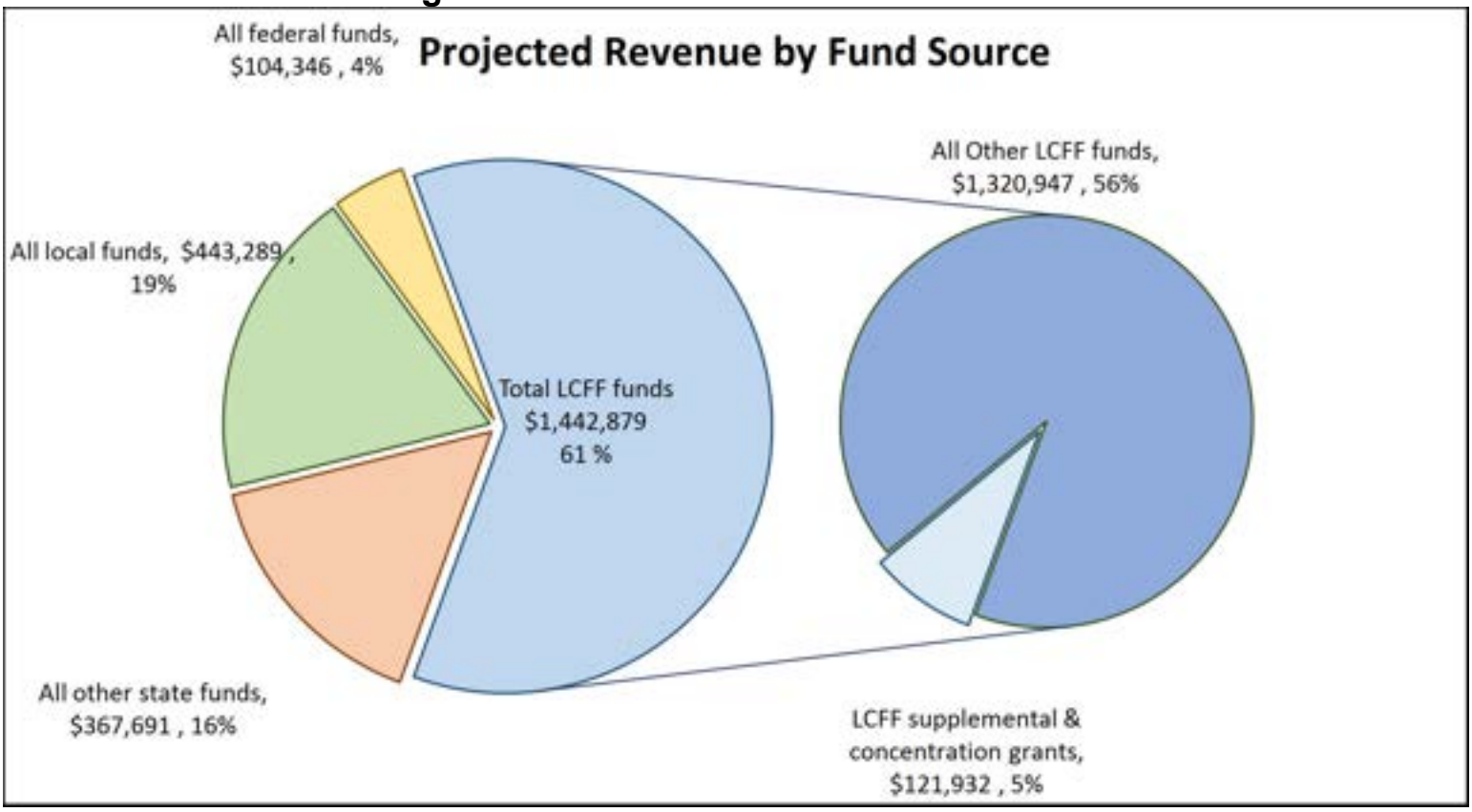
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gorman Joint School District
CDS Code: 19645846013940
School Year: 2026-27
LEA contact information:
Lori Michi Knight
Superintendent/Director of Special Education
(661) 248-6441
mknight@gormanschool.org

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

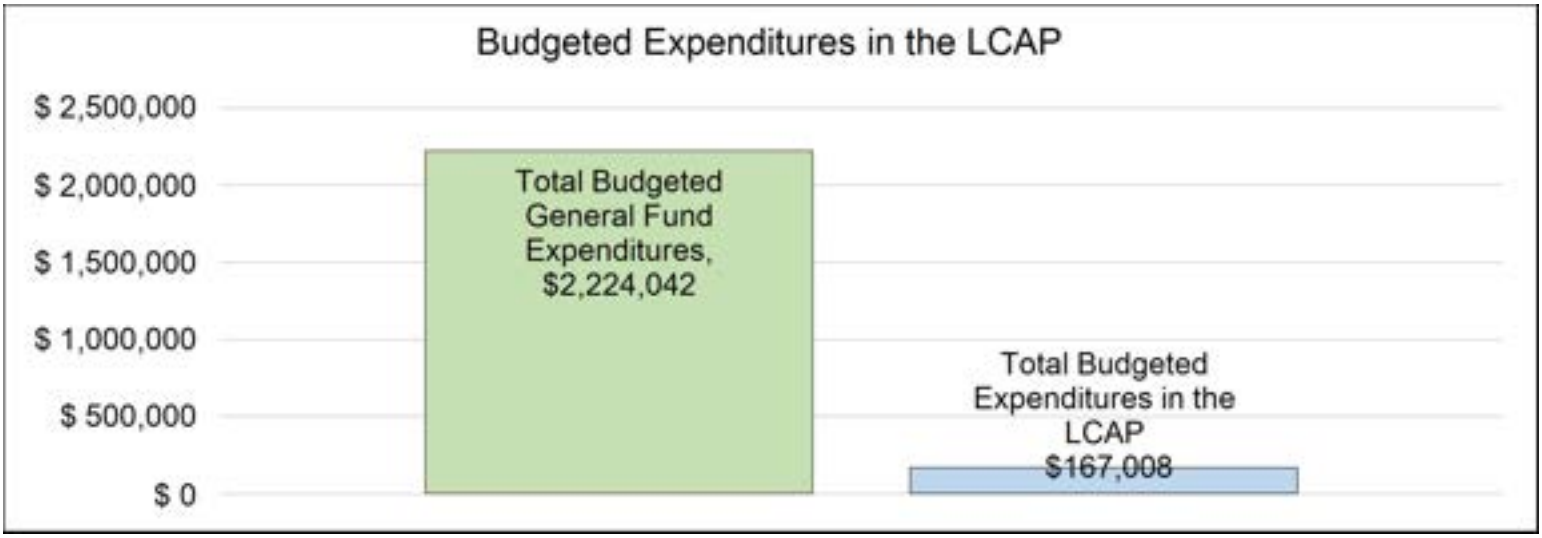


This chart shows the total general purpose revenue Gorman Joint School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gorman Joint School District is $2,358,205, of which $1442879 is Local Control Funding Formula (LCFF), $367691 is other state funds, $443289 is local funds, and $104346 is federal funds. Of the $1442879 in LCFF Funds, $121932 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 Gorman Joint School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gorman Joint School District plans to spend $2224042 for the 2026-27 school year. Of that amount, $167008 is tied to actions/services in the LCAP and $2,057,034 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

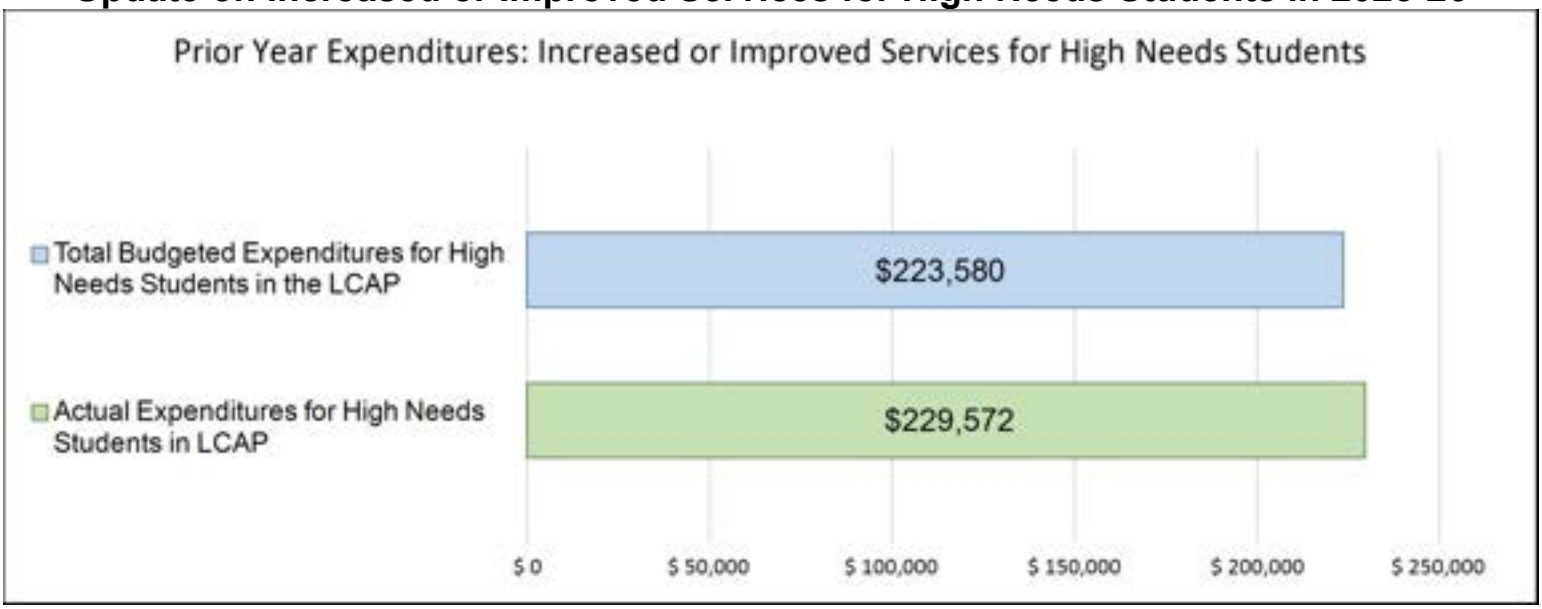
Certain general fund expenditures were not specifically include in the LCAP because they support general district operations and ongoing baseline services. These costs include routine staffing, operational, administrative, and other required expneditures necessary to maintain programs and services across the district.

