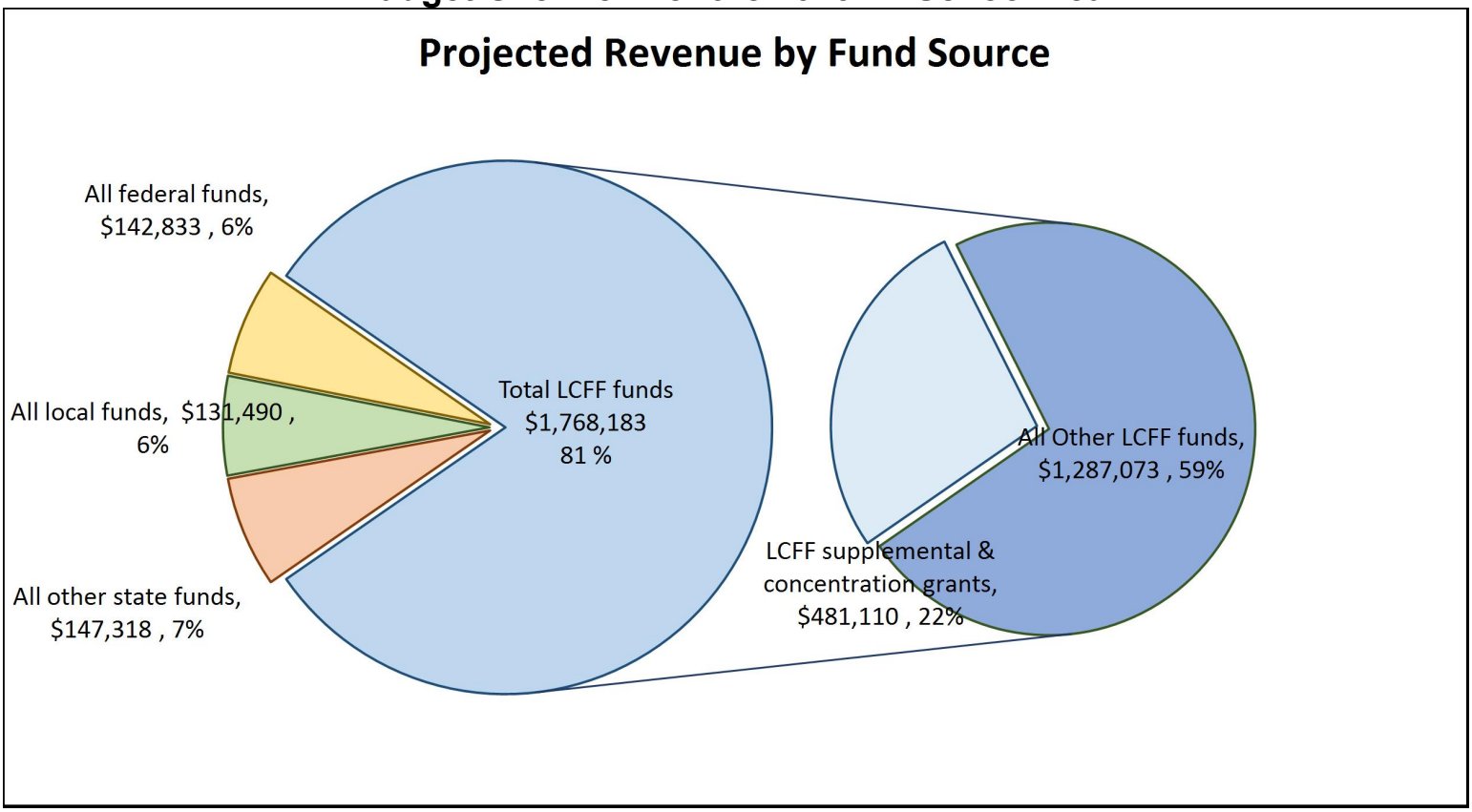
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Allensworth Elementary School District
CDS Code: 54717956053839
School Year: 2026-27
LEA contact information:
Robert Cardenas
Superintendent/Principal
rcardenas@allenworth.k12.ca.us
(661) 849-2401

