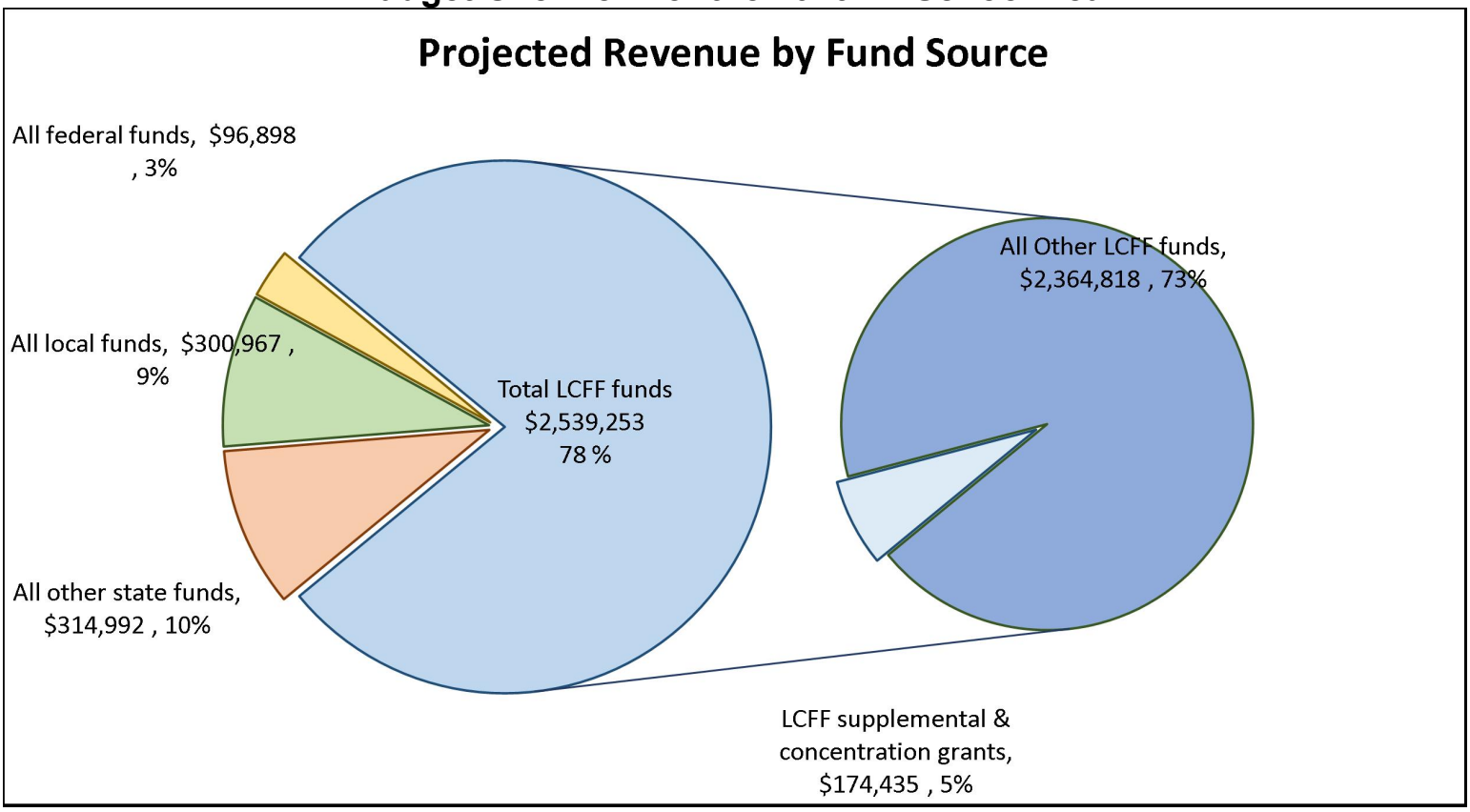


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Southern Trinity Joint Unified School District
CDS Code: 53-73833
School Year: 2026-27
LEA contact information:
Andrew Felt
Superintendent - Principal
afelt@stjusd.org
(707) 574-6237

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

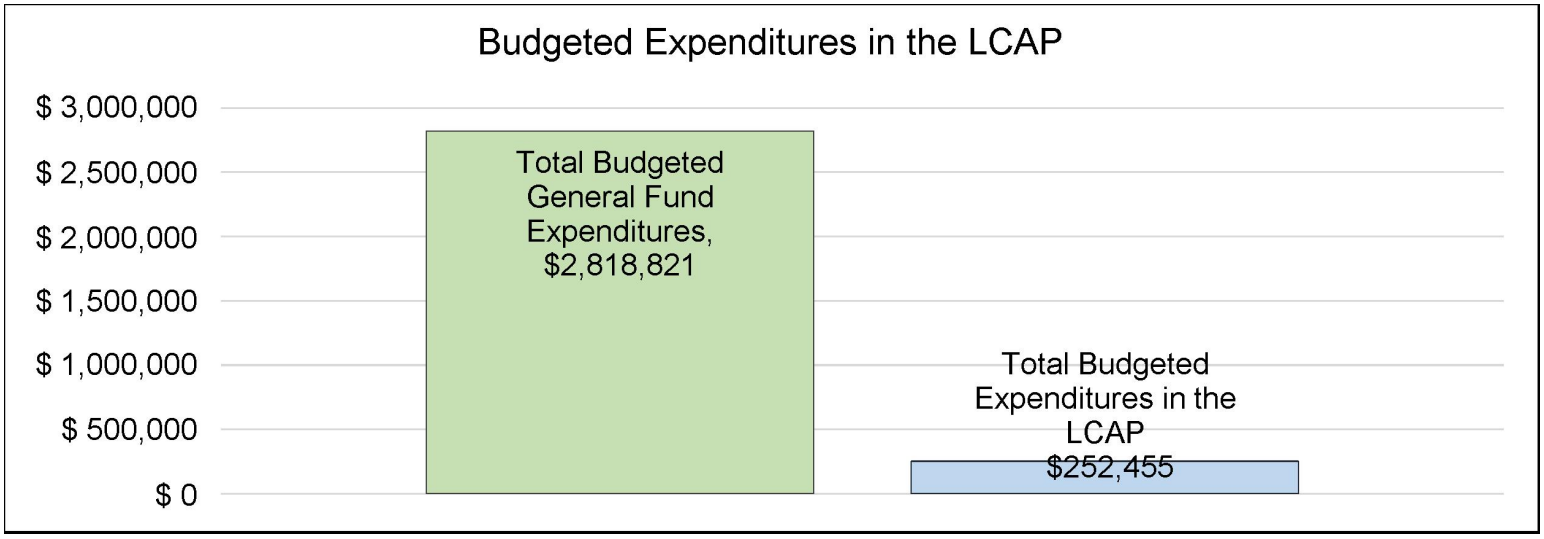


This chart shows the total general purpose revenue Southern Trinity Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Southern Trinity Joint Unified School District is $3,252,110, of which $2,539,253 is Local Control Funding Formula (LCFF), $314,992 is other state funds, $300,967 is local funds, and $96,898 is federal funds. Of the $2,539,253 in LCFF Funds, $174,435 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 Southern Trinity Joint Unified 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: Southern Trinity Joint Unified School District plans to spend $2,818,821 for the 2026-27 school year. Of that amount, $252,455 is tied to actions/services in the LCAP and $2,566,366 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