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

In 2026-27, Gorman Joint School District is projecting it will receive $121932 based on the enrollment of foster youth, English learner, and low-income students. Gorman Joint School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gorman Joint School District plans to spend $121932 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Gorman Joint School District's LCAP budgeted $223580 for planned actions to increase or improve services for high needs students. Gorman Joint School District actually spent $229572 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gorman Joint	Lori Michi Knight Superintendent/Director of Special Education	mknight@gormanschool.org 6612486441

Plan Summary 2026-2027

General Information

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

Gorman School is in a small, rural, one-school elementary school district. We experience the four seasons and have a strong science-based program. Students attend our school from a large geographic area in both Kern and Los Angeles counties. As of April 21, 2026, the school has 113 students in PK through 8th grade. Our school population is made up of 14.4% English Learners, and 59.3% of the students are Socioeconomically Disadvantaged. Gorman School has grown by 300% in the past few years.

Currently, there are six general education classrooms: PK/TK, K, 1st- 2nd, 3rd-4th, 5th-6th, and 7th-8th. Gorman also has an RSP classroom for pull-out services and intervention. We offer art, physical education, and the performing arts. In addition to this, we have an early morning program and an after-school program through the Boys and Girls Club.

Reflections: Annual Performance

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

As per the 2025 California Dashboard, Gorman is experiencing accelerated growth in English Language Arts and Mathematics. Gorman increased CAASPP ELA scores by 6.9 points and Mathematics by 8.8 points. 75.8% of our students improved their ELA score from the prior year, and 79% of our students improved their Math score from the prior year.

53.3% of English Learners demonstrated growth in English aquisition. Gorman was able to redesignate 7 English Learners as Fully English Proficient, which was almost 50% of our ELs at the time. We currently have 9 English Learners enrolled. We have one student of the 9 who qualified to be redesignated this year (11%).

Local Data Reading:
Data Source: iReady Reading Diagnostic

Median growth schoolwide was 118% of typical growth.
Mid or above grade level increased from 15% in the fall (Diagnostic 1), to 32% in spring (Diagnostic 3)
Early on grade level increased from 12% to 18%
One grade level below increased from 30% to 33%
Two grade levels below decreased from 20% to 7%
Three grade levels below decreased from to 23% to 10%

Local Data Math:
Data Source: iReady Math Diagnostic
Median growth schoolwide was 118% of typical growth.
Mid or above grade level increased from 8% in the fall (Diagnostic 1), to 30% in spring (Diagnostic 3)
Early on grade level increased from 11% to 16%
One grade level below decreased from 43% to 28%
Two grade levels below decreased from 20% to 13%
Three grade levels below decreased from to 18% to 13%

This data demonstrates improvement in reading and math for all groups. We need to strengthen support in math particularly for our lower achieving students as 26% are two or more grade levels below, with 17% two or more grade levels below in reading.

Chronic absenteeism continues to be a concern, particularly with socioeconomically disadvantaged students. SED were at the lowest performance level (red) on the 2023 California Dashboard. Overall, we improved by 2% over the previous year, but our 20.8% rate is higher than the state average of 17.1%. Our SED students were in the red, with 25.3% chronically absent, an increase of 2.8% over the prior year. White students, who are about 50% of our population, also increased by 3.6% with a rate of 32.7% chronically absent.

We have increased attendance rewards during the 2025-26 school year. We had a successful attendance store, and students with 95% or higher attendance in grades PK-2 were rewarded with pizza/bowling, and grades 3-8 went on a field trip to Medieval Times. Our current year to date overall attendance rate is 93.66%, an improvement of .66% over year 1, and .85% over baseline.

LREBG (Learning Recovery and Emergency Block Grant):
LREBG funded actions can be found in Goal 1, Action 4. Gorman JSD spent all of the 2025-26 LREBG funds. LREBG funded actions will continue to be used in Goal 1 Action 4, for STEAM instruction. We anticipate receiving addiditional funds for 2026-27 and 2027-28 in the same amount of $4812.
Based on our needs assessment, our students' greatest area of need is in science. Our SED students continue to demonstrate continued improvement in ELA, Math, and Chronic Absenteeism, but declined in CAST scores by 3.5 points from 2024 to 2025, demonstrating a need for STEAM support. This meets the CDE allowable use of LREBG funds, as this will close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, specifically through tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Every Wednesday was an early dismissal so teachers could have opportunities for professional development, collaboration, data review, and planning. The first Wednesday of the month was dedicated to professional development, the second, collaborative partners, the third data analysis of discipline, academics, and SSTs/IEPs, while the last Wednesday was for prep time. The teachers were consulted throughout the year on the LCAP, particularly during the first and third Wednesdays.
Principal	The current superintendent also serves as the principal. The superintendent/principal attends monthly SELPA and Antelope Valley Superintendents Association meetings. The superintendent was able to gain insight from other districts on what their LCAPs were focusing on, and what is and isn't working for them.
Administrators	The principal/superintendent is also the director of special education, and will be taking over FFA the next school year. She has obtained a preliminary Career Technical Education (CTE) credential, and will be receiving training at the CATA (California Agricultural Teachers Association) conference in June 2026. This will give her additional training and insight that will give her a better perspective on the LCAP for year 3.
Other School Personnel	The principal/superintendent meets with the classified staff monthly (the day after each school board meeting) to update them, and to get feedback on a variety of issues, including LCAP.
Local Bargaining Units	N/A; we have no employee representation
Parents	Parents are invited to join the Gorman Advisory Committee (GAC), as well as are updated and invited to several LCAP updates and meetings throughout the year, including school board meetings. A parent survey related to LCAP was sent out in January 2026 as well, with the more surveys returned that previous years.
Students	Students are consulted regularly for feedback on school issues, including an Olweus bullying survey, as well as an LCAP related student survey in the Spring.

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

-Gorman School obtained feedback throughout the year via PTSO meetings, staff meetings, Nibbles with Knight monthly meetings with parents/guardians, monthly Gorman Advisory Committeyy meetings, and school board meetings. Additional information was obtained by the Parent and Student Surveys. LCAP meetings were scheduled and available via Zoom, but no one attended.
Community partners in non-LCAP meetings stated support for the arts (visual and performing), as well as possible interest in sports.
-A need for storage of our music equipment was stressed by school personnel, particulary our itinerant music teachers and certificated staff. We received a local grant that enabled to purchase musical instruments and equipment, as well as donated musical instruments and equipment, which has caused an issue with storage. We have applied for an LA County Arts Collective matching grant of $25,000 (total expenditures to be $50,000). Our main purchases will be a permanent storage unit with A/C and portable music carts, so we can clear up our backstage area, and properly care for our equipment.
-GAC review of draft LCAP: Committee expressed need to address chronic absenteeism among SED and White students. They advised superintendent to look into parent education. GAC also concurred that musical instrument storage should be a priority.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will increase their math, English Language Arts and literacy proficiency.	Broad Goal

State priorities addressed by this goal.

4, 5, 2, 7, 8

An explanation of why the LEA has developed this goal.

Gorman wants to ensure our students are well prepared for college and career. We currently utilize iReady scores, CAASPP results and ELPAC results to measure our academic achievement. Reflecting on these scores we noted the following:

-2023 Academic Indicator for Math
indicated CAASPP Math at the second-lowest performance quantile level (orange) on the CA Dashboard (addressed by Action 1.2).