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

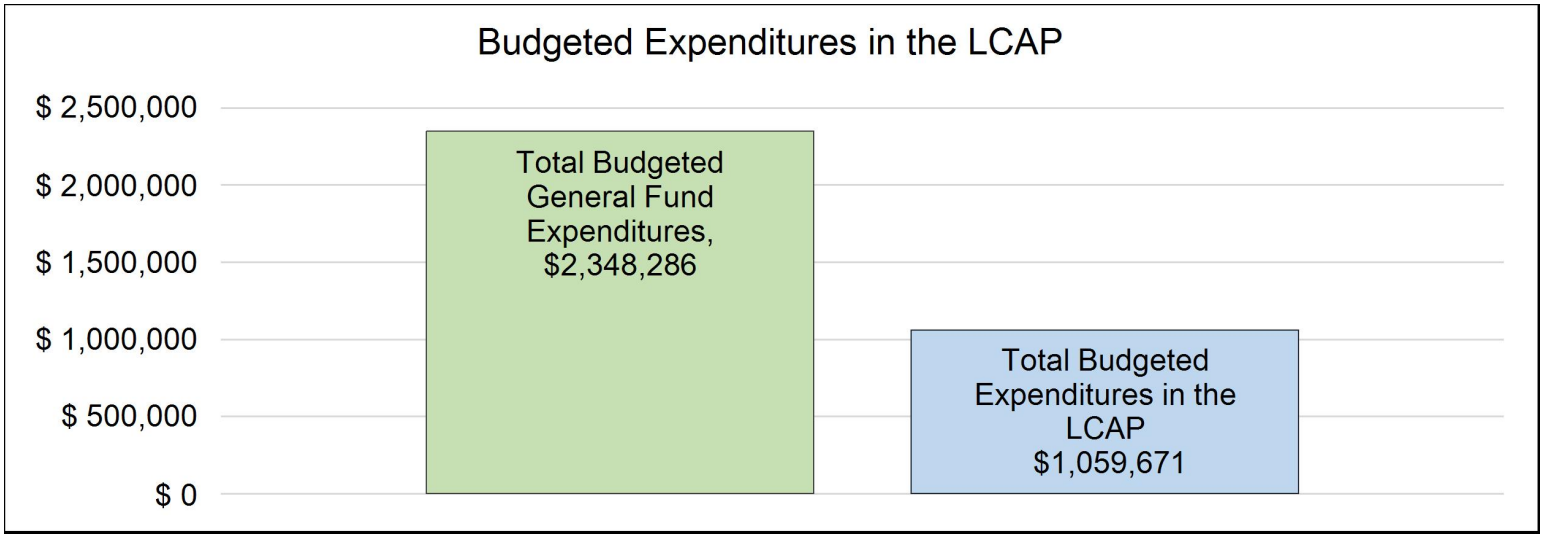


This chart shows the total general purpose revenue Allensworth Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Allensworth Elementary School District is $2,189,824, of which $1,768,183 is Local Control Funding Formula (LCFF), $147,318 is other state funds, $131,490 is local funds, and $142,833 is federal funds. Of the $1,768,183 in LCFF Funds, $481,110 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 Allensworth Elementary 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: Allensworth Elementary School District plans to spend $2,348,286 for the 2026-27 school year. Of that amount, $1,059,671 is tied to actions/services in the LCAP and $1,288,615 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

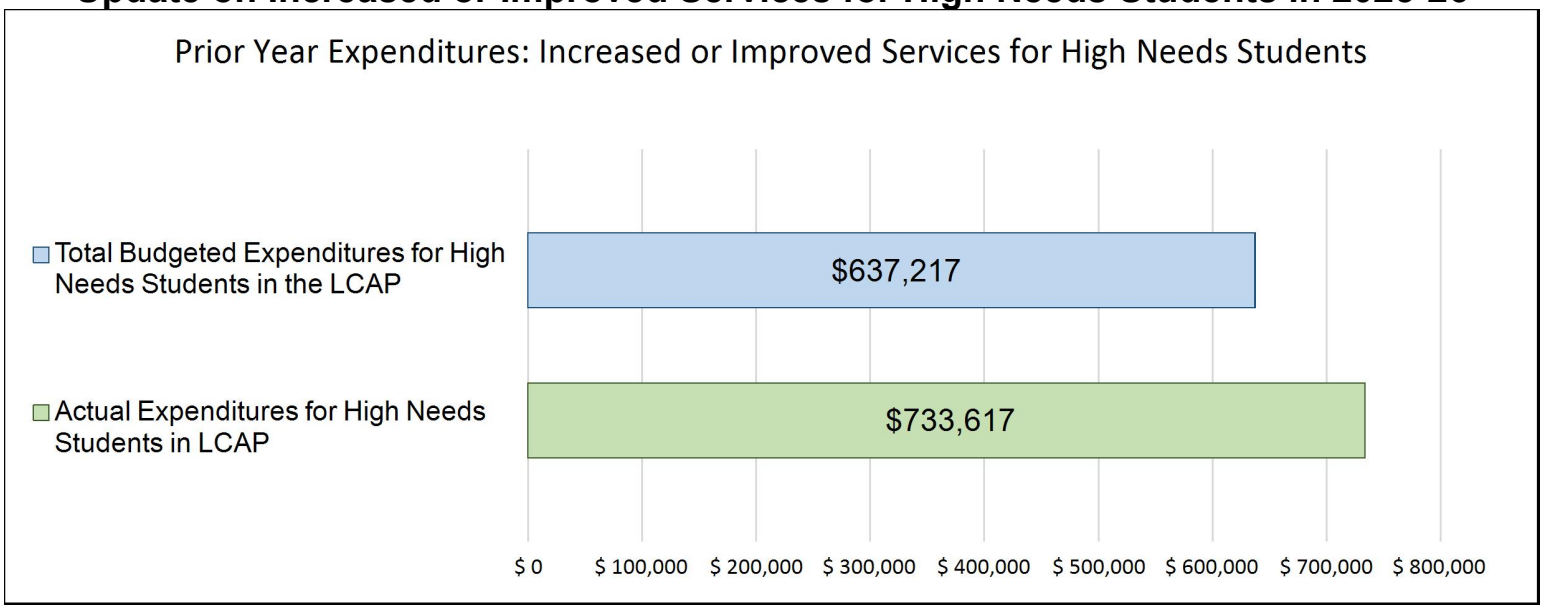
The General Fund Budget Expenditures not in the 2026-27 LCAP will include some staff salary and benefits, site utilities cost, contracts and leases, and other general expenditures necessary for the providing of a complete educational program.

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

In 2026-27, Allensworth Elementary School District is projecting it will receive $481,110 based on the enrollment of Foster Youth, English learner, and low-income students. Allensworth Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Allensworth Elementary School District plans to spend $640,217 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 Allensworth Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Allensworth Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Allensworth Elementary School District's LCAP budgeted $637,217 for planned actions to increase or improve services for high needs students. Allensworth Elementary School District actually spent $733,617 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
Allensworth Elementary School District	Robert Cardenas Superintendent/Principal	rcardenas@allensworth.k12.ca.us (661) 849-2401

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.

Allensworth Elementary School District is located in a rural area in Southwest Tulare County. Allensworth is a single school district that serves approximately 118 students from Transitional-Kindergarten to Eighth Grade. Allensworth has a 98.3% Latino student population with over 95.7% of students identified as socioeconomically disadvantaged. All enrolled students receive free lunch per the Community Eligibility Provisions. Students identified as English Learners (ELs) constitute approximately 43.2% of the student population.