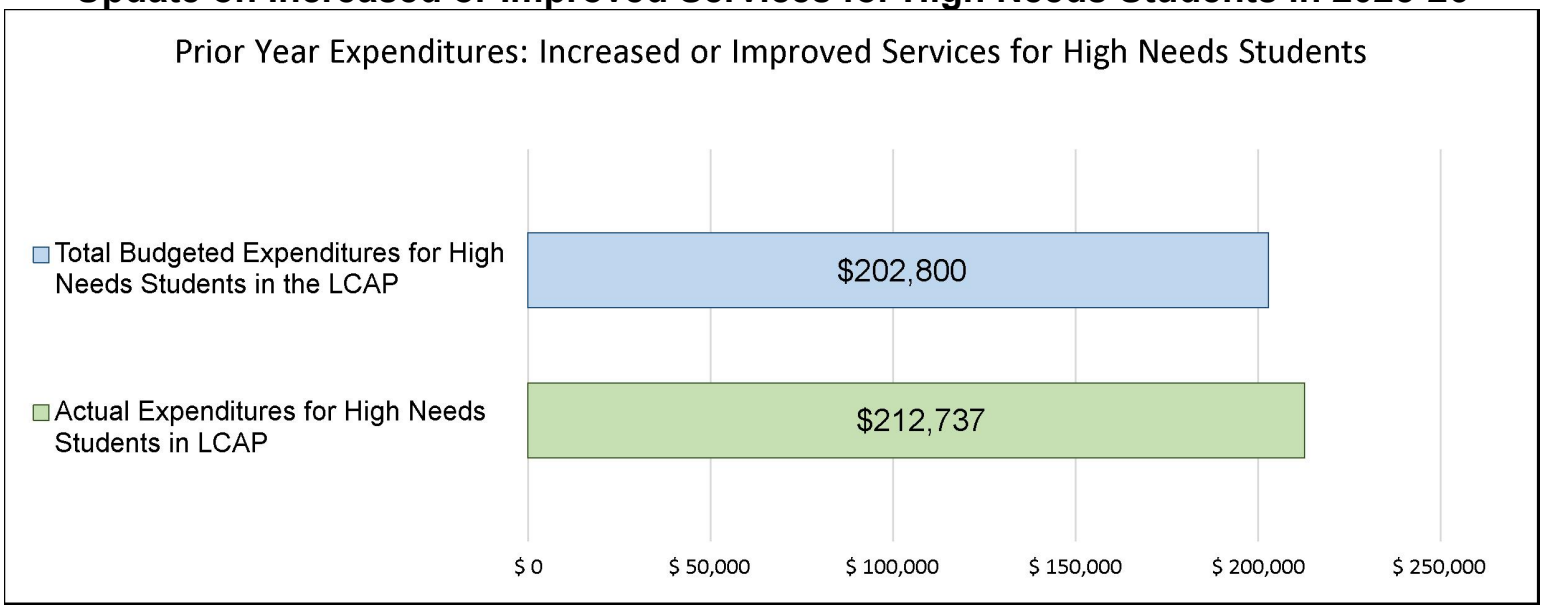
The District plans to support student needs through many additional funding sources that are not included in the LCAP. The 2026/27 budget includes extracurricular after school activities provided by the ELO-P funding, counseling services funded by our PEI grant and EPA funding that will be used to pay for certificated staff salaries.

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

In 2026-27, Southern Trinity Joint Unified School District is projecting it will receive $174,435 based on the enrollment of Foster Youth, English learner, and low-income students. Southern Trinity Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Southern Trinity Joint Unified School District plans to spend $185,500 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 Southern Trinity Joint Unified 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 Southern Trinity Joint Unified 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, Southern Trinity Joint Unified School District's LCAP budgeted $202,800 for planned actions to increase or improve services for high needs students. Southern Trinity Joint Unified School District actually spent $212,737 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
Southern Trinity Joint Unified School District	Andrew Felt Superintendent - Principal	afelt@stjusd.org (707) 574-6237

Plan Summary [2026-27]

General Information

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

Southern Trinity Joint Unified is Preschool UPK-12 district comprised of four schools: one pre-UPK-8th grade elementary schools (Van Duzen Elementary) one pre-8th (Hoaglin-Zenia Elementary), one comprehensive high school (Southern Trinity High School), and one continuation high school (Mt. Lassic Continuation High School). We also have an active adult education program, (Southern Trinity Adult School). Demographically, our schools average 72.5% free and reduced lunch. Because of our small student population and the small class sizes, our LCAP goals are targeted to meet those specific low-income students. However, other student needs are not overlooked. Along with intervention strategies for our at-risk students, we provide opportunities for enrichment and other extracurricular activities for all students through our After School Program.

District Description
Southern Trinity Joint Unified School District is located in the community of Mad River in Trinity County. Van Duzen Elementary (Pre-UPK-8) serves 58 students (6/2024) in preschool through 8th grades. Southern Trinity High serves 10 students 9-12 (6/2024), Mt. Lassic Continuation School currently has 0 students (6/2024), and Hoaglin-Zenia School, located in the Zenia/Kettenpom area serves 12 students(PreK-8). Since our district is K-8 and 9-12, we do not report Priority 5:C Middle school dropout rates as separate data. STJUSD also operates an Adult Education program for adults seeking diploma completion and/or career technical training. Every district student has sufficient access to the necessary standards-aligned instructional materials. Parents and community members play very important roles through their active participation and involvement in the School Site Council, Parent’s Booster Club, 4-H Club, various annual events and special activities, and regular volunteering of their services in and out of the classrooms. All staff are credentialed and appropriately assigned, or are working on a teacher induction program. District facilities are well maintained and inspected regularly to keep all in good

repair. Per our annual FIT report, all facilities are in good to excellent condition. School staff and the community strive to work together to create programs that produce articulate, confident, and skilled students. There is a strong focus on a well-balanced education for every student, with high standards aimed at excellence and student empowerment. Key student needs include increased access to mental health services, expanded academic intervention, and enrichment opportunities.
Mt. Lassic Continuation High School qualified for equity multiplier funding l as will be found in our Goal 3.

At this time, the district does not have any English Learners or long-term English learners enrolled. Should the district receive English learners, we will update our LCAP with metrics and actions to meet their needs to make progress toward English proficiency and reclassification. At this time the following priorities are not applicable: (4E, 4F, 2B)

*SPECIAL EDUCATION
The Trinity County Office of Education's (TCOE) special education department provides quality, meaningful, and relevant educational support for students with disabilities. Special education programs meet the needs of students from various categories of disability through a collaborative model between our school and TCOE. This collaborative model includes support services, professional development, and communities of practice. STJUSD meets collaboratively with the SELPA at least quarterly.

*FOSTER YOUTH
The Trinity County Office of Education coordinates all county services for Foster Youth through the positions of Foster Youth Education Coordinator and Foster Youth Services Liaison. They provide support to our Foster Youth, placed both in and outside our county, by helping with transfers, making sure records are moved quickly, and tracking attendance, suspension, expulsion rates, and graduation rates to be sure that they are equal to those of their non-foster peers. They also intervene to refer or provide direct services, including transportation, as needed.

*PATHWAYS TO SUCCESS
The Trinity County Office of Education coordinates all county services for the Pathways to Success program. This program provides a program manager, school-site wellness liaison, and contracted counseling services who train school staff in Tier 1 and Tier 2 support for students. Wellness liaisons support students at each school site, interfacing with families of students confronting mental health.

LIST ACRONYMS USED IN LCAP
STJUSD- Southern Trinity Joint Unified School District
TCOE- Trinity County Office of Education
CAASPP- California Assessment of Student Performance and Progress
FIT- Facilities Inspection Tool

*Mt. Lassic Continuation High School qualified for Equity Multiplier funding.

Reflections: Annual Performance

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

Reflections: Annual Performance

2025-26 District Dashboard Results
English Language Arts: Green
Mathematics: Orange
Suspension Rate: Blue
Chronic Absenteeism: Orange (Socioeconomically Disadvantaged student group: Red)
As these data are measured against 2023 dashboard baseline outcomes, there were no LEA sites found to perform at the lowest performance level in 2023

Identified Need
While our suspension rates maintained an exceptional status and English Language Arts performance advanced above state standard thresholds, our primary administrative need centers on a substantial rise in chronic absenteeism, which grew by 10.6% to reach 19.7% overall. We must prioritize stabilizing student attendance through the systematic reintroduction of home-to-school communication plans, proactive attendance recovery frameworks, and localized student recognition incentives. Additionally, a sharp 15.5-point drop in Mathematics state testing performance identifies an immediate structural need to refine mathematical multi-tiered intervention blocks across all school sites.

Moving Forward
Moving forward, our immediate instructional focus is dedicated to reversing the downward trajectory in math while locking in our hard-won gains in ELA. The district will continue working alongside our County Office of Education (COE) to unify standards alignment, expand CAASPP block monitoring tools, and deploy targeted classroom intervention aides based directly on ongoing formative diagnostic reviews. Individual performance tracking shows that while individual year-over-year growth trajectories remain accelerated for the majority of our long-term students, absolute math proficiency scores remain a primary focus.
On campus, our schoolwide positive behavior support systems successfully generated a flawless 0% suspension rate across all student cohorts. This combined academic and climate performance directly drives our ongoing updates to Goal 1 (Academic Achievement) and Goal 2 (Safe & Orderly Environments) for the upcoming LCAP cycle.

Student and Family Priorities
Our students, families, and community partners continue to prioritize comprehensive experiential learning, campus clubs, and diverse enrichment programming. To address these needs directly, STJUSD successfully guaranteed that 100% of our pupils are provided access to a broad course of study. The district continues to sustain fully upgraded STEAM laboratory programs, regular experiential field trips, and integrated arts instruction alongside dedicated weekly academic intervention slots across all grade levels.

