English Learner students	Yes	\$2,000.00	979
1	1.8	Student assessment to monitor progress	Yes	\$16,000.00	18,589
1	1.10	Professional Development	No	\$45,000.00	6,583
1	1.11	Intervention Teacher	No	\$105,000.00	103,117
1	1.12	Technology to Support Instruction	Yes	\$25,000.00	24,876

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	1.13	Instructional Aides	Yes	\$184,855.00	146,385
1	1.14	Refine and Expand CTE Pathways	No	\$0.00	0
1	1.15	CTE Courses A-G Approved	No	\$0.00	0
1	1.16	Increase number of students meeting all A-G requirements	No	\$0.00	0
1	1.17	Math Textbook Adoption	No	\$105,000.00	100,136
1	1.18	Special Education Curriculum	No	\$2,500.00	900
1	1.19	Dashboard Local Indicators Self-Reflection	No	\$0.00	0
1	1.20	Facilities Inspection Tool (FIT) Reports	No	\$0.00	0
1	1.21	LCFF Supplemental Site Allocations	Yes	\$16,000.00	5,000
1	1.22	AP Summer Institute	No	\$4,936.00	5,945
1	1.23	Targeted ELA Support for Homeless Subgroup	No	\$0.00	0
2	2.1	Counseling for Students	No	\$170,000.00	173,000
2	2.2	Counseling for Expelled Students-COE	No	\$2,500.00	0

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	2.3	Wellness Center for Counseling	No	\$250,000.00	274,242
2	2.4	Gas Vouchers, Personal Phone Calls, and Home Visits	No	\$1,000.00	0
2	2.5	Facility Inspection Tool (FIT) Reports	No	\$0.00	0
2	2.7	Music Teacher	Yes	\$36,000.00	40,211
2	2.8	Art in Schools	Yes	\$16,000.00	5,581
2	2.9	Foster Youth Liaison / SCOE	Yes	\$5,000.00	4,998
2	2.10	Improvements to School Facilities	No	\$300,000.00	298,742
2	2.11	Sports / Athletics	No	\$80,000.00	89,506
2	2.12	Attendance Clerk Position	No	\$34,330.00	31,016
2	2.13	Independent Study Emphasis at School Sites	No	\$0.00	0
2	2.14	Upgrade Bus Fleet and Recruit Additional Drivers	No	\$208,520.00	0
2	2.15	Enhance School Meals with Local Ingredients	No	\$0.00	0
2	2.16	Attendance Incentive Allocations to each School	No	\$8,000.00	3,128
3	3.1	SARB	No	\$0.00	0

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	3.2	Parent Involvement Opportunities	No	\$1,500.00	102
3	3.3	Family Nights	No	\$10,000.00	2,064
3	3.4	Parent and Family Surveys	No	\$500.00	150
3	3.5	Four Year Planning	No	\$0.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$362,308	\$431,855.00	\$359,312.00	\$72,543.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Curriculum / Support	Yes	\$70,000.00	\$72,126		
1	1.3	Instructional technology to support ELA/Math	Yes	\$4,000.00	\$2,000		
1	1.6	Support for English Learner students	Yes	\$57,000.00	\$38,567		
1	1.7	Support for English Learner students	Yes	\$2,000.00	\$979		
1	1.8	Student assessment to monitor progress	Yes	\$16,000.00	\$18,589		
1	1.12	Technology to Support Instruction	Yes	\$25,000.00	\$24,876		
1	1.13	Instructional Aides	Yes	\$184,855.00	\$146,385		
1	1.21	LCFF Supplemental Site Allocations	Yes	\$16,000.00	\$5,000		
2	2.7	Music Teacher	Yes	\$36,000.00	\$40,211		
2	2.8	Art in Schools	Yes	\$16,000.00	\$5,581		
2	2.9	Foster Youth Liaison / SCOE	Yes	\$5,000.00	\$4,998		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,667,108	\$362,308	0	6.393%	\$359,312.00	0.000%	6.340%	\$2,996.00	0.053%

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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

- 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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