The community of Allensworth has a long, distinguished history and was the first town (founded 1908) in California established exclusively by African Americans. The town was named after Colonel Allen Allensworth, who led the founding of the town. The school district of Allensworth was established in 1912. Today, the community has a population of approximately just over 500 residents. The families living in poverty make up the majority of Allensworth households. Allensworth Elementary has long been the center of community activity and an important part of community unity. Providing for the academic needs of students is challenging, and district school personnel and the local school governing board seek to partner with parents in a collaborative manner to bring about increased all-around success for all students attending the school.

Reflections: Annual Performance

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

Allensworth Elementary conducted a review of its performance using the 2025 California School Dashboard data to inform the development of its Local Control Accountability Plan. Below is a data review of the key components of the School Dashboard (2024-2025 Data).

English Language Arts - 2025 Dashboard Significant Student Group Performance: A significant student group encompasses 30 or more students in the testing group.

English Language Arts: 2025 Dashboard

All Students - 100.6 points below standard - Orange

English Learners - 115.1 points below standard - Red

Socioeconomically Disadvantaged - 101.5 points below standard - Orange

Hispanic - 101.5 points below standard - Orange

Math: 2025 Dashboard Student Group Performance

All Students - 143.4 points below standard - Red

English Learners - 148.9 points below standard - Red

Socioeconomically Disadvantaged - 143.2 points below standard - Red

Hispanic - 143 points below standard - Red

Chronic Absenteeism: 2025 Dashboard

All Students - 24.8% - Orange

English Learners - 30.2% - Orange

Socioeconomically Disadvantaged - 24.2% - Orange

Hispanic - 25.2% - Orange

Suspension: 2025 Dashboard

All Students - 4% - Orange

English Learners - 5.7% - Orange

Socioeconomically Disadvantaged - 4.1% - Orange

Hispanic - 4.1% - Orange

English Learner Progress (ELPI) - 2025 Dashboard

19.6% of English Learners made progress toward English Language Proficiency

Over a two year period (2023-24 and 2024-25), student group progress has been positive in the area of ELA with increased performance of all significant student groups over the Baseline year. The same is not true of Math performance over the same time span. Distance from Standard has declined compared to Baseline data. The district will address this in its professional development opportunities for staff in this content area and with increased opportunities for additional support for identified students.

Parent support and involvement has seen a sizable increase over the last two years. They report enjoying the events and activities provided by the district. The district continues to engage parents in involvement on school committees and councils. This has been challenging at times, as attendance at such involvement opportunities vary throughout the year.

Learning Recovery and Emergency Block Grant
Allensworth has unexpended LREBG funds for the 2026-27 school year. The additional LREBG funding received for 2025-06 was incorporated for use in Action 3.3 for the next two years (2026-27 and 2027-28). Incorporation of funding into this Action will ensure the ability to cover increased costs of the Action over the next two years.

LREBG-funded action may be found in Goal 3, Action 3.

The Allensworth needs assessment substantiated findings from the 2024 and 2025 Dashboard results related to academic progress. Though students have made gains in achievement in ELA, Math achievement is still a challenge, and students are still performing far below Standard on state academic assessments. A review of state and local data indicates significant academic need among English Learners (ELs), socioeconomically disadvantaged (SED) students, and Hispanic students. Based on this, Goal 3, Actions 3 directly addresses the need to provide more academic support during first instruction in the classroom. Research findings indicate that one of the most important components related to student learning is best first instruction being effectively delivered and complemented by supportive scaffolding during this instruction. Studies indicate that reducing the number of students in a classroom, coupled with effective first instruction and additional supportive strategies and practices, can increase student academic outcomes. The expectation for student progress is that student performance on state and local assessments will increase at an accelerated pace. This expenditure of LREBG funding aligns with allowable

use of LREBG funds to provide additional academic services to address learning recovery. Actions 3.1 and 3.2 have been deleted from this Goal. These two Actions will no longer be funded through LREBG.

2024 Dashboard Performance Results and Local Data

English Language Arts (ELA): 2024 Dashboard
All Students - 106.2 points below standard - Orange
English Learners - 108.6 points below standard - Orange
Socioeconomically Disadvantaged - 106.1 points below standard - Orange
Hispanic - 104.7 points below standard - Orange

Math: 2024 Dashboard
All Students - 133.2 points below standard - Red
English Learners - 139.5 points below standard - Red
Socioeconomically Disadvantaged - 131.9 points below standard - Orange
Hispanic - 134.14 points below standard - Red

Chronic Absenteeism: 2024 Dashboard
All Students - 39% - Orange
English Learners - 48.2% - Red
Socioeconomically Disadvantaged - 39.3% - Orange
Hispanic - 39.7% - Orange

Suspension: 2024 Dashboard
All Students - 2.5% - Green
English Learners - 0% - Blue
Socioeconomically Disadvantaged - 2.8% - Green
Hispanic - 2.5% - Green

English Learner Progress (ELPI):
34.9% of English Learners made progress toward English Language proficiency - Red

The 2024 Dashboard performance results and local data.

English Language Arts (ELA): 2024 Dashboard
All Students - 106.2 points below standard - Orange

English Learners - 108.6 points below standard - Orange
Socioeconomically Disadvantaged - 106.1 points below standard - Orange
Hispanic - 104.7 points below standard - Orange

Math: 2024 Dashboard
All Students - 133.2 points below standard - Red
English Learners - 139.5 points below standard - Red
Socioeconomically Disadvantaged - 131.9 points below standard - Orange
Hispanic - 134.14 points below standard - Red

Chronic Absenteeism: 2024 Dashboard
All Students - 39% - Orange
English Learners - 48.2% - Red
Socioeconomically Disadvantaged - 39.3% - Orange
Hispanic - 39.7% - Orange

Suspension: 2024 Dashboard
All Students - 2.5% - Green
English Learners - 0% - Blue
Socioeconomically Disadvantaged - 2.8% - Green
Hispanic - 2.5% - Green

English Learner Progress (ELPI):
34.9% of English Learners made progress toward English Language proficiency - Red

Students from all significant student groups made progress in ELA during the 2023-24 school year as evidenced by the progress in Distance from Standard, moving from a Red to Orange color performance indicator. Math continues to be an area of challenge and the district will be providing additional focus on assisting students and staff in addressing these challenges through processes and strategies that lead to improvement. Chronic absenteeism has been particularly high the last two school years. In 2024-25 the district embarked on new opportunities to engage with parents and also on leveraging staff to assist with improving student attendance. Progress monitoring in 2024-25 is depicting an improvement in overall attendance and the district is anticipating final chronic absenteeism rates for 2024-25 to be much lower. English Language Development professional learning for staff will again be a focus in 2025-26, as the district sees not having teacher turnover, and returning teachers who participated in ELD professional development in 2024-25 will have a year of experience to build upon.