C. DATA THAT WAS UTILIZED
DISTRICT DETAILS
Name: Southern Trinity Joint Unified
County: Trinity County
Address: 680 Van Duzen Road, Mad River, CA 95526-9511
Website: http://www.stjusd.org
Grades Served: K-Adult

STUDENT POPULATION PROFILE
Enrollment: 71 students
Socioeconomically Disadvantaged: 60.6 percent
English Learners: 0 percent
Foster Youth: 0 percent

STATE INDICATORS BY STUDENT GROUP - SUMMARY OF ALL PERFORMANCE COLORS
Chronic Absenteeism Indicator
All Students: Orange
Foster Youth: No Performance Level
Homeless: No Performance Level
Socioeconomically Disadvantaged: Red (Mandatory LCAP Target Area)
Students with Disabilities: No Performance Level
American Indian or Alaska Native: No Performance Level
Asian: No Performance Level
Filipino: No Performance Level
Hispanic or Latino: No Performance Level
White: Orange
Two or More Races: No Performance Level

Suspension Rate Indicator
All Students: Blue
Foster Youth: No Performance Level
Homeless: No Performance Level
Socioeconomically Disadvantaged: Blue
Students with Disabilities: No Performance Level
American Indian or Alaska Native: No Performance Level
Asian: No Performance Level
Filipino: No Performance Level

Hispanic or Latino: No Performance Level
White: Blue
Two or More Races: No Performance Level

Graduation Rate Indicator
All Students: No Performance Level
Foster Youth: Not Applicable
Homeless: Not Applicable
Socioeconomically Disadvantaged: Not Applicable
Students with Disabilities: Not Applicable
American Indian or Alaska Native: Not Applicable
Asian: Not Applicable
Filipino: Not Applicable
Hispanic or Latino: No Performance Level
White: No Performance Level
Two or More Races: Not Applicable

English Language Arts Indicator
All Students: Green
Foster Youth: Not Applicable
Homeless: No Performance Level
Socioeconomically Disadvantaged: No Performance Level
Students with Disabilities: No Performance Level
American Indian or Alaska Native: No Performance Level
Asian: Not Applicable
Filipino: No Performance Level
Hispanic or Latino: No Performance Level
White: No Performance Level
Two or More Races: No Performance Level

Mathematics Indicator
All Students: Orange (LCAP Focus Area)
Foster Youth: Not Applicable
Homeless: No Performance Level
Socioeconomically Disadvantaged: No Performance Level
Students with Disabilities: No Performance Level
American Indian or Alaska Native: No Performance Level
Asian: Not Applicable
Filipino: No Performance Level
Hispanic or Latino: No Performance Level

White: No Performance Level
Two or More Races: No Performance Level

Science Indicator
All Students: No Performance Level
Foster Youth: Not Applicable
Homeless: No Performance Level
Socioeconomically Disadvantaged: No Performance Level
Students with Disabilities: No Performance Level
American Indian or Alaska Native: No Performance Level
Asian: Not Applicable
Filipino: No Performance Level
Hispanic or Latino: No Performance Level
White: No Performance Level
Two or More Races: No Performance Level

College and Career Indicator
All Students: No Performance Level
Foster Youth: Not Applicable
Homeless: Not Applicable
Socioeconomically Disadvantaged: Not Applicable
Students with Disabilities: Not Applicable
American Indian or Alaska Native: Not Applicable
Asian: Not Applicable
Filipino: Not Applicable
Hispanic or Latino: No Performance Level
White: No Performance Level
Two or More Races: Not Applicable

DETAILED STATE INDICATOR METRICS WITH STATUS AND CHANGE VALUES
English Language Arts Detailed Metrics
All Students Performance Level: Green
All Students Status: 0.1 points above standard
All Students Change: Increased by 5.5 points
Equity Report Student Group Color Counts: 0 Red, 0 Orange, 0 Yellow, 0 Green, 0 Blue

Mathematics Detailed Metrics
All Students Performance Level: Orange (LCAP Focus Area)
All Students Status: 36 points below standard
All Students Change: Declined by 15.5 points

Equity Report Student Group Color Counts: 0 Red, 0 Orange, 0 Yellow, 0 Green, 0 Blue

College and Career Detailed Metrics
All Students Performance Level: No Performance Color
Status Text: Fewer than 11 students, data not displayed for privacy

Chronic Absenteeism Detailed Metrics
Mandatory LCAP Target: Socioeconomically Disadvantaged group triggered a Red indicator, requiring targeted goals and actions.
All Students Performance Level: Orange (LCAP Focus Area)
All Students Status: 19.7 percent chronically absent
All Students Change: Increased by 10.6 percent
Equity Report Student Group Color Counts: 1 Red student group, 1 Orange student group, 0 Yellow student groups, 0 Green student groups, 0 Blue student groups
Red Student Group Identity: Socioeconomically Disadvantaged
Orange Student Group Identity: White

Graduation Rate Detailed Metrics
All Students Performance Level: No Performance Color
Status Text: Fewer than 11 students, data not displayed for privacy

Suspension Rate Detailed Metrics
All Students Performance Level: Blue (Area of Success)
All Students Status: 0 percent suspended for at least one day
All Students Change: Maintained 0 percent
Equity Report Student Group Color Counts: 0 Red student groups, 0 Orange student groups, 0 Yellow student groups, 0 Green student groups, 2 Blue student groups
Blue Student Group Identities: Socioeconomically Disadvantaged and White

LOCAL INDICATORS AND LCFF PRIORITIES SELF-ASSESSMENT STATUS
Priority 1 Basics regarding Teachers, Instructional Materials, and Facilities: Standard Met
Priority 2 Implementation of Academic Standards: Standard Met
Priority 3 Parent and Family Engagement: Standard Met
Priority 6 Local Climate Survey: Standard Met
Priority 7 Access to a Broad Course of Study: Standard Met

INFORMATIONAL PURPOSES DETAILED METRICS

Science Detailed Metrics
All Students Performance Level: No Performance Color
All Students Status: 59.1 science points

All Students Change: Declined by 2.2 points
Equity Report Student Group Color Counts: 0 Red, 0 Orange, 0 Yellow, 0 Green, 0 Blue

English Language Arts Growth Detailed Metrics
All Students Level: Accelerated
All Students Status: 78.6 percent of students improved their scores from the prior year
Equity Report Student Growth Category Counts: 0 Minimal, 0 Moderate, 1 Average, 1 Accelerated, 0 Exceptional

Mathematics Growth Detailed Metrics
All Students Level: Accelerated
All Students Status: 67.9 percent of students improved their scores from the prior year
Equity Report Student Growth Category Counts: 0 Minimal, 0 Moderate, 0 Average, 2 Accelerated, 0 Exceptional

Teacher Assignments Detailed Metrics
Performance Metric: 64.9 percent Clear
Comparative Status: Below the State Average

Southern Trinity Joint Unified School District maintains unexpended Learning Recovery Emergency Block Grant (LREBG) funds. These funds are allocated to Goal 1, Action 1.3 (e.g., Academic Intervention Aides and Math MTSS Frameworks). These actions align with EC Section 32526(c)(2) by providing direct academic learning recovery support and addressing critical needs identified in our local assessment, specifically reversing mathematics performance declines and supporting chronically absent pupils. (reference which goal or action it connects to)

Reflections: Technical Assistance

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

We volunteered for technical assistance from our COE. Previously we had focused on our chronic absenteeism as we had been identified for CSI at one of our elementary schools. Our chronic absenteeism improved, and we moved out of CSI. This year we focused on developing our MTSS program as well as our overall academic and intervention assessment programs.

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.

STJUSD did not have any schools 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.

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers and administrators meet weekly with an agendaized discussion item at Van Duzen Elementary and Southern Trinity High School. Van Duzen, Mt. Lassic, and STHS meet every Wednesday morning. In addition, one hour of staff collaboration and discussion time is set aside on Mondays to discuss and review plans such as the LCAP
Administrators	The administration discussed implementation strategies based on the input from all stakeholders.
Other School Personnel	School personnel, teachers, and administrators meet weekly with an agendaized discussion item at Van Duzen Elementary and Southern Trinity High School. Van Duzen and STHS meet every Wednesday morning. In addition, one hour of staff collaboration and discussion time is set aside on Mondays to discuss and review plans such as the LCAP
STTA (bargaining unit only certificated)	Teachers and administrators meet weekly with an agendaized discussion item at Van Duzen Elementary and Southern Trinity High School. Van Duzen and STHS meet every Wednesday morning. In addition, one hour of staff collaboration and discussion time is set aside on Mondays to discuss and review plans such as the LCAP. All members of the bargaining unit are present at these meetings.
Parents	Due to the district’s remote geography, STJUSD provided dinner and multiple access points (surveys, in-person, and school events) to engage families. A family dinner input session was held on 5-22-2025 to get input on what families like and also what they would like to see.