-ELA is in the middle quantile level (yellow) on the CA Dashboard. Though we continue to exceed the California average by 9 points, our overall performance decreased by 13 points compared to 2022 data (addressed by Action 1.1).

-54.5% of EL students progress at least one level in proficiency on the ELPAC test, according to the CA Dashboard (addressed in Action 1.3).

-According to CAST Data from 2022-23, only 28.57% of students met or exceeded the standard (addressed by Action 1.4).

Note: Because the number of students taking the test is so small, scores for groups of students are not available for student privacy.

Measuring and Reporting Results

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

1	Reading Achievement measured by iReady and STAR Assessment Data	iReady Reading On or Above Grade Level - 56% One Grade Below - 26% Two or More Grades Below - 18% Data Source: iReady Data Year: Spring 2024 Overall Growth - STAR Assessment Data Reading Grade Equivalency increased by 0.7 for all students from Fall to Spring. Data Source: Reading Renaissance STAR data Data Year: Spring 2024	iReady Reading On or Above Grade Level - 57% One Grade Below - 28% Two or More Grades Below - 14% Data Source: iReady Data Year: Spring 2025 Overall Growth - STAR Assessment Data Reading Grade Equivalency increased by 0.1 for all students from Fall to Spring	iReady Reading On or Above Grade Level - 52% One Grade Below - 34% Two or More Grades Below -14 % Data Source: iReady Data Year: Spring 2026 Overall Growth - STAR Assessment Data Reading Grade Equivalency increased by 1.5 for all students from Fall to Spring Data Source: Reading Renaissance STAR data Data Year: Spring 2026	70% of students performing on or above grade level on iReady reading assessment. On the Reading Renaissance STAR assessment, students will improve their Grade Equivalency by 0.9 from fall to spring assessments.	iReady: On or Above Grade level decreased by 4% from Baseline One Grade Below increased by 8% from Baseline Two or More Grades Below decreased by 4% from Baseline STAR Assessment: Reading Grade Equivalency increased by 0.8 from Baseline
2	Math Achievement measured by iReady Assessment Data	iReady Math On or Above Grade Level - 49% One Grade Below - 34% Two or More Grades Below - 17% Data Source: iReady Data Year: Spring 2024	iReady Math On or Above Grade Level - 47% One Grade Below - 39% Two or More Grades Below - 14% Data Source: iReady Data Year: Spring 2025	On or Above Grade Level - 47% One Grade Below - 28% Two or More Grades Below - 25% Data Source iReady Data Year: Spring 2026	60% of students are performing on or above grade level on the i-Ready math assessment.	2% less students were on or above grade level than baseline. 6% less students were one grade level below than baseline. 8% more students were two or more grade levels below than baseline.
3	SBAC ELA	Meets or Exceeds Standard All student groups: 47.27% White: 37.04% SED: 48.48% Hispanic: 58.34% Data Source: SBAC Data Year: 2023	Meets or Exceeds Standard All student groups: 49.23% White: 50.00% SED: 53.48% Hispanic: 46.88% Data Source: SBAC Data Year: 2024	Meets or Exceeds Standard All student groups: 54.67% White: 62.16% SED: 50.00% Hispanic: 44.44% Data Source: SBAC Data Year: 2025	All Student Groups will increase by 10%	Meets or Exceeds Standards All Student Groups: +7.4% White: +25.12% SED: +1.52% Hispanic: -13.9%

4	SBAC Math	SBAC Math Meets or Exceeds Standard All: 25.46% White: 22.22% SED: 24.24% Hispanic: 29.16% Data Source: SBAC Data Year: Spring 2023	SBAC Math Meets or Exceeds Standard All: 32.31% White: 33.34% SED: 32.55% Hispanic: 28.13% Data Source: SBAC Data Year: Spring 2024	SBAC Math Meets or Exceeds Standard All: 41.33% White: 35.13% SED: 40.91% Hispanic: 44.45% Data Source: SBAC Data Year: Spring 2025	Increase Student Achievement Data by 10% on SBAC Math Assessments across all student groups.	SBAC Math All: +15.87% White: +12.91% SED: +16.67% Hispanic: +15.29%
5	ELPAC	SUMMATIVE DATA for EL Students ELPAC 2022/2023 Well Developed Level 4: 36% Moderately Developed Level 3: 26% Somewhat Developed Level 2: 11% Beginning to Develop Level 1 : 26%	SUMMATIVE DATA for EL Students ELPAC 2023/2024 Well Developed Level 4: 10.53% Moderately Developed Level 3: 47.76% Somewhat Developed Level 2: 26.32% Beginning to Develop Level 1: 15.79%	SUMMATIVE DATA for EL Students ELPAC 2024/2025 Well Developed Level 4: 35.29% Moderately Developed Level 3: 35.29% Somewhat Developed Level 2: 11.76% Beginning to Develop Level 1: 17.65%	Increase percentage of students scoring Well Developed by 5%	SUMMATIVE DATA for EL Students ELPAC 2024/2025 Well Developed Level 4: 35.29% (-0.71% from baseline) Moderately Developed Level 3: 35.29% (+9.29% from baseline) Somewhat Developed Level 2: 11.76% (+0.76% from baseline) Beginning to Develop Level 1: 17.65% (-8.35% from baseline)
6	California Science Test (CAST) Met or Exceeded Standards	5th and 8th Grade CAST Meets or Exceeds- 28.57% Data Source: CAST Data Year: Spring 2023	5th and 8th Grade CAST Meet or Exceeds- 38.47% Data Year 2024	5th and 8th Grade CAST Meet or Exceeds- 42.86% Data Year 2025	Increase by 5% the students for Met or Exceeded Standards	5th & 8th Grade CAST Meet or Exceeds +14.29% from Baseline
7	Implementation of standards for all students and enabling ELs access to CCSS in all content areas	Full Implementation in ELA, Math, ELD, Science and Social Studies. Data Year: 2023-2024	Full implementation in ELA, Math, ELD, Science and Social Studies Data year: 2024-25	Full implementation in ELA, Math, ELD, Science and Social Studies Data year: 2025-26	Full Implementation and Sustainability Data Source: Local Indicator Report	Full Implementation; no difference

8	Broad course of study	All students have access to a broad course of study, including STEAM courses. 100% of students have an opportunity for VAPA. Data year 2023-24	All students have access to a broad course of study, including STEAM courses. 100% of students have an opportunity for VAPA. Data year 2024-25	All students have access to a broad course of study, including STEAM courses. 100% of students have an opportunity for VAPA. Data year 2025-26	Students served in STEAM classes 100% Students participating in VAPA100% Maintain sustainability	All students have access to a broad course of study, including STEAM courses. 100% of students have an opportunity for VAPA. Data year 2025-26 No difference from Baseline
9	Outdoor STEAM/VAPA area	Currently no outdoor STEAM/VAPA area Data year 2023-24	Currently no outdoor STEAM/VAPA area; Plan has been submitted to LA County Planning Commission Data year 2024-25	This metric is canceled due to inability to obtain permit.	N/A	N/A
10	EL students making progress toward English proficiency	72.7% Data Year: 2022-23 ELPAC Data Source: CA Dashboard ELPI	23.1% Data Year: 2023-24 ELPAC Data Source: CA Dashboard ELPI	53.3% making progress Data Year: 2024-25 ELPAC Data Source: CA Dashboard ELPI	40% EL proficiency rate on CA Dashboard ELPI	-19.4% from Baseline
11	Reclassification Rate	18% Data Year: 2022-2023 Data Source: CALPADS	6% Data Year: 2023-2024 Data Source: CALPADS	35% Data Year: 2024-25 Data Source: CALPADS	15%	17% increase over Baseline
12	Collaboration for Improved Instruction	Certificated staff meet for one hour per month to review student data, share best practices, and plan instructional strategies to address student needs. Data Year 2023-24	Certificated staff meet for two hours per month to review student data, share best practices, and plan instructional strategies to address student needs. Data Year 2024-25	Certificated staff met for three hours per month to review student data, share best practices, and plan instructional strategies to address student needs. Data Year 2025-26	Certificated staff will meet for two hours per month. This will allow staff to review student data, share best practices, and plan instructional strategies to address student needs.	3 hours a month is a 2 hour increase from baseline of 1 hour a month
13	Site-based instructional coaching focusing on integrated and designated ELD	Beginning implementation: No consistent site-based instructional coaching focused on ELD Data Year: 2023-2024 Data Source: Local Data	Implementing: Beginning site-based instructional coaching focused on ELD Data Year: 2024-2025 Data Source: Local Data	Implementing: Partial site-based instructional coaching focused on ELD Data Year: 2025-2026 Data Source: Local Data	Consistent site-based instructional coaching focused on ELD.	No change from baseline

14	EL Student Language Acquisition	54.5% of ELs improved at least one ELPI level Data Source: CA Dashboard Data Year: 2023	15.4% of ELs improved at least one ELPI level Data Source: CA Dashboard Data Year: 2024	53% of ELs improved at least one ELPI level Data Source: CA Dashboard Data Year: 2025	30% of ELs improved at least one ELPI level	Decrease of 1.4% points from Baseline

Goal Analysis for 2025-2026

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

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

Action 1-ELA Interventions and Small Groups:
-We continued to utilize iReady Reading and Math for grades 3-8. Data from baseline and year one includes K-2 data, while year two does not, because it was decided that iReady would no longer be used with grades K-2, and instead they would use Amira. Students were beginning to get 'burned out' on using iReady through so many grades.
-We designated a "Learning Center" for students to support our students who need extra support in small groups. It was very successful, and we are seeing strong academic growth for students. For example, we had a student go from a grade 3 in Reading to grade 6, and another student grow from a grade 4 to a grade 6 (iReady Diagnostic)

Action 2-Math Coaching for SED (Socioeconomically Disadvantaged) students
-A license was purchased to provide ST Math as a supplement to grades PK-8, which utilizes visual problem solving and spatial temporal reasoning. Students have had a positive response to ST math, and continued to make math gains, as per local data (iReady Diagnostic).
-The Learning Center provided valuable support for SED students.
-We offered after school tutoring two days/week, with priority given to SED students.
-Our ASES Grant funded Boys & Girls Club for extended learning with math help included as well.