The 2023 Dashboard depicts the following information relative to student performance in the State Priority areas with associated Dashboard performance colors.

English Language Arts:

All Students - 121 points below standard - Red
English Learners - 129.2 points below standard - Red
Socioeconomically Disadvantaged - 121 points below standard - Red
Hispanic - 121 points below standard - Red

Math:
All Students - 135.4 points below standard - Orange
English Learners - 135 points below standard - Orange
Socioeconomically Disadvantaged - 135.4 points below standard - Orange
Hispanic - 135.4 points below standard - Orange

Chronic Absenteeism:
All Students - 41.8% - Red
English Learners - 47.4% - Red
Socioeconomically Disadvantaged - 41.8% - Orange
Hispanic - 42.7% - Red

Suspension:
All Students - 7.7% - Red
English Learners - 8.3% - Red
Socioeconomically Disadvantaged - 7.7% - Red
Hispanic - 7.8% - Red

English Learner Progress (ELPI):
39.5% of English Learners made progress toward English Language proficiency - Red

Reflections: Technical Assistance

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

Allensworth was identified for Technical Assistance (Differentiated Assistance) as a result of 2023 Dashboard performance outcomes for the following groups and Priority Indicators.

English Learners: Academic, Chronic Absenteeism, Suspension
Hispanic: Academic, Chronic Absenteeism, Suspension
Socioeconomically Disadvantaged: Academic, Suspension

The district worked with the Tulare County Office of Education in analyzing students Dashboard data to further identify any data trends and analyze education program processes and systems that may be inhibiting student progress, contributing to less then anticipated performance

or eliciting particular unwanted outcomes. This process has led to an increased effort to impact these outcome through the established actions in the 2024-25 LCAP. Those actions have been identified under the goals in the LCAP (Actions 1.4 and 1.8).

The district was also identified for Technical Assistance (Differentiated Assistance) as a result of the 2024 Dashboard academic performance of our English Learners, as well as this groups high rate of Chronic Absenteeism. The district continued to work with the Tulare County Office of Education (TCOE) this year in implementing other means of addressing chronic absenteeism, leading to a higher level of parent involvement and dramatically increasing the level of student engagement in school. Systems improvement specialist from TCOE worked closely with selected district staff to implement change strategies to address student attendance and also assisted in providing education to parents on the importance of school attendance and their involvement in school.

Moving forward into the 2026-27 school year, the district will continue its focus on even greater improvement in the area of student attendance. Systems to track and report student engagement must be maintained and new measures created to be able to react in a timely manner to attendance dynamics. Timely engagement of parents in supporting great student attendance is a priority for the coming year. The district will continue with a teacher leading this attendance support effort. Other components will be put in place to impact student engagement in school. Actions 1.4 and 1.8 will continue to support this Differentiated Assistance work.

The district will continue to provide ELD professional development to staff to address the continued needs of English Learners. Much progress was made in 2025-26 with support for this student group and indicators are pointing to an increase in assessment achievement outcomes.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A - Allensworth is not identified for CSI support.

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
Parents	The district sent out a survey to parent on two occasions to gather input on current LCAP Actions and possible areas of opportunity for 2026-27 and beyond. Parent input was also sought regarding their perception of school safety and security. As the district is attempting to engage more parents in school, feedback was sought on parent involvement opportunities and their sense of connectedness to the school community. The surveys were reviewed by the School Site Council. In addition, the council provided their suggestions and input. Surveys administered in April and May
Students	Teachers used a student survey to acquire suggestions from students for input into what they felt was working well and what are some needs they see from their perspective. These surveys were also reviewed by the SSC. Student surveys were conducted in May. A Student Council group was formed to provide input into the LCAP and further represent student voice, but the group faced challenges in maintaining meetings. The district looks forward to greater success in 2026-27. Survey administered in May.
Teachers (There is no local teacher bargaining unit)	In Wednesday staff meetings, the Superintendent/Principal continues leading conversations on student progress and sought feedback and input from teachers on areas of possible opportunities to improve student academic outcomes and attendance, as chronic absenteeism is still a challenge for the district. Feedback with this staff was also

Educational Partner(s)	Process for Engagement
	gained via survey in May. The survey also sought input related to current LCAP Actions, future opportunities for focus, and on current initiatives working well. Survey administered in May.
Other School Staff (includes CSEA Bargaining unit)	The principal met with Instructional Aides, Custodial Staff , and the Cafeteria Supervisor to share student performance progress and sought input and feedback on possible areas of opportunity. These meeting occurred monthly with classified classified staff. Feedback with this staff was also gained via survey in May, which sought input related to current LCAP Actions, future opportunities for focus, and on current initiatives working well. Survey administered in May.
Administrators	The district Superintendent/Principal leads all LCAP educational partner consultation opportunities and is the only administrator in the district.

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

The input provided by engagement of required educational partner groups provided valuable information for LCAP development.

Input for 2026-27
Focus from educational partners for 2026-27.

ELD support and focus on chronic absenteeism. ELA and ELD staff development.

Ed. Partners shared they would like to see an expansion of the sports program (more games) and continued purchase of sports uniforms.