Educational Partner(s)	Process for Engagement
	In addition, parents participate in the site council and STJUSD board of trustees meetings. Parent surveys also provided input. The LCAP is an agendaized item on Site Council meetings: 9/10/24, 10/14/24, 12/9/24, 1/13/25, 2/10/25, 3/11/25, 4/14/25, 5/19/25
Students	Students provided input on the LCAP at the May 2025 family dinner, through student council. Students work with the guidance counselor each year to provide input on development of the master schedule.
Mt. Lassic Equity Multiplier Partners	Mt. Lassic Equity Multiplier Partners had the opportunity to attend the LCAP family dinner, the site council, and STJUSD board of trustees meetings. Surveys were given on 5-22-25 to get additional input from students, parents, and staff on the LCAP. In May 2025, another survey along with a dinner and discussion with our educational partners.
ELAC/DELAC	We do not have a significant student group of EL students so we do not have these.
SELPA	STJUSD works with the Trinity County Office of Education to maintain and implement our Special Education Services. The Superintendent attends monthly county administrator meetings and receives SELPA updates from TCOE. Our special education teacher meets with the TCOE SELPA to align services and coordinate testing for IEPs. Both of these avenues provide ongoing discussions that provide input to our LCAP.

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

The adopted LCAP was influenced by feedback provided by educational partners:

1. Goals 2 & 3 from the previous LCAP were consolidated for clarity and to reduce redundancy.
2. The students and staff desired to find an alternative to the Let's Go Learn diagnostic assessments. The solution was switching to the IXL diagnostic assessment program, which the students and staff prefer.
3. Hands-on learning and educational field trips were identified as a priority by parents and students from the input received at the 5-22-25 Family Input LCAP dinner. Goal #1 (1.10) addresses this input.
4. STJUSD did not have any Mt. Lassic students in the 2025-26 school year, however it is included in the LCAP as a place-holder for when a new student is enrolled.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain a Culture of Learning by increasing the academic achievement of all students and student groups.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The purpose of our school district is to help prepare students for life. This means that students need to be proficient in basic skills such as reading, writing, and mathematics along with other skills such as technological skills and college-career readiness skills (soft skills). A broad course of study is offered to all students to assist them in preparing for academic requirements and life beyond school.

Goal 1 was developed as a broad goal to capture elements that contribute to student academic outcomes. This goal broadly captures elements of student learning and various options for students to demonstrate a culture of learning. We have included several California Dashboard Indicators - English Language Arts, Mathematics, and College/Career or related metrics. These are critical metrics to enhance our multi-tiered system of support structure, coupled with formative assessment and strong professional learning communities, which will allow us to proactively respond to student learning needs on a rapid response basis. Our data indicates a need for additional support for our low-income student groups. The actions in Goal 1 show our systematic approach to providing additional support for this student group. This goal also captures our work to ensure students have multiple options when they graduate from STJUSD. We want all students to be prepared to attend an institute of higher ed or enter the workforce. Each of the actions for Goal 1 is intended to align with the various metrics and monitor our progress in making a difference for students. The actions and services will address the need to increase student achievement.This goal reflects our continued need to accelerate ELA achievement, as evidenced by our Orange rating on the Dashboard, through targeted interventions and progress-monitoring systems.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	PRIORITY 8: % of students at or above grade level Source: IXL Diagnostic Snapshot in ELA and Math	Spring 2024 IXL Diagnostic testing in the Spring showed that 60% of students were on or above grade level in ELA. 45% of district students were on or above grade level in Math.	Spring 2025 IXL Diagnostic testing in the Spring showed that 64% of students were on or above grade level in ELA. 49% of district students were on or above grade level in Math.	Spring 2026 IXL Diagnostic testing in the Spring showed that 60% of students were on or above grade level in ELA. 45% of district students were on or above grade level in Math.	ELA - 75% Math - 60%	ELA - 15% increase Math - 15% increase
1.2	PRIORITY 2A - staff rating on the implementation of state board adopted academic content and standards for all students Source: Local Indicator tool	Spring 2024 -The average score for implementation is a 4 as indicated by the teacher survey	Spring 2025 -The average score for implementation is a 4 as indicated by the teacher survey		4 or 5 as indicated by teacher survey	no change
1.3	PRIORITY 4A - % at or above standard on ELA Statewide assessments	2023 Dashboard ELA 55%	2025 Dashboard ELA 53% The majority of students who have been in the district for more than a year have shown growth. The decline may have been due to several students moving out of the district and several new students moving in.	2026 ELA 50%	70%	ELA - 5% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	PRIORITY 4A % at or above standard on Math Statewide assessments	2023 Dashboard Math 27.5%	2025 Dashboard Math 38%	2026 Math 53%	50%	Math - 25.5 % increase
1.5	PRIORITY 4B % of students who have completed courses that satisfy the requirements for entrance to the University of California and the California State University	This is monitored locally as student enrollment is less than 11. This will only be reported if enrollment reaches 11 or higher. (2023)	This is monitored locally as student enrollment is less than 11. This will only be reported if enrollment reaches 11 or higher. (2025)	This is monitored locally as student enrollment is less than 11. This will only be reported if enrollment reaches 11 or higher	50%	n/a
1.6	PRIORITY 4C The percentage of pupils who have completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards	This is monitored locally as student enrollment is less than 11. This will only be reported if enrollment reaches 11 or higher. (2023)	This is monitored locally as student enrollment is less than 11. This will only be reported if enrollment reaches 11 or higher. (2025)	This is monitored locally as student enrollment is less than 11. This will only be reported if enrollment reaches 11 or higher. (2025)	25%	n/a
1.7	PRIORITY 4D % pupils who have successfully completed both types of courses described in subparagraphs (B) and (C);	This is monitored locally as student enrollment is less than 11. This will only be reported if enrollment reaches 11 or higher. (2023)	This is monitored locally as student enrollment is less than 11. This will only be reported if enrollment reaches 11 or higher. (2025)	This is monitored locally as student enrollment is less than 11. This will only be reported if enrollment reaches 11 or higher. (2025)	25%	n/a
1.8	PRIORITY 4G % of pupils who have passed an advanced placement examination with a score of 3 or higher	This is monitored locally as student enrollment is less than 11. This will only be reported if	There were 0 AP participants in 24-25. With a decrease in enrollment, AP	This is monitored locally as student enrollment is less than 11. This will only be reported if	10%	n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		enrollment reaches 11 or higher. (2023)	participation will vary year to year.	enrollment reaches 11 or higher. (2025)		
1.9	PRIORITY 4H % of pupils who participates in, and demonstrate college preparedness pursuant to, the Early Assessment Program (CAASPP), or any subsequent assessment of college preparedness.	This is monitored locally as student enrollment is less than 11. This will only be reported if enrollment reaches 11 or higher. (2023)	This is monitored locally as student enrollment is less than 11. This will only be reported if enrollment reaches 11 or higher. (2025)	This is monitored locally as student enrollment is less than 11. This will only be reported if enrollment reaches 11 or higher. (2025)	75%	n/a
1.10	PRIORITY 7A -100% of students will be provided A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable annually.	Our 2023-24 schedules show that 100% of schools offer a broad course of study	Our 2024-25 schedules show that 100% of schools offer a broad course of study	Our 2025-26 schedules show that 100% of schools offer a broad course of study.	Maintain 100%	standard met
1.11	PRIORITY 7B 100% of unduplicated students who are below grade level in reading will receive an average of 120 minutes of intervention weekly.	2023-24 100%	2024-25 100%	2025-26 100%	Maintain 100%	standard met
1.12	PRIORITY 7C Programs and services developed and provided to individuals with exceptional needs.100% of exceptional students have access to regular	2023-24 100%	2024-25 100%	2025-26 100%	Maintain 100%	standard met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	classroom supports via aides, 1:1 aides if necessary, and will continue annually.					
1.13	PRIORITY 1B. Pupils in the school district have sufficient access to the standards aligned instructional materials.	2023-24 100%	2024-25 100%	2025-26 100%	Maintain 100%	standard met
1.14	PRIORITY 1A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	For 2023-24 61.3% (Dashboard)	2024-25 75% The district will continue to recruit and train teachers to attain the goal of 100%.	2025-26 2025 Dashboard Teacher Assignments show 64.9 percent Clear. The district will continue to recruit and train teachers to achieve the 100% goal.	100%	3.6% increase from baseline

Goal Analysis [2025-26]

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

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

In 2025-26, STJUSD continued to utilize schoolwide diagnostic tools and multi-tiered systems of support to drive targeted interventions in ELA and Math. CAASPP state assessment results reflected a significant positive pivot in ELA performance, reaching 58.5% proficiency (0.1 points above standard), while Mathematics outcomes revealed a clear area for focus at 22.5% proficiency (36 points below standard). Despite localized academic challenges in math, student growth metrics remained highly accelerated, with 78.6% of students improving their ELA scores and 67.9% showing progress in Math from the prior year. Access to standards-aligned instructional materials, broad courses of study, and individual classroom intervention supports for unduplicated pupils and exceptional needs students was successfully maintained at 100%. Clear teacher credentialing rates adjusted to 64.9%, tracking below the state average. Small cohort privacy protections (fewer than 11 students) continued to limit public accountability data displays for graduation, college/career preparedness, and advanced placement metrics, requiring ongoing internal monitoring.