Action 3-ELD Support for EL Students
-We had two certificated and two classified staff who were bilingual, which aided in parent and student communication.
-Monthly certificated staff development and monthly collaboration enabled teachers to share ideas on how to improve instruction for ELD.
-The Learning Center provided valuable support for ELD students.
-We also offered after school tutoring two days/week.
-Our ASES Grant funded Boys & Girls Club provided valuable socialization and ELD for our EL students.
-Teachers were given supplemental sources to help provide targeted assistance to struggling students. For example, students with need for extra support in reading have KidsA-Z accounts that have 100s of leveled high interest, short texts, in English and Spanish, to support ELD in EL students.

Action 4-STEAM Instruction for all Students
-Dimensions curriculum continued to enable NGSS Science instruction in the classrooms.
-This year, we had a dedicated librarian/activities director, who every class visited once a week for art instruction, ensuring that all classes were guaranteed weekly art lessons (most teachers also supplemented)
-We continued to be a Code to the Future school, with coding lessons for all classes.
-Gorman also offered weekly vocal music for all, a ukulele club for grades 4-8, as well as a club for instrumental instruction in guitar, bass, percussion, and keyboards for grades 4-8.

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.

No material difference between budgeted expenditures and estimated actual expenditures except:
Action 1: ELA Interventions
We expended $38,893 instead of the planned $33,810, which was 13% more than was budgeted, primarily due to the cost of after school tutoring.

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

Action 1: ELA Interventions and Small Groups:
-Action was effective for SED: in 2023 SED ELA results were 12.1 points below state standard, In 2025, SED ELA results were 3.5 points below standard, an improvement of 8.6 points (Data Source: California Dashboard)
-In iReady Reading:
On or Above Grade level decreased by 4% from baseline.
One Grade Below increased by 8% from baseline.
Two or More Grades Below decreased by 4% from baseline.
Action was also effective using local data, despite the decrease of students at or about grade level, as students two or more grade levels below decreased significantly, and one grade level below increased.
For EL Students:
64.3% of EL students improved their ELA score from the prior year, which is "accelerated" growth.
This action was effective.
(2025 California Dashboard)

Action 2-Math Coaching for SED (Socioeconomically Disadvantaged) students
Action was effective: SED Students went from 50.7 points below standard in 2023 Mathematics to 33 points below standard in 2025, a 17 point improvement (Data Source: California Dashboard)
In iReady Math:
2% less students were on or above grade level than baseline.
6% less students were one grade level below than baseline.
8% more students were two or more grade levels below than baseline.
Actions were effective.
Initially, one might surmise that our actions were ineffective. However, in analyzing the data longitudinally, all cohorts increased in size due to new students. Some of these new students had low performance levels, which affected the data. In grades 3 & 4, it looks like scores are dropping. However, there were new students in both grades. Grade 3 also had 7/10 students with IEPs, while 2/9 4th graders had IEPs. One student in the low performing group actually made two years of growth in one year.

Action 3-ELD Support for EL Students
Metric 3 (ELA)
The 2025 SBAC ELA results had the following changes from baseline:
Meets or Exceeds Standards
All Student Groups: +7.4%
EL Students: No detailed results due to small sample size, but 64.3% improved their scores, and were rated as having "accelerated" growth (data source: 2025 California Dashboard).

Action was effective.

Metric 4 (Math)
2025 SBAC Math Results:
All: +15.87%
SED: +16.67%
EL: No detailed data available due to small sample size (10 students had recently been reclassified), but ELs made average growth as per 2025 California Dashboard. This action was effective.
The goal is to have all groups increase by 10% for year 3. The two most concerning groups are ELA for Socioeconomically Disadvantaged (SED) However, initial 2026 SBAC results are indicating the groups of concern are making significant growth, indicating that the current actions are continuing to prove effective.

Action 4-STEAM Instruction for all Students
In 2023, 28.7% of students met or exceeded state standard, and in 2025, 42.86% of students met or exceeded state standard, a 14.29% point increase. This action is effective.

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.

There is one change being made to the goals, metrics, or actions for 26-27: Metric 1.9, the planned outdoor STEAM space is discontinued, due to inability to get county permitting.

-Continue to support student growth by utilizing iReady Math and Reading, ST Math, as well as IXL and KidsA-Z with struggling students/students with IEPs.
-Continue to stress the importance of writing daily in all of the classrooms.
-Compare 2025 results to 2026 results in depth, to see if there are any continuing areas of concern that need to be addressed, particularly with the SED and Hispanic subgroups.

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	ELA Interventions and Small Groups	Increasing achievement will be used with an MTSS lens, providing what each student needs by way of intervention or enrichment. Small reading groups will be available in multigrade classrooms to better support SED Students, English learners and long-term English learners after school. iReady will be used to support students in these after-school interventions and small groups.	$22,539.00	Yes
2	Math Coaching for SED students	First, best instruction, with an emphasis on providing content for each student's individual needs, will be utilized. Small group instruction to intervene or enrich will be utilized to support students after school. Teachers, with the support of coaches, will create lessons that bridge the gap to grade-level learning. Tutoring will also be provided. iReady will be used to support students in these after-school interventions and small groups.	$21,003.00	Yes

3	English Language Acquistion Support for EL Students	Strategies and lessons to increase fluency, writing, and comprehension in the after-school setting for EL students will be provided. Small group instruction with additional staff will be utilized to support their needs.	$14,822.00	Yes
4	STEAM Instruction for all students.	CAST data indicates a need to increase achievement in science by utilizing the science lab and science teacher on a regular basis for students in grades 4-8. This action includes $4812 of LREGB funds. We will be providing small group instruction and tutoring. Research indicates small-group teaching and tutoring significantly improve science achievement by boosting targeted feedback, active peer collaboration, conceptual problem-solving, academic performance, and helps students master complex scientific reasoning. Lessons that focus on the three dimensions of the CA NGSS, grade-level standards, evidence and evaluation, and scientific vocabulary will be created and utilized. In addition to science, we are offering coding, music and art. We will monitor this action via metric 1.6, CAST results.	$16,114.00	No

Goal

Goal #	Description	Type of Goal
2	Parents will be involved in school activities and decision-making.	Broad Goal

State priorities addressed by this goal.

3, 6

An explanation of why the LEA has developed this goal.

Active parental engagement is crucial as it inspires and motivates children to develop good learning habits, participate more in the classroom, and foster an overall positive attitude toward education.

Although there have been increased opportunities for engagement, there has been less engagement in our EL population parents. Additionally, we get more engagement in social activities than in academic or decision-making activities.

By providing a Spanish-speaking liaison, additional communication tools and additional opportunities for engagement in activities such as advisory council, we hope to engage parents in school activities and decision making. In addition to this, we will continue to provide opportunities for parents to engage in our surveys to help guide decision-making.