Parents – Parent shared they like the cultural activities and would like to see an increased opportunity for school involvement including other school activities in addition to the cultural activities already occurring. Parents also shared they want to continue to see school security maintained. Parents are eager on plans for modernization of classroom buildings to come. Safer parking is still a request, which may see fruition during the modernization process. The enhanced school security has been a welcome addition to the campus, and parents are pleased. Parents are appreciative of Summer School and the opportunities for their children to receive additional ELA, ELD, and Math support.

Teachers, other school personnel and administration – Shared of the importance of continuing with student interventions and the offering of Summer School as a means of addressing student learning gaps. Continued support in best instructional practices to accelerate EL

acquisition of English language proficiency is a focus, as EL achievement needs to be accelerated. This educational partner group is also looking forward to further site facilities modernization. Staff also shared on the importance of continuing to build upon community relationships to increase engagement of all educational partners.

Students – Again this year, the students emphasized the importance of the sports program and would like to see it expand to include more competitive opportunities with other schools.

SELPA – No specific feedback. Supportive in ensuring the district is aware of mandates for student service.

Parent Advisory Committee – As a representative group of the larger parent group, this group would like to see a continuance of a focus on maintaining security and intervention supports. The 2026-27 LCAP was shared for review and input by the PAC in May. The Superintendent led this meeting and responded to any questions and comments posed by this group. The School Site Council members also served as members of the PAC. The PAC also had two student representative members.

District English Learner Advisory Committee – This group would like to see the district continue with yearly ELD professional development for teachers, as English Learner Progress toward English language proficiency has lagged. The group is pleased at the number of ELs Reclassified in 2025-26, The 2026-27 LCAP was shared for review and input by the PAC in May. The Superintendent led this meeting and responded to any questions and comments posed by this group.

All groups are pleased with the impact the measure to address student chronic absenteeism has achieved and would like to continue to work together to maintain and add strategies and practices to increase student attendance. Efforts in this area provided a positive boost in attendance during the 2025-26 school year.

Many of the topics in the above sharing by educational partners are addressed in Actions in the 2026-27 LCAP. The district realizes that there is much work to be done in many areas, and greatly appreciates the input, feedback, and support of all the school community educational partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student achievement in English Language Arts, Math, and English Language Development by aligning resources, ensuring access to a broad course of study and implementation of Common Core State Standards.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Student achievement performance, particularly in the areas of ELA , Math, and English language acquisition by English Learners, evidence an urgent need to build an academic instructional foundation that is more effective in addressing the academic needs of Allensworth students. The majority of classroom teachers are new to Allensworth Elementary, so supporting their ability to deliver a sound and effective instructional program will encompass professional learning opportunities and alignment of all resources to support their work to impact positive change in student academic outcomes. To support accelerated student learning, interventions and enhance learning opportunities must be provided. Chronic Absenteeism and Suspension numbers also indicate a need to focus on student health and overall physical and mental well-being.

English Language Arts:
All Students - 121 points below standard - Red
English Learners - 129.2 points below standard - Red
Socioeconomically Disadvantaged - 121 points below standard - Red
Hispanic - 121 points below standard - Red

Math:
All Students - 135.4 points below standard - Orange
English Learners - 135 points below standard - Orange
Socioeconomically Disadvantaged - 135.4 points below standard - Orange
Hispanic - 135.4 points below standard - Orange

Chronic Absenteeism:
All Students - 41.8% - Red
English Learners - 47.4% - Red

Socioeconomically Disadvantaged - 41.8% - Orange
Hispanic - 42.7% - Red

Suspension:
All Students - 7.7% - Red
English Learners - 8.3% - Red
Socioeconomically Disadvantaged - 7.7% - Red
Hispanic - 7.8% - Red

English Learner Progress (ELPI):
39.5% of English Learners made progress toward English Language proficiency - Red