All planned actions under Goal 1 were fully implemented during the 2025–26 school year as outlined in the adopted LCAP, with no unimplemented actions or substantive changes in implementation.

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

The district restructured specialized funding streams to preserve core classroom aide positions and dedicated intervention windows, mitigating prior resource constraints to guarantee a stable baseline of multi-tiered student support. Persistent low district enrollment levels under the 11-student threshold continued to compress the fiscal footprint of advanced secondary offerings, including formal Career Technical Education (CTE) pathways and Advanced Placement (AP) exam materials. These enrollment factors generated operational variances in localized program expenditures and service delivery hours when contrasted against original baseline budgetary forecasts.

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

Targeted English Language Arts interventions proved highly effective, directly driving a 5.5-point increase from the prior reporting period and elevating the student population above the baseline state standard threshold. Conversely, math intervention models showed limited systemic efficacy, as evidenced by a 15.5-point performance drop. Despite the net drop in math test scores, underlying student growth indicators remained a notable strength, with nearly two-thirds of long-term students actively improving their individual score trajectories. Fluid student enrollment turnover and small subgroup sizes continue to limit absolute data stability, though local metric evidence strongly confirms that foundational access to materials and core instructional settings remains universally intact.

Targeted English Language Arts interventions—supported by Paraprofessional Staffing (Action 1.1), Benchmark Diagnostics like IXL and DIBELS (Action 1.2), and Intensive Daily Reading Blocks (Action 1.4)—proved highly effective. These actions directly drove a 5.5-point increase on the ELA Dashboard indicator and elevated the student population above the baseline state standard threshold. Conversely, math intervention frameworks (Actions 1.3, 1.4, and 1.8) showed limited systemic efficacy in driving absolute proficiency, as evidenced by a 15.5-point performance drop on the CAASPP Math metric.

Despite the net drop in math test scores, underlying individual growth indicators remained a notable strength due to weekly Staff Data Collaboration (Action 1.15) and MTSS Oversight (Action 1.13), with nearly two-thirds of long-term students actively improving their individual score trajectories. Core access actions, including Technology Provision (Action 1.5), Distance Learning Platforms (Action 1.6), Standards-Aligned Curriculum (Action 1.7), and Academic Field Trips (Action 1.10), were highly effective in maintaining universal 100% student access to a broad course of study

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.

Responding directly to the downward trend in state math scores and the high rate of chronic absenteeism flagged on the state dashboard, the multi-tiered system of support (MTSS) team is reallocating internal intervention schedules to prioritize targeted math support blocks. The district will combine targeted instructional remediation with a localized attendance incentive program to re-engage student groups

experiencing high absenteeism. Furthermore, STJUSD will intensify local recruiting partnerships and credentialing pathways to transition teacher assignment metrics upward toward the 100% target.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Paraprofessional support of our Low-Income students	Paraprofessional support at all schools with a focus on low-income students who often are at a disadvantage academically. Five paraprofessionals are scheduled to support the teaching staff.	$17,002.00	Yes
1.2	Benchmark Assessments	Assisting staff in measuring progress and differentiating instruction for our low-income students. Assessments, Benchmark tools, and Intervention materials will be purchased or renewed for DIBELS, TIMEZ Attack, IXL, and SIPPs.	$1,125.00	Yes
1.3	Tutoring	Provide tutoring during the school day and after school to low-income students.	$23,531.00	Yes
1.4	Intensive reading and math instruction	Intensive reading instruction with a focus on low-income students, 30 minutes of Intervention time will be provided daily. Low-income students receive 30 minutes of intervention time per day from paraprofessionals and/ or certificated staff.	$50,570.00	Yes
1.5	Access to Technology	Purchase and maintain Chromebooks and charging carts to provide for 1 to 1 student access for all grades. We will also maintain internet networks and provide hotspots to low-income families for at-school and distance learners.	$14,000.00	Yes
1.6	Distance learning platforms	Online programs such as Edgenuity, ABC Mouse, IXL, Math Shelf allow students and especially low-income students access to curriculum either at	$4,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school or at home.		
1.7	Access to standards based curriculum	Purchase necessary standards-based curriculum K-12 to ensure students have access to a broad course of study for courses described under Sections 51210 and 51220(a)-(i), as applicable.	$0.00	No
1.8	Supplemental Materials	Supplemental math and ELA materials that support and enhance all curriculum will be purchased. Students from low-income homes often need supplemental materials beyond the core curriculum to meet their academic needs.	$16,000.00	Yes
1.9	Professional Development for all staff	Learning for Living, Capturing Kids Hearts, and other training for classified and/or certificated staff to provide strategies to increase student engagement with a focus on low-income students. Registration costs and travel and lodging costs are examples of expenditures.	$750.00	Yes
1.10	Academic Field Trips for students	Additional academic Field Trips with a focus on participation of low-income students	$2,796.00	Yes
1.11	Mt. Lassic Tutoring	To ensure equity for Mt. Lassic with a focus on low-income students, 1:1 tutoring will be provided. See Goal 3.	$0.00	Yes
1.12	Continuation high school career planning and investigation	STJUSD counselor will meet with each Mt. Lassic student with a focus on our low-income students, assisting each in developing a career plan and ways to experience the career through field trips and/or internships. See Goal 3 for expenditure.	$0.00	Yes
1.13	MTSS Coordinator	MTSS Coordinator will monitor program implementation, monitor student growth on assessments (IXL, CAASPP, Dibels etc...), and track the	$18,294.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services being provided by the pull-out tutors. Priority monitoring is focused on our low-income students.		
1.14	Academic Support Program	Contracting with TCOE for benchmark assessments, MTSS development, teacher coaching, program and curriculum support	$0.00	No
1.15	Staff Collaboration	All teachers meet weekly for collaboration to review and analyze student data with a focus on low-income students, and services to inform planning and support. These meetings are held during contractual time on early release days. In addition, planning meetings occur outside of contract time as needed.	$28,898.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will be provided with a clean, healthy, orderly, physically and emotionally safe environment in which to engage, learn and reach their full potential. Parents, family, and community stakeholders will remain fully engaged as partners in the education of their students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Students and staff require an environment that is safe in all ways to better perform to their highest potential.
80% of survey respondents feel that maintaining a positive school environment is a high priority.
50% of survey respondents feel that ensuring school facilities are in good repair should be a high priority.2021- 60% of survey respondents indicate that increasing parent involvement and participation is a high priority. 30 % of survey respondents indicate that parent involvement is a moderate priority.

Equitable access to health and wellness for all, the second goal of the Southern Trinity Joint Unified School District's LCAP, encompasses supporting student wellness, assessing mental and physical health, monitoring progress, and providing community wellness opportunities. Healthy learning environments are fundamental to optimal educational experiences. Cultivating a culture of care involves fostering empathy, and resilience, and prioritizing the physical health and wellness of students as core values. Goal 2 reflects the district's commitment to promoting open communication, addressing mental health needs, and integrating social and emotional learning into the curriculum to create nurturing and caring schools. These actions and services will address the need to provide an environment where students, staff, and parents feel welcome and safe, and educational partners remain engaged.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	PRIORITY 1C: Annual FIT report	All sites are reported as Very Good or better (2023-24)	All sites are reported as Very	Our 2025-26 facility reviews show that all sites	All sites continue to be reported as	Standard Met (No change from baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Good or better (2024-25)	continue to be reported as Very Good or Better.	Very Good or Better	
2.2	PRIORITY 5A : ATTENDANCE RATES	2023-24 overall attendance was 91.5%	2024-25 overall attendance was 91.5%		All schools will report 95% or better attendance rate.	
2.3	PRIORITY 5B - CHRONIC ABSENTEEISM RATES	Per 2022-23 8.64% of students missed more than 10 of school days.	Per 2024-25 11.39% of students missed more than 10 of school days.	2025-26 19.7 of students missed more than 10 days of school	5% or less students are absent 10 or more days	11.06% increase in chronic absenteeism from baseline
2.4	PRIORITY 5D - DROP OUT RATES	2023-24 Due to student enrollment of less than 11, this data is monitored locally.	2024-25 Due to student enrollment of less than 11, this data is monitored locally.	2025-26 Due to student enrollment of less than 11, this data is monitored locally.	0%	n/a
2.5	PRIORITY 5E - GRAD RATES	2023-24 Due to student enrollment of less than 11, this data is monitored locally.	2024-25 Due to student enrollment of less than 11, this data is monitored locally.	2025-26 Due to student enrollment of less than 11, this data is monitored locally.	Maintain 96% or higher cohort graduation rate	n/a
2.6	PRIORITY 6A - SUSPENSION RATES	2023-24 1.2%	2024-25 0%	2025-26 0%	<1%	Suspensions reduced from 1.2% to 0%
2.7	PRIORITY 6B - EXPULSION RATES	2023-24 there were 0 expulsions	2024-25 there were 0 expulsions	2025-26 there were 0 expulsions	Maintain 0 expulsions	Standard Met (No change from baseline)
2.8	PRIORITY 6C - % of students reporting on the Healthy Kids Survey will report feeling safe or very safe	2022-23. The Healthy Kids survey was given in Feb. 2023- due to our small numbers results are reported for the entire county. The	2024-25. The Healthy Kids survey was administered in February 2025; however, due to	2025-26 The Healthy kids survey is given every two years and was not	Students reporting on the Healthy Kids Survey will report feeling safe or very safe will increase by 2%	n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Healthy Kids Survey spring 2023 indicates 54% of students surveyed feel safe or very safe. 33% felt neither safe or unsafe. The survey is given every other year and will be given again in the 2024-25 school year.	our small enrollment, district results are not reported.	administered this school year.	until all students surveyed report feeling safe or very safe.	
2.9	PRIORITY 3A -Parent involvement survey results will increase to 75% or above.	2023-24 60%	2024-25 62%	2025-26 68%	75%	8% increase
2.10	PRIORITY 3B - % of credentialed staff who participate in Professional Learning opportunities on effective strategies to engage low-income parents	2023-24 100%	2024-25 100%	2025-26 100%	100%	Standard Met (No change from baseline)
2.11	PRIORITY 3C 90% of credentialed staff will participate in Professional Learning opportunities on effective strategies to engage parents of students with exceptional needs.	In August 2023, 100%	2024-25 100%	2025-26 100%	100%	Standard Met (No change from baseline)