Measuring and Reporting Results

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

1	Seek parent input and promote parental participation in programs	Current opportunities for involvement in 2023-2024 include the following: - PTSO meetings - Monthly school tours with Gorman Advisory Council (GAC) - Parents have the opportunity to participate in LCAP planning meetings either in person or via Zoom. - A survey is sent to all parents to provide input in the process. There was also a math night, Open House, Back-to-School Night, and Parent-Teacher Conferences. In 2023-2024, on 17% of parents participated in the survey.	Current opportunities for involvement in 2024-2025 include the following: - PTSO meetings - Monthly school tours with Gorman Advisory Council (GAC) - Parents have the opportunity to participate in LCAP planning meetings either in person or via Zoom. - A survey is sent to all parents to provide input in the process. There was also a math night, Open House, Back-to-School Night, and Parent-Teacher Conferences. In 2024-2025, 19% of parents participated in the survey.	Current opportunities for involvement in 2025-2026 include: -In 2025-2026, 26% of parents participated in the survey (January 2026). - PTSO meetings - Monthly school tours with Gorman Advisory Council (GAC) -Monthly school tours with parents/guardians via "Nibbles with Knight" - Parents have the opportunity to participate in LCAP planning meetings either in person or via Zoom. Continued to provide opportunities for parental involvement in 2025-2026, including: - A survey is sent to all parents to provide input in the process (January 2026) There was also a Dia de los Muertos Celebration (2nd Annual), Winter Program, Choir Performance, Breakfast with Santa, Gorman Hoedown, McTeacher Night, Open House, Back-to-School Night, and Parent-Teacher Conferences.	Continue to provide opportunities for parental participation. Sustainability	Continued to provide opportunities for involvement in 2025-2026. In 2025-2026, 9% more parents participated in the survey than baseline.
2	School Connectedness Survey	17% of parents and 100% of students completed the survey. Data Year 2023-24	19% of parents and 100% of students completed the survey. Data Year 2024-2025	26% of parents, and 100% of students completed the survey. Data Year 2025-2026	25% of parents will complete the survey 100% of students will complete the survey	The number of parents completing the survey increased by 9% (goal was 8%) 100% of students continued to complete the survey.

3	Parent LCAP Meetings In-Person and Online	5% of parents attended in-person meeting, 0% attended Zoom meeting Data Year 2023-24	14% of parents attended in-person meeting, 0% attended Zoom meeting Data Year 2024-2025	0% of parents attended in-person meeting, 0% of parents attended Zoom meeting. 100% of GAC parents attended their LCAP meeting. Data Year 2025-26	25% of parents attending in-person meeting or online	0% of parents attended in-person meeting (5% decrease from baseline), 0% of parents attended Zoom meeting (no change from baseline)

Goal Analysis for 2025-2026

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

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

Action 1-Opportunities for Parent Involvement
-Parent Involvement was encouraged with Gorman Advisory Committee, PTSO, Nibbles with Knight, Back to School Night, Halloween Parade, Open House, Winter Program, Breakfast with Santa, Parents Night Out, Fun Run, Holiday Lights Parade float, Dia de los Muertos Celebration, Spring Hoedown, and Family Activity Dinners in the summer.
-For the first time, we had parents offer to coach First Lego League (FLL) Robotics for the younger grades (the current superintendent is the coach for grades 4-8). We were able to offer FLL to grades K-1, and grades 2-3.
Action 2-Communication to All Education Partners
-School Connectedness Survey
The LCAP goal is to have 25% of parents participate, and 100% of students. We had 26% of parents and 100% of students participate.
-We continued to share information via Parentsquare, which is sent to emails and cell phones of our school community.
Action 3-Spanish Speaking Liaison
Our Spanish speaking liaison was implemented as planned, with dedicated time daily for communicating with Spanish speaking parents. She was able to translate information between the parents and teachers, and get answers to the parents' questions. It has been effective, as it has resulted in improved home/school communication and excellent results in ELD for our ELs.

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.

No material differences.

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

Action 1-Opportunities for Parent Involvement
We had new, enthusiastic members join PTSO. This action was effective, because PTSO meetings increased attendance from 2-3 parents on average in 2024-25 to 4-6 parents on average in 2025-26. We had a very active GAC (Gorman Advisory Committee), with one new member joining. Attendance at fun school events was excellent.
Action 2-Communication to all Education Partners
This action was effective, because the parent surveys had a significant increase in participation (Metric 2), from 19% in 2025 to 26% in 2026.
The percentage of parents who would recommend Gorman School to family or friends that agreed/strongly agreed went from 77.8% to 93.3%. This can be interpreted that despite an unexpected change in leadership in November 2025, that parents are confident in the education provided by Gorman School.
Action 3-Spanish Speaking Liaison
Our EL parents were able to communicate with the school effectively via our liaison. Additionally, Parentsquare provides Spanish translations, and our LCAP is also published annually in Spanish. iReady Reading This action was effective as ELs made an average of 74.75% of typical growth in reading, as per iReady Reading 2025-26, and one EL was able to redesignate as Fully English Proficient.

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.

-We will continue to have the aforementioned school activities, as well as Summer Family Activity Dinners in 2026, to support Action 1, opportunities for parent involvement.
-We will bring back Family Math Night and Family Reading Night for the 2026-27 school year to support Action 1, opportunities for parent involvement.
-We need to schedule LCAP meetings by attaching them to PTSO meetings and/or events to increase attendance to address Action 2- communication to all education partners.

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	Opportunities for Parental Involvement	Many opportunities for parental involvement will be provided such as advisory committees, volunteer opportunities, and school events.	$2,000.00	No
2	Communication to all Educational Partners	Use multiple communication tools to include parents in activities and decision-making opportunities. Studies show that when parents are involved, student achievement increases. Communication with flyers, emergency response systems, ParentSquare, and email will widen how parents can communicate with the school, providing multiple ways for educational partners to be engaged.	$250.00	No
3	Spanish Speaking Liaison	Use of a liaison, Parent Square Communication. This action improves services for Spanish-speaking families. Families will have access to a Spanish speaker and all calendar events and parent texts in their chosen language. The liaison will also have specific hours available, including parent nights to increase EL Parent invovlement	$15,790.00	Yes

Goal

Goal #	Description	Type of Goal
3	We will cultivate a welcoming and inclusive school environment to increase student connectedness and improve student attendance.	Broad Goal

State priorities addressed by this goal.

6, 5

An explanation of why the LEA has developed this goal.

We hope to create a welcoming and inclusive school environment to increase student-connectedness and improve student attendance.

A welcoming environment and maintained facilities help to create a safe space (addressed in Actons 3.1 and 3.2). Students who want to come to school do better academically and socially. We are aiming at addressing our students' social and emotional needs through Action 3.5.

Attendance rates have been a problem across all student groups. Students who are in school do better academically. Additionally, there is breakfast, snack, and lunch at school. For some students, coming to school is directly tied to nutritional needs.

32.3% of our low-income students have chronic absenteeism (more than 18 school days), in comparison to 25.3% of all students who have been identified to be chronically absent. Actions 3.3 and 3.4 are aimed at targeting chronic absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rate Data Source: Aries, Last School Day in May	The current student attendance rate is 92.81%. Data Year: 2023-24	93% Data Year 2024-2025	Attendance rate was 94.28% for the year. Data Source: Aries, Attendance Summary Data Year 2025-2026	95% attendance rates for all students.	1.47% point increase from baseline.
2	Chronic Absenteeism Rate	All: 25.3 % SED: 32.5% Data Source: California Dashboard Data Year: 2022-2023	All: 22.8% SED: 22.5% Data Source: California Dashboard Data Year: 2023-2024	All: 20.8% SED: 25.3% Data Source: California Dashboard Data Year: 2024-2025	All: 15% SED 25% Data Source: California Dashboard	All: Declined (improved) 4.5% from Baseline SED: Declined (improved) 7.2% from Baseline

3	Safety	Parent/Guardian Results: 88.3% Agree or Strongly Agree Student Survey Grades 1-3 Results: 95.6% Agree or Strongly Agree Student Survey Grades 4 - 8 Results: 74.4% Agree or Strongly Agree All Employee Survey Results: 94.4% Agree or Strongly Agree Data Year 2023-24	Parent/Guardian Results: 93.6% Agree or Strongly Agree Student Survey Grades 1-3 Results: not surveyed Student Survey Grades 4 - 8 Results: 92.5% Agree or Strongly Agree All Employee Survey Results: 100% Agree or Strongly Agree	Parent/Guardian Results: 90% Agree or Strongly Agree Student Survey Grades 1-3 Results: not surveyed Student Survey Grades 4 - 8 Results: 70.6% Agree or Strongly Agree All Employee Survey Results: 100% Agree or Strongly Agree Data Year: 2025-26	Parent/Guardian Results: 90% Student Survey Grades 1-3 Results: 95.6% Maintain Student Survey Grades 4 - 8 Results: 80% All Employee Survey Results: 94.4 %Maintain	Parent/Guardian Results: 1.7% point increase from Baseline Student Survey: 3.8% point decrease from Baseline All Employee Survey Results: 5.6% point increase from Baseline
4	Middle School Dropout Rate	0% Data Year: 2022-23 Data Source CALPADS Fall 1	0% Data Year: 2023-24 Data Source CALPADS Fall 1	0% Data Year: 2024-25 Data Source CALPADS Fall 1	0% Data Source: CALPADS Fall 1	0% Data Source: CALPADS Fall 1