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1. State Assessment on ELA	English Language Arts: 2023 Dashboard All Students - 121 points below standard - Red English Learners - 129.2 points below standard - Red Socioeconomically Disadvantaged - 121 points below standard - Red Hispanic - 121 points below standard - Red	English Language Arts: 2024 Dashboard All Students - 106.2 points below standard - Orange English Learners - 108.6 points below standard - Orange Socioeconomically Disadvantaged - 106.1 points below standard - Orange Hispanic - 104.7 points below standard - Orange	English Language Arts: 2025 Dashboard All Students - 100.6 points below standard - Orange English Learners - 115.1 points below standard - Red Socioeconomically Disadvantaged - 101.5 points below standard - Orange Hispanic - 101.5 points below standard - Orange	All Students - 91 points below standard English Learners - 91 points below standard Socioeconomically Disadvantaged - 91 points below standard Hispanic - 91 points below standard	All Students: 20.4 point increase toward Standard English Learners: 14.1 point increase toward Standard Socioeconomically Disadvantaged: 19.5 point increase toward Standard Hispanic: 19.5 point increase toward Standard point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	2. State Assessment on Math:	Math: 2023 Dashboard All Students - 135.4 points below standard - Orange English Learners - 135 points below standard - Orange Socioeconomically Disadvantaged - 135.4 points below standard - Orange Hispanic - 135.4 points below standard - Orange	Math: 2024 Dashboard All Students - 133.2 points below standard - Red English Learners - 139.5 points below standard - Red Socioeconomically Disadvantaged - 131.9 points below standard - Orange Hispanic - 134.14 points below standard - Red	Math: 2025 Dashboard All Students - 143.4 points below standard - Red English Learners - 148.9 points below standard - Red Socioeconomically Disadvantaged - 143.2 points below standard - Red Hispanic - 143 points below standard - Red	All Students - 110 points below standard English Learners - 110 points below standard Socioeconomically Disadvantaged - 110 points below standard Hispanic - 110 points below standard	All Students: 8 point decrease from Standard English Learners: 13.9 point decrease from Standard Socioeconomically Disadvantaged: 7.8 point decrease from Standard Hispanic: 7.6 point decrease from Standard
1.4	3. Percentage of English Learners Making Progress Toward English Language Proficiency	39.5% of English Learners made progress toward English Language Proficiency (2023 Dashboard)	34.9% of English Learners made progress toward English Language Proficiency (2024 Dashboard)	19.6% of English Learners made progress toward English Language Proficiency (2025 Dashboard)	62% of English Learners made progress toward English Language Proficiency	19.9% decrease
1.5	4. EL Reclassification	15.4% of ELs were Reclassified (2023-24) – per local data	0% of ELs Reclassified (2024-25)	30.8 % of ELs Reclassified (2025-26)	19% of ELs were Reclassified	15.4% increase
1.6	5. Degree to which teachers are appropriately assigned	100% appropriately assigned for students taught (2023-24)	100% of teachers are appropriately assigned	100% of teachers are appropriately assigned	100% appropriately	Appropriately Assigned: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Teachers fully credentialed	66.6% are fully credentialed in subject area for students taught (2023-24)	(2024-25)	89% of teachers are fully credentialed (2025-26)	assigned for students taught 100% are fully credentialed in subject area for students taught	Fully Credentialed: 22.4% increase
1.7	6. Degree to which students have standards-aligned instructional materials	100% of students have sufficient access. (2023-24) – Allensworth Board adoption of "Sufficiency of Materials" Resolution	100% of students have sufficient access. (2024-25) – Allensworth Board adoption of "Sufficiency of Materials" Resolution	100% of students have sufficient access. (2025-26) – Allensworth Board adoption of "Sufficiency of Materials" Resolution	100%	No difference
1.8	7. Facilities are maintained in "Good" repair	Facilities received an overall rating of "Good". (2023-24) – per site Facility Inspection Tool (FIT) Report	Facilities received an overall rating of "Exemplary". (2024-25) – per site Facility Inspection Tool (FIT) Report	Facilities received an overall rating of "Good". (2025-26) – per site Facility Inspection Tool (FIT) Report	Facilities received an overall rating of "Good". (per site Facility Inspection Tool (FIT) Report)	No difference
1.9	8. Implementation of State Board adopted academic content and performance Standards for all students	100% of teachers instruct students utilizing State adopted Common Core base program curriculum. (2023-24) – per site	100% of teachers instruct students utilizing State adopted Common Core base	100% of teachers instruct students utilizing State adopted Common Core base	100 %	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		administrator classroom observation and lesson plan review.	program curriculum. (2024-25) – per site administrator classroom observation and lesson plan review.	program curriculum. (2025-26) – per site administrator classroom observation and lesson plan review.		
1.10	9. Program services enable English Learners to access the State Standards and the ELD Standards	100% of teacher lesson plans (for teachers with English Learners on class roster) include ELD Standards and demonstrate the provision of Integrated and Designated ELD. (2023-24)	100% of teacher lesson plans (for teachers with English Learners on class roster) include ELD Standards and demonstrate the provision of Integrated and Designated ELD. (2024-25)	100% of teacher lesson plans (for teachers with English Learners on class roster) include ELD Standards and demonstrate the provision of Integrated and Designated ELD. (2025-26)	100%	No difference
1.11	Percentage of 4rd - 8th Grade Students With a Red Dashboard Math Performance Participating in Academic Math Intervention	This is a new Metric. Baseline will be established with results of 2026-27 school year.		New Metric for 2026-07		No comparable data

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.

Action 1.1 (Maintain Small Class Sizes): This Action was fully implemented.

Action 1.2 (Resource Alignment and Professional Learning): This Action was fully implemented.

Action 1.3 (Instructional Support and Supplemental Materials): This Action was fully implemented.

Action 1.4 (Health and Social-Emotional Support Services): This Action was fully implemented.

Action 1.5 (Co-Curricular Student Learning Opportunities): This Action was fully implemented.

Action 1.7 (Technology and Instructional Software): This Action was fully implemented.

Action 1.8 (Student Academic Learning Support): This Action was fully implemented.

Action 1.9 (Professional Development): This Action was fully implemented.

Action 1.10 (Student Literacy Support): This Action was fully implemented.

Action 1.11 (English Language Development): This Action was fully implemented. There was no need to purchase additional ELD materials this year, as sufficient materials were on hand.

Relevant Challenges or Successes with the implementation process of Actions under this Goal: There were no particular challenges nor successes with the implementation of Actions under this Goal.

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

Action 1.1: (Maintain Small Class Sizes) - Increased expenditure to account for utilization of carryover funds to pay for a larger portion of teacher salaries and align budget. Action implementation proceeded as planned.

Action 1.2: (Resource Alignment and Professional Learning) - Decrease in expenditure was due to components of Action being done in-house and during regular staff planning time. Professional development was conducted by school staff.

Action 1.3: (Instructional Support and Supplemental Materials) - Decrease in expenditure was due not as much material being needed to be purchased, as the district had a prior surplus it had not fully utilized.

Action 1.4: (Health and Social-Emotional Support Services) - Increased expenditure to account for utilization of carryover funds to pay for a larger portion of position salaries and align budget. Action implementation proceeded as planned.

Action 1.5: (Co-Curricular Student Learning Opportunities) - Decrease in expenditure was due changes in co-curricular activities undertaken, resulting in lower costs.

Action 1.7: (Technology and Instructional Software) - Decrease in expenditure was due fewer repairs and purchases of student technology hardware and little infrastructure repair costs.

Action 1.8: (Student Academic Learning Support) - Increase in expenditure was due increased offerings of tutoring opportunities for students, thus an increase in employee and materials costs.

Action 1.9: (Professional Development) - No expenditure was due to professional development being provided by district staff during regular staff development time.

Action 1.10: (Student Literacy Support) - Decrease in expenditure was due less literacy materials needing to be provided.

Action 1.11: (English Language Development) - No expenditure was due to the Tulare County Office of Education providing the professional development as part of the district participation in the Title III Consortium. It was not necessary to purchase additional ELD materials this year.