Goal Analysis [2025-26]

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

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

In 2025-26, STJUSD successfully maintained clean, safe, and functional environments across all educational sites, with facility inspection reviews continuing to rate all district properties as "Very Good or Better" on the annual FIT report. Local parent and family engagement self-assessments, along with school climate metrics, successfully met established state standards. Operational challenges persisted within student academic engagement, most notably a severe escalation in chronic absenteeism, which surged from a Year 1 position of 11.39% up to 19.7%. This increase triggered a targeted Red performance indicator specifically for socioeconomically disadvantaged student groups. Conversely, student suspension metrics marked a significant structural area of success, maintaining a 0% total suspension rate across all student cohorts. Due to the district's small student footprint dropping below the 11-pupil privacy threshold, public accountability reporting remains unavailable for graduation rates and formal high school dropout indicators, necessitating localized, case-by-case data tracking.

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

The district shifted available local resources to fortify ongoing multi-tiered systems of support and student safety programs to compensate for missing state-level community grants. Escalating chronic absenteeism required unexpected operational reallocations toward specialized communication services and localized attendance outreach efforts. Persistent small high school enrollment trends suppressed projected expenditures associated with secondary graduation coordination materials and centralized career-technical pathway testing resources. These enrollment factors generated small material variances between original budget projections and estimated actual expenditures at the close of the academic cycle.

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

District programs focused on maintaining campus facilities and optimizing school climate proved highly effective, as evidenced by universally strong FIT ratings and an exceptional 0% student suspension rate across all reporting student groups. Conversely, existing attendance models were ineffective at curbing chronic absenteeism, which increased by 10.6% over the prior year. This drop indicates that post-pandemic attendance tracking and standard intervention methods did not sufficiently counteract localized student absenteeism trends. While local indicators show that parent engagement and school safety satisfaction metrics successfully achieved basic state target thresholds, the underlying attendance data points to an urgent need for more interactive, family-focused outreach frameworks.

District programs focused on maintaining campus facilities (Action 2.1) and optimizing school climate through character education, assemblies, and safety monitoring (Actions 2.3, 2.4, and 2.5) proved highly effective, as evidenced by universally strong annual FIT ratings ("Very Good or Better") and an exceptional 0% student suspension rate across all reporting student groups.
And conversely, existing student recognition models (Action 2.2) were ineffective at curbing chronic absenteeism, which increased by 10.6% over the prior year (surging to 19.7% overall). This drop indicates that standard recognition incentives alone did not sufficiently counteract localized student absenteeism trends. While parent and community involvement actions (Actions 2.9, 2.10, and 2.11) successfully enabled STJUSD to meet basic state target thresholds for family engagement and safety satisfaction, the underlying attendance data points to an urgent need to restructure attendance outreach frameworks into more interactive, direct family-focused interventions.

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

In direct response to the state dashboard flagging chronic absenteeism as an orange focus area—and a red indicator for socioeconomically disadvantaged pupils—STJUSD is fundamentally re-engineering its student engagement strategy. The district will fully launch a modernized attendance recovery program featuring personalized home visits, student-led incentive benchmarks, and closer collaboration with local community partners. Additionally, school sites will integrate localized climate survey feedback to address emerging socioemotional needs, while expanding parent training modules to better equip families with strategies that support consistent, daily school attendance.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Facilities	Maintenance inspections will be done continually with repairs occurring in a timely fashion. Larger upgrade activities will be scheduled for summer or vacation times when students are not in session. FIT report will be completed annually.	$15,117.00	No
2.2	Student Recognition Programs	Student Awards: Student of the Month, Perfect Attendance, Reading Awards, Math Awards, Achievement Night, Athlete of the Year	$1,000.00	No
2.3	Character Education Curriculum	Character Education curriculum (HeartSmart, Start with Heart Character) will be purchased and implemented by the classroom teacher and/or counselor/health liaison. Capturing Kids Hearts implemented in all classrooms. As our only student group is low-income, the focus of the curriculum will be to meet this student group's needs.	$0.00	Yes
2.4	Provide speakers/assemblies	Increase low-income student engagement through character development by providing speakers and assemblies.	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	CIPA (Children's Internet Protection Act) requirements	Provide grade-appropriate computer safety utilizing i-safe portal and GoGuardian monitoring program. Also Professional development for staff through Keenan	$250.00	No
2.6	Cameras	Camera systems are installed and will be maintained in outside areas as well as buses.	$0.00	No
2.8	District Athletic programs	Provide entry fees, dues, and uniforms for low-income students to participate in athletics	$16,267.00	Yes
2.9	Parent/Community involvement	Provide events and activities to draw low-income families to participate and attend.	$35,709.00	Yes
2.10	Professional Learning for staff	Credentialed and classified staff will participate in professional learning focused on effective strategies to engage low-income families.	$750.00	Yes
2.11	Promote parental participation in programs for individuals with exceptional needs.	Parents are fully engaged in the development and implementation of student's IEP. Parents will be included in all aspects of their students education plan. This may require assistance for such things as transportation, internet access those parents who are low-income, in order for them to easily participate.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June 2025, all students will transition back to their home school.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

STJUSD's Continuation High School is designed to assist students who need a non-traditional learning environment and/or are working on credit recovery. Mt. Lassic doesn't have students every year but is prepared to enroll students as needed. The district continues to maintain the curriculum and facilities and is ready to have the guidance counselor/adult education teacher facilitate learning for students who do enroll. Southern Trinity High School has programs and plans in place to assist, motivate, support, educate, and provide opportunities to students so that they graduate from Southern Trinity High and do not need to enroll in Mt. Lassic.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students who transition back to their home school	Due to enrollment of less than 11, this data is locally monitored and reported.	Due to enrollment of less than 11, this data is locally monitored and reported.	Due to enrollment of less than 11, this data is locally monitored and reported.	100%	n/a

Goal Analysis [2025-26]

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

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

We did not have any students enrolled in Mt. Lassic during the 2024-25 school year.

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.

n/a

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

n/a

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.

n/a

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.3	Intervention Support	Provide intervention staff member assigned to support students at Mt Lassic.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	n/a	

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

n/a

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	n/a.	

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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.