5	School Connectedness Survey	Welcome at School Parent/Guardian Results: 94.1% Student Survey Grades 1-3 Results: 91.3% Student Survey Grades 4 - 8 Results: 65.1% All Employee Survey Results: 88.9% Voice In/Listened To Parent/Guardian Results: 88.3% Student Survey Grades 1-3 Results: 82.6% Student Survey Grades 4 - 8 Results: 55.8% All Employee Survey Results: 72.2% Spring 2024	Welcome at School Parent/Guardian Results: 100% Strongly Agreed Student Survey Grades 1-3 Results: Not Surveyed N/A Student Survey Grades 4 - 8 Results: 81.4% Agreed/Strongly Agreed All Employee Survey Results: 100% Agreed/Strongly Agreed Voice In/Listened To Parent/Guardian Results: 93.7% Agree/Strongly Agree Student Survey Grades 1-3 Results: Not surveyed; NA Student Survey Grades 4 - 8 Results: 74% Agree/Strongly agree All Employee Survey Results: 90% Agree/Strongly Agree Spring 2025	Welcome at School Parent/Guardian Results: 83.4% Agree/Strongly Agree Student Survey Grades 1-3 Results: Not Surveyed N/A Student Survey Grades 4 - 8 Results: 68.6% Agree/Strongly Agree All Employee Survey Results: 100% Agree/Strongly Agree Voice In/Listened To Parent/Guardian Results: 86.7% Agree/Strongly Agree Student Survey Grades 1-3 Results: Not surveyed; NA Student Survey Grades 4-8 Results: 78.4% Agree/Strongly agree All Employee Survey Results: 91% Agree/Strongly Agree	Welcome at School Parent/Guardian Results: Exceed 90% Student Survey Grades 1-3 Results: Exceed 90% Student Survey Grades 4 - 8 Results: Exceed 90% All Employee Survey Results: Exceed 90% Voice/Listened to Parents: 90% Student Survey Grades 1-3: 85% Student Survey Grades 4 - 8: 65%% All Employee Survey Results: 85%	Welcome at School: Parent Guardian Results: Decrease from baseline of 10.7% points Agree/Strongly Agree school Student Survey Results: 3.5% point increase from baseline grades 4-8 Employee Survey Results: Increase of 11.1% points from baseline Voice/Listened to Parent/Guardian Results: 1.6% point decrease from baseline Student Survey Grades 1-2 Results: Not surveyed; NA Student Survey Grades 4- 8 Results: 22.6% point increase from baseline All Employee Survey Results: 18.8% point increase from baseline
6	Suspension Rate	1% Suspension Rate for all students Data Source: California School Dashboard Data Year: 2022-2023	7.3% Suspension Rate for all students Data Source: California School Dashboard Data Year: 2023-2024	2.3% Suspension Rate for all students Data Source: California School Dashboard Data Year: 2024-2025	Maintain 5% or less Data Source: California School Dashboard	Increase of 1.3 percentage points from Baseline. However, it is lower than year 1 outcome, and well within the goal to remain under 5%
7	Expulsion Rate	0% Data Source: Aries Data Year: 2022-2023	0% Data Source: Aries Data Year: 2023-2024	0% Data Source: Aries Data Year: 2024-2025	0% Data Source: Aries	0% difference

8	Trauma-informed professional development	Not Implemented Data Year: 2023-2024 Data Source: Local Data	Partially implemented; We have begun to include trauma-informed topics in our monthly PD. Data Year: 2024-2025 Data Source: Local Data	Partially implemented; We have continued to include trauma-informed topics in our monthly PD. We had a brain-based staff PD on February 6 that included trauma effects on the brain. Data Year: 2025-2026 Data Source: Local Data	Fully implemented	Implementation ongoing as opposed to no implementation.
9	Student Wellness Education	Not implementation Data Year: 2023-2024 Data Source: Local Data	Partial Implementation Data Year: 2024-2025 Data Source: Local Data	Partial Implementation Data Year: 2025-2026 Data Source: Local Data	Full Implementation	Maintained; no difference
10	SEL/Mindfulness Strategies Education	Beginning Implementation: 1/2 classes use strategies, not set time period Local Data Data Year: 2023-24	Partial implementation: 2/3 classes use strategies, not set time period Local Data Data Year: 2024-25	Increased Implementation: Olweus Anti Bullying Program was implemented in classrooms, which entails SEL as part of the weekly class meetings. 6/6 classes. Local Data Data Year: 2025-26	Full implementation: students have opportunities for SEL/Mindfulness daily	Implementation increase from1/2 classes to 6/6 classes.
11	Student Collaboration	Not implemented; currently, there is no formal collaboration plan Data Year: 2023-2024 Data Source: Local data	Partial implementation: students work together in groups, have specific jobs within their groups. Collaborative conversations have been added as part of the writing process. Teachers have learned cooperative learning strategies. Data Year: 2024-2025 Data Source: Local Data	Implemented: Olweus Class Meetings specifically include collaborative strategies. Teachers received brain-based PD in February 2026 that included collaborative strategies and resources Collaborative conversations continue as part of writing process. Teachers implement cooperative learning strategies in the classroom. Data Year: 2025-2026 Data Source: Local Data	Full implementation; daily student collaboration	Implementation is ongoing; maintained.

12	Facilities maintained and in good repair	One instance did not meet good repair Data Year: 2023-2024 Data Source: Local Indicator Report	All facilities meet good repair. Data Year: 2024-2025 Data Source: Local Indicator Report, William's Visit	All facilities were met good repair, and rated "exemplary" Data Source: Local Indicator Report, William's Visit Data Year: 2025-26	All facilities meet good repair.	Improvement from baseline, as there had been one instance that did not meet good repair. Data Year: 2025-2026

Goal Analysis for 2025-2026

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

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

Goal 3: We will cultivate a welcoming and inclusive school environment to increase student connectedness and improve student attendance.

Action1-PBIS Materials
-We continued with Golden Tickets (caught being good) which went into a monthly lottery of choices (e.g. McDonald's, Mystery Bag, Picnic Lunch, etc.)
-We held PBIS behavioral expectation training assembies. This year, it was some live demos, with a film of students demonstrating various campus areas (they were tired of rotations)
-We held monthly PBIS 'PRIDE' (Patient, Respectful, Involved, Dedicated, Effort) schoolwide rewards. Office referrals received reeducation on how to make better choices.

Action 2-Maintain Facilities
-We added more window wraps for aesthetics and school pride.
-We received an "exemplary" rating from Williams inspection in November 2025.
-We treated the main school building for an early termite infestation that was health and environmentally friendly, and included a 4 year warranty.
-FFA animals were cared for properly, as evidenced by a surprise LA County Animal Services inspection, which found zero violations.
-We repaired and painted the men's restroom.
-We removed obsolete equipment that was in and outside of a storage unit, freeing up room for storage of supplies, and making the school grounds safer.

Action 3-Attendance Store, Attendance Monitoring, SART:
-We continued attendance store
-This year, students (and staff) with good attendance were entered into a monthly prize lottery. Some prizes included: Squishmallow, winter blanket/cocoa, Paso Almond Brittle, etc.).
-95% attendance was rewarded with Bowlero for grades PK-2, and Medieval Times for grades 3-8
-SART meetings were held as part of parent conferences

Action 4-Saturday School
We held six Saturday schools for engagement and attendance recovery. It was very successful, and enjoyed by all.

Action 5-SEL Plan
-We established a dedicated Learning Center with staff who worked with students in need of intervention, provided a safe space for emotionally challenged students to calm down, and a place for academically challenged students to receive additonal support. This was highly successful. Behaviorally challenged students reduced disruptive/dangerous behaviors in class, which had a positive impact on all of the students. The Learning Center was our greatest success this school year, so this action was very effective at improving the overall well being of staff and students.
-Teachers continued to have Olweus class meetings.
-Professional development addressed SEL, and teachers implemented in the classroom.

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.

No material differences.

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

Action 1-PBIS continues to guide our staff and students to see behavior as a learned choice that needs to be taught like reading and math. This is effective as although suspensions for 2024-25 at 2.3% were 1.3% points more than the baseline, it was a big improvement from Year 1, that had a 7.3% suspension rate.
Action 2-Our facilities are maintained for safety and aesthetics. We have a great staff that work together, resulting in our first ever "exemplary" Williams rating in Fall 2025.
Action 3-Attendance efforts are ongoing and we are constantly addressing and monitoring attendance. It has resulted in a slow, but steady improvement overall in chronic absenteeism. Superintendent attended a SARB certification course, and is officially certified. Effective as evidenced by improved attendance from 32.3% of SED being chronically absent in 2023, to 25.3% of SED chronically absent in 2025 (data from California Dashboard)
Action 4-Saturday School: well-received, and well attended. This was effective as we improved school attendance overall from 93% in 2023 to 94.28% (CALPADS and Aeries data 2025-26), SED chronic absences were 7.2% lower than baseline (2025 California Dashboard)
Action 5-SEL Plan ties in well with and overlaps our Olweus and PBIS programs. Staff is implementing well This was effective as we have had continued reductions in suspension s of SED students (33% reduction as per CALPADS) over the prior school year, and SED chronic absences were 7.2% lower than baseline (2025 California Dashboard).

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.

We will continue with the actions.
To further support Action 5:
-We will implement Classroom WISE (Well-Being Information and Strategies for Educators) during the 2026-27 school year to further improve trauma-informed teaching practices.
-We are also piloting CW-FIT, which stands for Class-Wide Function-Related Intervention Teams, an evidence-based classroom management system designed to improve student engagement, teach positive behavior, and decrease disruptions.