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

Action 1.1 (Maintain Small Class Sizes): Partially Effective (Contributing Action Metrics 1.1, 1.2, and 1.4) - While Dashboard results show an increase toward Standard achievement for all significant student groups in English Language Arts, there has been a decrease in distance from Standard for these same student groups over the same period of time. Furthermore, the percentage of English Learners making progress toward English language proficiency has declined from Baseline results over the last two Dashboard years. The focus on maintaining small classroom enrollment sizes will continue, as professional development outcomes are gaining traction and are being implemented more consistently by longer tenured teachers.

Action 1.2 (Resource Alignment and Professional Learning): Partially Effective (Contributing Action Metrics 1.1, 1.2, 1.4) - While Dashboard results show an increase toward Standard achievement for all significant student groups in English Language Arts, there has been a decrease in distance from Standard for these same student groups over the same period of time. Furthermore, the percentage of English Learners making progress toward English language proficiency has declined from Baseline results over the last two Dashboard years. As staff gains for experience, they are increasing their effectiveness in tying together content instruction with meaningful assessments and appropriate supplemental learning materials.

Action 1.3 (Instructional Support and Supplemental Materials): Partially Effective (Contributing Action Metrics 1.1, 1.2, 1.4) - While Dashboard results show an increase toward Standard achievement for all significant student groups in English Language Arts, there has been a decrease in distance from Standard for these same student groups over the same period of time. Furthermore, the percentage of English Learners making progress toward English language proficiency has declined from Baseline results over the last two Dashboard

years. A new Math adoption will be implemented and supplemental materials to support instructional implementation in this content area will be provided. Math intervention for students will continue to receive increasing focus.

Action 1.4 (Health and Social-Emotional Support Services): Effective (Contributing Action Metrics 2.4, 2.5, and 2.7) - The chronic absenteeism rate has decreased dramatically over the last two years, as the district has focused on new strategies and practices to engage parents and students in supporting good school attendance. Although the suspension rate increased slightly, as year to year percentages may fluctuate due a suspension smore greatly impacting schools with small enrollments, and is not necessarily a reflection many more students being suspended. The district strives to implement alternatives to suspension as priority practice relating to student behavior consequences. Over the past two Dashboard results, the overall suspension percentage has decreased when compared to Baseline data for all significant student groups.

Action 1.5 (Co-Curricular Student Learning Opportunities): Partially Effective (Contributing Action Metrics 1.1, 1.2, and 1.4) - Dashboard ELA results over the last two years indicate an increase in achievement performance over Baseline data for all significant student groups. Continuing to better align co-curricular learning opportunities with classroom content will provide increased opportunities for the making of knowledge connections, prompt collaborative conversations among students, thus leading to greater assessment outcomes.

Action 1.7 (Technology and Instructional Software): Partially Effective (Contributing Action Metrics 1.1, 1.2, and 1.4) - Even though students have access to technology hardware, and educational software to support learning, the increase in its impact on achievement has only been prominent in the area of English Language Arts, as evidenced by increases in ELA SBAC performance. Staff will continue to seek practices and strategies to greater and more effectively leverage the potential benefits that technology and technology-based educational programs can have in increasing student achievement.

Action 1.8 (Student Academic Learning Support): Partially Effective (Contributing Action Metrics 1.1, 1.2, and 1.4) - Though the district has seen some great academic strides by English Learners in 2025-26, Students continue to be challenged in Math. While ELA progress has increased over the last two Dashboard years, Math has declined. The district has begun to focus more in this area with increased Math professional learning opportunities for staff and increased Math interventions for students.

Action 1.9 (Professional Development): Effective - Based on evidence collected through administrator observation of teacher instructional practices utilized in lesson delivery, teachers are beginning to consistently implement learned strategies and instructional scaffolding into whole class and intervention lessons and activities. The district will again contract expert content area consultants at the Tulare County Office of Education to ensure teaching staff continue to grow in their lesson planning and delivery effectiveness.

Action 1.10 (Student Literacy Support): Effective - Dashboard ELA results over the last two years indicate an increase in achievement performance over Baseline data for all significant student groups. This success is due in part to the instructional staff's effective utilization of core content and supplemental materials to guide student interventions and the impact of professional learning on staff members remaining at the school for more than a year or two (lower staff turnover). Student readily had access to reading materials, including leveled books to ensure the continued stretch of their instructional reading levels.

Action 1.11 (English Language Development): Partially Effective (Contributing Action Metrics 1.1, 1.2, 1.4) - While Dashboard results show an increase toward Standard achievement for all significant student groups in English Language Arts, there has been a decrease in distance

from Standard in Math for these same student groups over the same period of time. Furthermore, the percentage of English Learners making progress toward English language proficiency has declined from Baseline results over the last two Dashboard years. The 2025-26 school year did provide some evidence that the professional development received by instructional staff, coupled with the retainment of teachers (no turnover) is finally gaining traction, as this year has seen the largest number of English Learner students Reclassified as fluent English proficient. Based on this progress in 2025-26, the district looks forward to 2026 Dashboard related to English Learner progress and will continue its focus on accelerating the rate of academic achievement for English Learners.

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.

Metric 1.5 (EL Reclassification) has been added as a measure of progress to Actions 1.1, 1.2, 1.3, 1.7, 1.8, and 1.11.

Metric 1.11 has been added under this Goal. The district will focus on math support for its lowest achieving math students and will track participation in intervention opportunities and utilize results to maximize strategies to engage students in extra support opportunities.

Revisions to selected State Priorities(removal of Priority 3 and 7) addressed by this Goal were made to accurately align with metrics and Actions under the Goal.