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

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.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$174,435.00	$4777

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
8.460%	0.000%	$0.00	8.460%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Paraprofessional support of our Low-Income students **Need:** Based on local assessment and CAASPP data, it has been determined that our low-income students are performing lower than expected. Upon further analysis, we have found that low-income pupils need decreased student-to-teacher ratios to receive a higher	This action will provide a para-educator in 50% of classrooms. Para-educators will enable teachers to provide smaller group and 1:1 instruction in ELA and math. Offered on an LEA-wide level, we anticipate all students will benefit from these structures. However, our low-income students will receive more benefits and will make greater sustained progress as measured by the CAASP metric and other local measures.	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	level of attention based on the need for smaller group instruction/differentiated instruction, which supports meeting the academic and social-emotional needs of these students. **Scope:** LEA-wide		
1.2	**Action:** Benchmark Assessments **Need:** When reviewing IXL data for all students at STJUSD, there is a low number of low-income students who are meeting grade-level standards in ELA (60%) and Mathematics (45%). Using an analysis tool, we found that there is a need to provide targeted support through differentiated instruction and progress monitoring. **Scope:** LEA-wide	This action will increase academic achievement, we will be purchasing and renewing intervention and assessment monitoring materials and software to inform targeted support and instruction. Data will be used in collaborative grade-level conversations for planning and monitoring. Offered LEA-wide, we anticipate all students will benefit while low-income will benefit the most.	1.1
1.3	**Action:** Tutoring **Need:** Based on local assessment and CAASPP data, it has been determined that our low-income students are performing lower than expected. Upon further analysis, we have found that low-income pupils need decreased student-to-teacher ratios to receive a higher	This action will provide tutoring, which will enable teachers to provide smaller group and 1:1 instruction in ELA and math. Offered on an LEA-wide level, we anticipate all students will benefit from these structures. However, our low-income students will receive more benefits and will make greater sustained progress as measured by the CAASPP metric and other local measures.	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	level of attention based on the need for smaller group instruction/differentiated instruction, which supports meeting the academic and social-emotional needs of these students in Preschool and UPK-12 **Scope:** LEA-wide		
1.4	**Action:** Intensive reading and math instruction **Need:** Our enrollment data and input from low-income parents and their teachers identified that many low-income students enter school with limited foundational literacy skills. ELA CAASPP data indicated the lowest performance level on the CA Dashboard for low-income students. 50% **Scope:** Schoolwide	This action will provide targeted 1:1, 30-minute intervention daily on foundational reading skills using SIPPS. Offered school-wide, this will primarily benefit low-income students, but all kids will benefit from this service. STHS students will have 30-minutes per day in student success to work on necessary skills.	1.1
1.5	**Action:** Access to Technology **Need:** District's technology infrastructure and connectivity do not meet the demand with the increased/enhanced access to the curriculum and instructional technologies/applications to ensure the educational programming is	This action will provide 1:1 devices that students can check out and take home, and provide low-income families with hotspots to access the curriculum. Offered school-wide, this service will primarily benefit low-income students and families.	1.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	effective and meeting the demands associated with 21st-century skills and interactions that directly increase and improve unduplicated pupils access. Many of our low-income families do not have adequate access to technology and the Internet. **Scope:** LEA-wide		
1.6	**Action:** Distance learning platforms **Need:** District's technology infrastructure and connectivity do not meet the demand with the increased/enhanced access to the curriculum and instructional technologies/applications to ensure the educational programming is effective and meeting the demands associated with 21st-century skills and interactions that directly increase and improve low-income pupils' access. Students need to be able to access the software during the school day and at home. **Scope:** LEA-wide	This action will purchase licenses to the above-mentioned programs, so students will have access to their curriculum at any time. While all students will have access, low-income students will primarily benefit more than the general population.	1.13
1.8	**Action:** Supplemental Materials **Need:**	This action will purchase supplemental curriculum in math and ELA to provide additional and targeted practice to low-income students during regular and intervention instruction. Offered school-wide, this will primarily benefit low-income students.	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our 2023–24 data showed we needed to focus on improving the performance of low-income students in math and ELA subject areas. Local data IXL data (referenced in metrics) from the 2023-24 school year shows these students continue to need additional and targeted support. **Scope:** LEA-wide		
1.9	**Action:** Professional Development for all staff **Need:** Low-income students need social-emotional and academic support in Tier 1 and 2. Low-income students are not attending school regularly, which has led to a decrease in overall student engagement. We have identified that low-income students need access to a positive school culture and climate, focusing on building trauma-informed and responsive schools that improve the school experience. **Scope:** LEA-wide	This action will provide professional development to all staff to learn strategies that will increase low-income student engagement and improve school climate and culture. While focusing on low-income support, we believe this will benefit all students as all students make up part of the school culture.	1.1
1.10	**Action:** Academic Field Trips for students **Need:**	This action will provide additional field trips primarily for low-income students to participate in that will be strategically chosen based on student interests, curriculum connections, and needs.	1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on ed partner feedback, it has been identified that low-income students have not had the same academic opportunities outside the district as compared to the general student population due to our frontier setting and financial hardship. There is a need to provide additional field trips to provide these experiences to this student group. **Scope:** LEA-wide	While all students will be allowed to attend, this will primarily benefit low-income students.	
1.11	**Action:** Mt. Lassic Tutoring **Need:** Low-income students enrolled in Mt. Lassic struggle academically and with being engaged in the curriculum. There is a need to provide targeted and focused support for these students. **Scope:** Schoolwide	This action will provide a tutor, specifically, to work 1:1 with low-income students at Mt. Lassic. While this is available to all students, low-income will primarily benefit from this service.	1.1
1.12	**Action:** Continuation high school career planning and investigation **Need:** Based on ed partner feedback, we have identified that low-income students attending Mt. Lassic need career development opportunities. These students need access to	This action will provide a counselor with time, materials, field trips, and software to support students in developing a career plan to pursue after high school. While primarily benefiting low-income students, we believe that all students will benefit.	1.5, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	field trips, materials, and speakers to create a career development plan. **Scope:** Schoolwide		
1.13	**Action:** MTSS Coordinator **Need:** As identified by a review of low-income in meeting CAASPP standards, we have identified the need to align all programs and services around Tiers where these students will receive, with fidelity, the core program and the supporting services needed to reach standards. **Scope:** LEA-wide	This action will provide an MTSS coordinator to ensure effective alignment and create sustaining structures for the long-term success of all students. Offered on an LEA-wide level, we anticipate all students will benefit from these structures. However, our unduplicated students will receive more benefits and will make greater sustained progress as measured by the CAASPP metric and other local measures.	1.1
1.15	**Action:** Staff Collaboration **Need:** Educational partner feedback indicated a need to provide time for staff to collaborate weekly to analyze student data and services and to identify and monitor low-income students for reteaching cycles and intervention support. **Scope:** LEA-wide	This action will provide weekly collaboration time for staff whether it is a whole group or small group for subject-specific collaboration, to review student's data, and planning. While the primary focus is on low-income students, we believe all students will benefit from this action.	1.1, 1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Character Education Curriculum **Need:** As identified by student and parent surveys and a review of student attendance records, we have identified the need to build a strong sense of safety and connectedness to the school setting for our students, especially our low-income students who exhibit a higher lack of feeling safe and connected and who have greater inconsistencies in home to school needs. **Scope:** LEA-wide	This action will purchase and implement a character development curriculum to improve school connectedness. This is provided primarily for low-income students, but all students will benefit from this service.	2.8
2.4	**Action:** Provide speakers/assemblies **Need:** Based on educational partner feedback and low-income student attendance and behavior data, there is a need to increase student engagement. Low-income students need extrinsic motivation to promote the intrinsic. Many of these students have high ACES scores and have difficulty staying engaged at school. **Scope:** LEA-wide	We will provide motivational speakers and assemblies to increase student engagement. This action is provided primarily for low-income students, but all students will benefit.	2.2
2.8	**Action:** District Athletic programs	This action will provide access to athletic programs for low-income students, and financial barriers	2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Based on educational partner feedback, there is a need to provide low-income students access to extracurricular programs, such as athletics, that require payment. Research indicates that sports could have a positive impact on student attendance and engagement. **Scope:** LEA-wide	such as uniform and fee costs will be covered. Offered to school-wide, this will primarily benefit low-income students and families.	
2.9	**Action:** Parent/Community involvement **Need:** Educational partners identified a need to engage families of low-income students more in school activities and the decision-making process. **Scope:** LEA-wide	We will provide after-school events throughout the year to increase low-income family participation. Offered to all students, this will primarily benefit low-income families.	2.9
2.10	**Action:** Professional Learning for staff **Need:** Local data indicated a need to increase the engagement of families of low-income students. Upon surveying our staff, we found that there is a lack of understanding and training associated with how to engagement low-income families with the district.	This action will provide professional development to staff specifically in the area of how to engage low-income families. While this is offered to and will benefit all students, this action is primarily for low-income families.	2.10

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

Limited Actions

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

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

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

There are no limited actions.