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	PBIS Materials	Our district will expand our PBIS theme to the exterior of our campus. We will utilize banners and window wraps to continue to communicate to our students and parents the importance of pride and consistent attendance.	$2,000.00	No
2	Maintain Facilities	Keeping facilities clean, safe, and welcoming can increase engagement and decrease disruptive behavior, leading to better academic performance.	$9,712.00	No
3	Attendance Store, Attendance Monitoring and SART Meetings	We are expanding our Attendance Store in an attempt to increase attendance rates for SED students. Local indicators illustrate that our students with better attendance rates do better academically. In addition, SART meetings will be held for any student who misses more than 10% of the school year. Our attendance monitor will monitor student attendance and provide incentives to SED students with a 10% more absence rate. This action will address the red on the California State Dashboard for absenteeism for SED students.	$13,269.00	Yes
4	Saturday School	Saturday school is available for chronically absent students to makeup missed school days. We	$14,713.00	Yes

		have included fieldtrips to a farm to study science and the California Science Center. This action will address the red on the California State Dashboard for absenteeism for SED students.		
5	SEL Plan	Create a wellness plan for one-to-one mental health coaching for parents to better support their students. Create a wellness plan to create lessons for wellness strategies, including SEL, Mindfulness, nutrition, and collaboration among students. Continue PBIS and Olweus, and add Classroom WISE in 2026-27 to strengthen trauma-informed practices.	$5,000.00	Yes

Goal

Goal #	Description	Type of Goal
4	Ensure that certificated and classified staff are well trained and contribute to a professional culture to better support our students.	Broad Goal

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

Creating a professional culture is important. According to parent survey data, wellness is important. SEL, Mindfulness, and student collaboration are not implemented and are vital to student wellness. We will provide professional development to both credentialed and classified staff to better support students (Action 4.2 and 4.3).

Additionally, the use of data for decision-making needs to be directed to improve student achievement (Action 4.2).
A teacher shortage is affecting schools nationwide, but it's especially bad in California. A recent study by the California School Boards Association found that California ranks 47th among all states for its student-teacher ratio. Located in a rural area, it is even more difficult to secure appropriately assigned and fully credentialed teachers (Addressed in Action 4.1).
Maintaining standards-aligned instructional materials is part of students' learning conditions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teachers who are appropriately assigned and fully credentialed.	83.12% Data Source: SARC Data Year 2023	100% Data Source: SARC Data Year Fall 2024	100% Data Source: SARC Data Year Fall 2025	85% Data Source: SARC	Increase of 16.88% from Baseline
2	Access to standards-aligned instructional materials	100% Data Year: 2023-2024 Data Source: Local Indicator Report	100% Data Year: 2024-2025 Data Source: Local Indicator Report	100% Data Year: 2025-2026 Data Source: Local Indicator Report	100% Data Source: Local Indicator Report	No difference.

Goal Analysis for 2025-2026

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

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

Goal 4:
Ensure that certificated and classified staff are well trained and contribute to a professional culture to better support our students.

We had four credentialed, full time teachers who were supported by three substitute teachers. It was a successful year overall, but a lot of work for the credentialed teachers.

Action 1: Teacher Induction
-We paid for and supported the grades 1-2 teacher to clear her credential this year through the LACOE induction program
-We paid for a substitute teacher's LACOE Pre Service Program, which now qualifies her to enter the 2 year Multiple Subjects Credential Program. She will be a District Intern for the 2026-27 school year.

Action 2: Professional Development/Data Collection
-Staff had several pupil free days with PD on Universal Design for Learning, and Brain Based learning/Differentiating Curriculum
-Certificated Staff met with the Principal/Superintendent for PD and Data Analysis twice a month, and collaborated with colleagues once a month.
-A teacher was provided with a BER course on classroom management
-All staff are assigned Keenan trainings monthly, and have the option to take additional trainings.
-Classified and Certificated staff are given opportunities for off site trainings through SELPA PD Express, and are informed of other PD opportunities.

Action 3: Coaching of Staff
Principal/Superintendent served as the onsite coach/mentor for the teacher in the induction program. She will do so in the upcoming year as well for our district intern and STPS teacher.

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.

No material differences.

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

Action 1: Teacher Induction
We were able to have 100% of our teachers fully credentialed, but the work load was heavy. This action was effective, as we had one staff member successfully clear her credential. and another complete the LACOE preservice program, enabling her to enter the 2 year district intern program.
Action 2: Professional Development/Data Collection: this action was effective, as we met monthly to review data, and had successful professional development on Olweus, PBIS, UDL, and brain-based learning. This is supported by academic gains made by SED students demonstrating "accelerated growth"(72.5% increased their state test scores in ELA from the prior year, and as a group increased their math scores by 13.3%; data source: California Dashboard). 64.3% of EL students improved their ELA score from the prior year (California Dashboard), and as a group, they had "accelerated" growth in Math. 53% of EL students increased ELPI scores by at least one level, as well.
Action 3: Coaching of Staff: This was effective, as the teacher with a preliminary credential successfully cleared her credential. This is also supported specifically by academic gains made by SED students demonstrating "accelerated growth"(72.5% increased their state test scores in ELA from the prior year, and as a group increased their math scores by 13.3%; data source: California Dashboard). 64.3% of EL students improved their ELA score from the prior year (California Dashboard), and as a group, they had "accelerated" growth in Math. 53% of EL students increased ELPI scores by at least one level, as well.

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

Action 1: Teacher Induction:
We have three staff leaving next school year. However, we have found great replacements that will eliminate the need for support from substitute teachers. We will have district interns and credentialed teachers that meet the criteria for fully credentialed (do not have to report as a Declaration of Need to CDE).
This will result in an increase in expenditures, but will pay off in the quality of services provided to students, as well as reduced workload (i.e. stress) on credentialed staff.
We will have one district intern, and one Short Term Staff Permit, as she completes her credential.

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	Teacher Induction	Provide a stipend for each mentor supporting a teacher through the induction process.	$15,000.00	No
2	Professional Development and Data Collaboration	Staff collaboration and data analysis meetings each Wednesday. Four professional development days occurring on Saturday.	$2,740.00	Yes
3	Coaching of Staff	We will create staff coaching opportunities that focus on training and implementation of trauma based practices, creating a welcoming environment, and lesson plan development to encourage utilization of ELD materials and increase overall student participation in lessons. In addition, we will provide PBIS and Kagan strategy training and support.	$12,056.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$121,932.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.71%	0.00%	$0.00	9.71%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1 and 3	According to 2023 ELPAC Data on the California State Dashbord, 9.1% of Gorman's English learners decreased at least one ELPI level from 2022 to 2023 and 18.2% maintained their ELPI level. English learners need continued support to develop English proficiency as well as support to improve the ELA scores as reflected on CAASPP. Low-income students scored 12.1 points below standard on the 2023 CAASPP in English Language Arts. This was a 23.1 point decline from 2022 for this student group. Low-income students need additional support to reach proficiency in ELA.	Increasing achievement will be used with an MTSS lens, providing what each student needs by way of intervention or enrichment. Small reading groups will be available in multigrade classrooms to better support SED students, English learners, and long-term English learners. We are implementing this action on a school-wide basis because all of our students can benefit from additional ELA instruction. This is the most effective use of funds because it research indicates that small reading groups are effective, and will benefit the EL and SED students who need it the most.	Gorman will utilize iReady assessments, SBAC and ELPAC assessments to monitor the effectiveness of the additional supports provided for EL and low-income students.
Goal 1, Actions 2	Students who are socioeconomically disadvantaged often experience education barriers such as limited family resources. According to 2023 CAASPP data, Gorman's low income students performed 50.7 points below standard in mathematics, which was a 13.9 decline from the previous year. Low-income students need additional support in mathematics to achieve proficiency.	Gorman is providing additional tutoring and academic coaching opportunities for socioeconomically disadvantaged students during or directly after school hours to ensure students are able to access the services. Though this action was designed to benefit our SED students, it will be beneficial for all students. We are implementing this action on a school-wide basis because all of our students can benefit from additional academic support and tutoring. This is the most effective use of funds for SED students because research proves that structured, intensive support closes achievement gaps, raises test scores, and improves graduation rates.	Gorman will monitor student participation in coaching and tutoring sessions as well as progress on iReady and CAASPP.
Goal 2, Action 3	Parents of English learners need to be able to access curriculum and resources for the benefit of their students. According to 2023 CAASPP Data, English Learners scored 54.1 points below standard in English Language Arts and 92.5 points below standard in mathematics. In addition to this, 72.7 percent of Gorman's English Learners are making progress towards English Proficiency as measured by the 2023 ELPAC. English learners need additional support and resources to develop English proficiency.	Gorman will provide parents of EL students the opportunity to participate in councils, have access to a translator, and ParentSquare postings available in Spanish. We are implementing this action on a school-wide basis because this staff liaison will be able to assist all families with supporting their students at home. This is the most effective use of funds for EL students because research supports that students make more academic gains when parents are actively involved with their school.	Parent participation in LCAP meetings, advisory councils and PTSO meetings. Further, iReady results will be used to monitor the reading effectiveness for EL students.

Goal 3, Actions 3, 4 and 5	Students that are socioeconomically disadvantaged often struggle with limited resourced to SEL educational resources. According to Gorman 2023 California State Dashboard, 32.3% of our low-income students are chronically absent, causing us to score red in this category. Low-income students need additional support and resources to increase connectedness and attendance.	The school will create SEL lesson plans in collabration with educational partners. This broadens the available mental health resources. In addition, Saturday School will allow an opportunity for chronically absent students to complete work missed during the week. We are implementing this action on a school-wide basis because all of our students can benefit from access to mental health resources, including SEL support, Saturday School, and Attendance Monitoring. The goal is to improve their school experience and overall attendance as a result. The attendance store will allow us to incentivize student attendance and the attendance monitoring and SART meetings will allow us to meet regularly with students who are chronically absent. This is the most effective use of funds for SED students because it allows students to make up absences, and provides supportive ways to improve chronic absences, as punitive measures have been proven to be ineffective.	We will monitor student absenteeism rates and chronic absenteeism rates.
Goal 4, Actions 2 and 3	Socioeconomically disadvantaged students and English learners can often face barriers to academic success. According to our 2023 CAASPP data, low income students scored 12.1 points below standard in ELA and 50.7 points below standard in mathematics. English learners scored 54.1 points below standard in ELA and 92.5 points below standard in mathematics. EL and low income students benefit from targeted support and strategies from their teachers to reach proficiency in ELA and math. Professional development for our staff allows each staff member to address the unique needs of these populations and all students.	Gorman will provide time for teaching staff to collaborate and analyze data connected to student achievement. Targeted professional development will support our staff in utilizing best practices for students that are socioeconomically disadvantaged and students that are English learners. We are implementing this action on a school-wide basis because all of our students will benefit from a well-trained staff. This is the most effective use of funds because research shows that staff development, joint data analysis, and teacher collaboration improve outcomes for English Learners (ELs) and socioeconomically disadvantaged students by fostering targeted language integration, breaking down instructional silos (i.e. isolated educators), and refining evidence-based strategies.	We will track staff participation in professional development. In addition, we will monitor EL and low income student progress on local assessments in math and ELA.

Limited Actions

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

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

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

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 did not qualify to receive the 15% LCFF concentration grant funding for the 2026-27 school year.

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

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$1,255,996.00	$121,932.00	9.71%	0.00%	9.71%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$162,196.00	$4,812.00	$0.00	$0.00	$167,008.00	$106,627.00	$60,381.00

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	ELA Interventions and Small Groups	All	Yes	Schoolwide	English learner (EL), Low Income	All Schools	yearly	$0	$22,539	$22,539	$0	$0	$0	$22,539	0.00%
1	2	Math Coaching for SED students	All	Yes	Schoolwide	Low Income	All Schools	yearlong	$20,680	$323	$21,003	$0	$0	$0	$21,003	0.00%
1	3	English Language Acquistion Support for EL Students	English learner (EL)	Yes	Schoolwide	English learner (EL)	All Schools	yearlong	$14,822	$0	$14,822	$0	$0	$0	$14,822	0.00%
1	4	STEAM Instruction for all students.	All	No				yearlong	$16,114	$0	$11,302	$4,812	$0	$0	$16,114	0.00%
2	1	Opportunities for Parental Involvement	All	No				yearlong	$0	$2,000	$2,000	$0	$0	$0	$2,000	0.00%
2	2	Communication to all Educational Partners	All	No				All Year	$0	$250	$250	$0	$0	$0	$250	0.00%
2	3	Spanish Speaking Liaison	English learner (EL)	Yes	Schoolwide	English learner (EL)	All Schools	All Year	$15,790	$0	$15,790	$0	$0	$0	$15,790	0.00%
3	1	PBIS Materials	All	No				ongoing	$0	$2,000	$2,000	$0	$0	$0	$2,000	0.00%
3	2	Maintain Facilities	All	No				ongoing	$9,712	$0	$9,712	$0	$0	$0	$9,712	0.00%
3	3	Attendance Store, Attendance Monitoring and SART Meetings	All	Yes	Schoolwide	Low Income	All Schools	ongoing	$0	$13,269	$13,269	$0	$0	$0	$13,269	0.00%
3	4	Saturday School	Low Income	Yes	Schoolwide	Low Income	All Schools	ongoing	$14,713	$0	$14,713	$0	$0	$0	$14,713	0.00%
3	5	SEL Plan	All	Yes	Schoolwide	Low Income	All Schools	ongoing	$0	$5,000	$5,000	$0	$0	$0	$5,000	0.00%
4	1	Teacher Induction	All	No				All Year	$0	$15,000	$15,000	$0	$0	$0	$15,000	0.00%
4	2	Professional Development and Data Collaboration	All	Yes	Schoolwide	English learner (EL), Low Income	All Schools	ongoing	$2,740	$0	$2,740	$0	$0	$0	$2,740	0.00%
4	3	Coaching of Staff	All	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	ongoing	$12,056	$0	$12,056	$0	$0	$0	$12,056	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,255,996.00	$121,932.00	9.71%	0.00% - No Carryover	9.71%	$121,932.00	0.00%	9.71%	**Total:**	$121,932.00
								LEA-wide Total:	
								Limited Total:	
								Schoolwide Total:	$121,932.00

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	ELA Interventions and Small Groups	Yes	Schoolwide	English learner (EL), Low Income	All Schools	$22,539.00	0.00%
1	2	Math Coaching for SED students	Yes	Schoolwide	Low Income	All Schools	$21,003.00	0.00%
1	3	English Language Acquistion Support for EL Students	Yes	Schoolwide	English learner (EL)	All Schools	$14,822.00	0.00%
2	3	Spanish Speaking Liaison	Yes	Schoolwide	English learner (EL)	All Schools	$15,790.00	0.00%
3	3	Attendance Store, Attendance Monitoring and SART Meetings	Yes	Schoolwide	Low Income	All Schools	$13,269.00	0.00%
3	4	Saturday School	Yes	Schoolwide	Low Income	All Schools	$14,713.00	0.00%
3	5	SEL Plan	Yes	Schoolwide	Low Income	All Schools	$5,000.00	0.00%
4	2	Professional Development and Data Collaboration	Yes	Schoolwide	English learner (EL), Low Income	All Schools	$2,740.00	0.00%
4	3	Coaching of Staff	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	$12,056.00	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$295,573.00	$302,941.00

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	ELA Interventions and Small Groups	Yes	$33,810.00	$38,893.00
1	2	Math Coaching for SED students	Yes	$32,477.00	$32,568.00
1	3	English Language Acquistion	Yes	$27,138.00	$27,312.00

		Support for EL Students			
1	4	STEAM Instruction for all students.	No	$30,114.00	$30,833.00
2	1	Opportunities for Parental Involvement	No	$2,000.00	$2,000.00
2	2	Communication to all Educational Partners	No	$250.00	$300.00
2	3	Spanish Speaking Liaison	Yes	$31,579.00	$31,664.00
3	1	PBIS Materials	No	$2,000.00	$2,648.00
3	2	Maintain Facilities	No	$22,629.00	$22,788.00
3	3	Attendance Store, Attendance Monitoring and SART Meetings	Yes	$13,269.00	$13,621.00
3	4	Saturday School	Yes	$21,532.00	$21,533.00
3	5	SEL Plan	Yes	$5,000.00	$5,000.00
4	1	Teacher Induction	No	$15,000.00	$14,800.00
4	2	Professional Development and Data Collaboration	Yes	$8,637.00	$8,700.00
4	3	Coaching of Staff	Yes	$50,138.00	$50,281.00

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$139,573.00	$223,580.00	$229,572.00	($5,992.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	1	ELA Interventions and Small Groups	Yes	$33,810.00	$38,893.00	0.00%	0.00%
1	2	Math Coaching for SED students	Yes	$32,477.00	$32,568.00	0.00%	0.00%
1	3	English Language Acquistion Support for EL Students	Yes	$27,138.00	$27,312.00	0.00%	0.00%
2	3	Spanish Speaking Liaison	Yes	$31,579.00	$31,664.00	0.00%	0.00%
3	3	Attendance Store, Attendance Monitoring and SART Meetings	Yes	$13,269.00	$13,621.00	0.00%	0.00%
3	4	Saturday School	Yes	$21,532.00	$21,533.00	0.00%	0.00%
3	5	SEL Plan	Yes	$5,000.00	$5,000.00	0.00%	0.00%
4	2	Professional Development and Data Collaboration	Yes	$8,637.00	$8,700.00	0.00%	0.00%
4	3	Coaching of Staff	Yes	$50,138.00	$50,281.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$1,225,438.00	$139,573.00	0.00%	11.39%	$229,572.00	0.00%	18.73%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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