Additional Concentration Grant Funding

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

The funding will be used to expand staffing to increase the number of paraprofessionals supporting classroom teachers, in addition to providing additional one-on-one pull-out intervention services to help students attain grade level mastery. Goal 1 Action 1.1

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		5.05:70

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 certificated staff providing direct services to students		7.78:70

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,061,994	174,435.00	8.460%	0.000%	8.460%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$201,867.00	$50,588.00	$0.00	$0.00	$252,455.00	$195,468.00	$56,987.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Paraprofessional support of our Low-Income students	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$17,002.00	$0.00	$17,002.00				$17,002.00	
1	1.2	Benchmark Assessments	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$0.00	$1,125.00	$1,125.00				$1,125.00	
1	1.3	Tutoring	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$23,531.00	$0.00	$5,237.00	$18,294.00			$23,531.00	
1	1.4	Intensive reading and math instruction	Low Income	Yes	Schoolwide	Low Income	All Schools Specific Schools: Van Duzen, Hoaglin-Zenia,STHS K-12	2024-27	$50,570.00	$0.00	$50,570.00				$50,570.00	
1	1.5	Access to Technology	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$0.00	$14,000.00		$14,000.00			$14,000.00	
1	1.6	Distance learning platforms	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$0.00	$4,396.00	$4,396.00				$4,396.00	
1	1.7	Access to standards based curriculum	All	No			All Schools	2024-27	$0.00	$0.00	$0.00	$0.00			$0.00	
1	1.8	Supplemental Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$0.00	$16,000.00	$16,000.00				$16,000.00	
1	1.9	Professional Development for all staff	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$0.00	$750.00	$750.00				$750.00	
1	1.10	Academic Field Trips for students	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$0.00	$2,796.00	$2,796.00				$2,796.00	
1	1.11	Mt. Lassic Tutoring	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Mt. Lassic 9-12	2024-27	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.12	Continuation high school career planning and investigation	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Mt. Lassic 9-12	2024-27	$0.00	$0.00	$0.00				$0.00	
1	1.13	MTSS Coordinator	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$18,294.00	$0.00		$18,294.00			$18,294.00	
1	1.14	Academic Support Program	All	No			All Schools	2024-27	$0.00	$0.00	$0.00				$0.00	
1	1.15	Staff Collaboration	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$28,898.00	$0.00	$28,898.00				$28,898.00	
2	2.1	Facilities	All	No			All Schools	2024-27	$15,117.00	$0.00	$15,117.00				$15,117.00	
2	2.2	Student Recognition Programs	All	No			All Schools	2024-27	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.3	Character Education Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$0.00	$0.00	$0.00				$0.00	
2	2.4	Provide speakers/assemblies	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$0.00	$6,000.00	$6,000.00				$6,000.00	
2	2.5	CIPA (Children's Internet Protection Act) requirements	All	No			All Schools	2024-27	$0.00	$250.00	$250.00				$250.00	
2	2.6	Cameras	All	No			All Schools	2024-27	$0.00	$0.00	$0.00				$0.00	
2	2.8	District Athletic programs	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$8,047.00	$8,220.00	$16,267.00				$16,267.00	
2	2.9	Parent/Community involvement	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$34,009.00	$1,700.00	$35,709.00				$35,709.00	
2	2.10	Professional Learning for staff	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$0.00	$750.00	$750.00				$750.00	
2	2.11	Promote parental participation in programs for individuals with exceptional needs.	Students with Disabilities	No			All Schools	2024-27	$0.00	$0.00	$0.00				$0.00	
3	3.3	Intervention Support	All	No			All Schools	2024-25	$0.00	$0.00		$0.00			$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,061,994	174,435.00	8.460%	0.000%	8.460%	$185,500.00	0.000%	8.996 %	**Total:**	$185,500.00
								LEA-wide Total:	$134,930.00
								Limited Total:	$0.00
								Schoolwide Total:	$50,570.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Paraprofessional support of our Low-Income students	Yes	LEA-wide	Low Income	All Schools	$17,002.00	
1	**1.2**	Benchmark Assessments	Yes	LEA-wide	Low Income	All Schools	$1,125.00	
1	**1.3**	Tutoring	Yes	LEA-wide	Low Income	All Schools	$5,237.00	
1	**1.4**	Intensive reading and math instruction	Yes	Schoolwide	Low Income	All Schools Specific Schools: Van Duzen, Hoaglin-Zenia,STHS K-12	$50,570.00	
1	**1.5**	Access to Technology	Yes	LEA-wide	Low Income	All Schools		
1	**1.6**	Distance learning platforms	Yes	LEA-wide	Low Income	All Schools	$4,396.00	
1	**1.8**	Supplemental Materials	Yes	LEA-wide	Low Income	All Schools	$16,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Professional Development for all staff	Yes	LEA-wide	Low Income	All Schools	$750.00	
1	1.10	Academic Field Trips for students	Yes	LEA-wide	Low Income	All Schools	$2,796.00	
1	1.11	Mt. Lassic Tutoring	Yes	Schoolwide	Low Income	Specific Schools: Mt. Lassic 9-12	$0.00	
1	1.12	Continuation high school career planning and investigation	Yes	Schoolwide	Low Income	Specific Schools: Mt. Lassic 9-12	$0.00	
1	1.13	MTSS Coordinator	Yes	LEA-wide	Low Income	All Schools		
1	1.15	Staff Collaboration	Yes	LEA-wide	Low Income	All Schools	$28,898.00	
2	2.3	Character Education Curriculum	Yes	LEA-wide	Low Income	All Schools	$0.00	
2	2.4	Provide speakers/assemblies	Yes	LEA-wide	Low Income	All Schools	$6,000.00	
2	2.8	District Athletic programs	Yes	LEA-wide	Low Income	All Schools	$16,267.00	
2	2.9	Parent/Community involvement	Yes	LEA-wide	Low Income	All Schools	$35,709.00	
2	2.10	Professional Learning for staff	Yes	LEA-wide	Low Income	All Schools	$750.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$316,982.00	$268,090.98

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Paraprofessional support of our Low-Income students	Yes	$16,552.00	37,325.35
1	**1.2**	Benchmark Assessments	Yes	$1,125.00	1,559.00
1	**1.3**	Tutoring	Yes	$17,613.00	15,998.08
1	**1.4**	Intensive reading and math instruction	Yes	$50,751.00	54,889.38
1	**1.5**	Access to Technology	Yes	$14,000.00	12,500.00
1	**1.6**	Distance learning platforms	Yes	$6,678.00	4,429.75
1	**1.7**	Access to standards based curriculum	No	$12,900.00	
1	**1.8**	Supplemental Materials	Yes	$10,000.00	8,830.88
1	**1.9**	Professional Development for all staff	Yes	$2,500.00	992.43
1	**1.10**	Academic Field Trips for students	Yes	$2,000.00	4,850.26
1	**1.11**	Mt. Lassic Tutoring	Yes	$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Continuation high school career planning and investigation	Yes	$0.00	
1	1.13	MTSS Coordinator	Yes	$10,000.00	10,530.80
1	1.14	Academic Support Program	No	$0.00	
1	1.15	Staff Collaboration	Yes	$28,547.00	31,365.36
2	2.1	Facilities	No	$39,862.00	41,422.38
2	2.2	Student Recognition Programs	No	$800.00	1,779.42
2	2.3	Character Education Curriculum	Yes	$150.00	
2	2.4	Provide speakers/assemblies	Yes	$5,000.00	4,539.55
2	2.5	CIPA (Children's Internet Protection Act) requirements	No	$120.00	250.00
2	2.6	Cameras	No	$0.00	1,370.66
2	2.8	District Athletic programs	Yes	$18,763.00	3433.80
2	2.9	Parent/Community involvement	Yes	$27,821.00	32,023.88
2	2.10	Professional Learning for staff	Yes	$1,300.00	

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)
2	**2.11**	Promote parental participation in programs for individuals with exceptional needs.	No	$500.00	
3	**3.3**	Intervention Support	No	$50,000.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
134,936.00	$202,800.00	$212,737.72	($9,937.72)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Paraprofessional support of our Low-Income students	Yes	$16,552.00	37,325.35		
1	1.2	Benchmark Assessments	Yes	$1,125.00	1,559.00		
1	1.3	Tutoring	Yes	$17,613.00	15,998.08		
1	1.4	Intensive reading and math instruction	Yes	$50,751.00	54,889.38		
1	1.5	Access to Technology	Yes	$14,000.00	12,500		
1	1.6	Distance learning platforms	Yes	$6,678.00	4,429.75		
1	1.8	Supplemental Materials	Yes	$10,000.00	8,830.88		
1	1.9	Professional Development for all staff	Yes	$2,500.00	992.43		
1	1.10	Academic Field Trips for students	Yes	$2,000.00	4,850.26		
1	1.11	Mt. Lassic Tutoring	Yes	$0.00			
1	1.12	Continuation high school career planning and investigation	Yes	$0.00			
1	1.13	MTSS Coordinator	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Staff Collaboration	Yes	$28,547.00	31,365.36		
2	2.3	Character Education Curriculum	Yes	$150.00	0		
2	2.4	Provide speakers/assemblies	Yes	$5,000.00	4,539.55		
2	2.8	District Athletic programs	Yes	$18,763.00	3,433.80		
2	2.9	Parent/Community involvement	Yes	$27,821.00	32,023.88		
2	2.10	Professional Learning for staff	Yes	$1,300.00	0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,989,240	134,936.00	2.7	9.483%	$212,737.72	0.000%	10.694%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024