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	Maintain Small Class Sizes	To maintain small class sizes beyond the statutory minimum, certificated teachers will be retained for grades TK-8. By providing small class sizes, high needs students will receive enhanced individualized instruction. This action addresses the Red performance Indicators on the 2023 Dashboard for the following student groups in ELA and Math: All Students, English Learners (EL), Socioeconomically Disadvantaged (SED), Hispanic (Hisp)	$171,245.00	Yes
1.2	Resource Alignment and Professional Learning	Align curriculum, assessments, professional development for staff, student instructional staff support (classroom aides) and resources with the Common Core State Standards in ELA, Math and ELD instruction.	$178,985.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional Support and Supplemental Materials	Provide instructional support and supplies for teaching staff that are aligned to the new standards. Additional supplies will include supplemental ELA and Math materials as well as materials for reading intervention such as level student reading books. (Includes Title I, Part A and Title V Part A - SRSA funds)	$115,302.00	Yes
1.4	Health and Social-Emotional Support Services	Provide a school nurse and licensed social worker services to ensure that students health and social-emotional well-being needs are properly addressed and provide parents with health resources information in order to This action addresses the Red performance Indicator on the 2023 Dashboard for the following student groups related to Chronic Absenteeism : All Students, English Learners (EL), Socioeconomically Disadvantaged (SED), Hispanic (Hisp.) This action addresses the Red performance Indicator on the 2023 Dashboard for the following student groups related to Suspension : All Students, English Learners (EL), Socioeconomically Disadvantaged (SED), Hispanic (Hisp.) This action also addresses the work underway as part identification for Technical Assistance Chronic Absenteeism for the following student groups: EL and Hispanic.	$62,438.00	Yes
1.5	Co-Curricular Student Learning Opportunities	Provide additional real-life experiences through the use of study trips. Study trips to be of educational value to unduplicated student population.	$15,000.00	Yes
1.7	Technology and Instructional Software	Provide updated technology devices to students and staff to ensure access to learning and instructional programs. Ensure staff and students can access consistent, reliable Internet by upgrading and maintaining site technology infrastructure. (includes Title IV funds -)	$37,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Student Academic Learning Support	Provide opportunities for after school tutoring and summer school to address needs of Unduplicated students performing below grade level Standards in ELA and Math. This action addresses the Red performance Indicators on the 2023 Dashboard for the following student groups in ELA and Math: All Students, English Learners (EL), Socioeconomically Disadvantaged (SED), Hispanic (Hisp.) This action also addresses the work underway as part identification for Technical Assistance for Academic (ELA and Math) performance of the following student groups: EL, SED, and Hisp.	$15,000.00	Yes
1.9	Professional Development	Contract with Tulare County Office of Education for ELA, Math and ELD Consultants/Coaches to work with teachers in providing professional development. Subs will be paid in order for teachers to be released from their classrooms. Additionally, teachers will be paid for additional time worked during summer professional development. (Includes Title II, Part A funds)	$5,551.00	No
1.10	Student Literacy Support	Instructional literacy support materials will be provided to utilize in reading intervention opportunities to accelerate student acquisition of literacy skills. The school library's book and other reading materials will be updated to include multi-genre selections to increase students' engagement in reading.	$34,800.00	No
1.11	English Language Development	Professional Development specific to best practices and strategies for delivery of Integrated and Designated ELD to support the acquisition of English language proficiency by English Learner and Long-term English Learner students will be provided to all instructional staff.	$33,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Purchase of supplemental ELD materials to support staff implementation of ELD program instruction and purchase of supplemental ELD learning materials for use with students. This action addresses the Red performance Indicator on the 2023 Dashboard for the following student group relative to the English Learner Progress Indicator (ELPI): English Learners (EL)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve conditions for learning, engagement, and parent participation to provide support for all-around student success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Conversational input with parents and staff home visit observations evidence that the majority of Unduplicated Pupils do not live in households conducive to learning. Parent have indicated a reluctance in prior years to participate in the educational process. Providing site and class-based environments that promote engagement is paramount to the ability to focus on academic tasks and feel pride in the environment that allows for this to occur. In order for students to focus on learning, their environment must be one in which safety and security are a priority. Parents and staff have shared the importance of providing engaging, well-maintained, and safe/secure surroundings on and close to campus. There is also a need to place new emphasis on engaging parents and building collaborative partnerships.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	1. Facilities are maintained in “Good” repair	Facilities received an overall rating of “Good”. (2023-24) – per site Facility Inspection Tool (FIT) Report	Facilities received an overall rating of “Exemplary”. (2024-25) – per site Facility Inspection Tool (FIT) Report	Facilities received an overall rating of “Good”. (2025-26) – per site Facility Inspection Tool (FIT) Report	Facilities received an overall rating of “Good”. (per site Facility Inspection Tool (FIT) Report)	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	2. Parent participation in school programs/events for Unduplicated Pupils (UP) and those with exceptional needs	71% of parents of UP expressed the district provided parents with sufficient opportunities to participate in school programs/events. (Baseline will be established with results of the 2024-25 Parent Survey)	71% of parents of UP expressed the district provided parents with sufficient opportunities to participate in school programs/events. (2024-25)	82% of parents of expressed the district provided parents with sufficient opportunities to participate in school programs/events. (2025-26)	75%	11% increase
2.3	3. Parents, including those of unduplicated pupils and special needs pupils, will attend parent school meetings and have opportunities for input in the decision making process of the district.	65% percent of parent survey respondents indicated they felt the district provided opportunities for input into decision-making for the school. (Baseline will be established with results of the 2024-25 Parent Survey)	65% percent of parent survey respondents indicated they felt the district provided opportunities for input into decision-making for the school. (2024-25)	75% percent of parent survey respondents indicated they felt the district provided opportunities for input into decision-making for the school. (2025-26)	75%	10% increase
2.4	4. Attendance Rate	93% (2023-24)	92.46% (2024-25)	93.96% (2025-26)	94%	0.96% increase
2.5	5. Chronic Absenteeism	Chronic Absenteeism: 2023 Dashboard All Students - 41.8% - Red English Learners - 47.4% - Red	Chronic Absenteeism: 2024 Dashboard All Students - 39% - Orange	Chronic Absenteeism: 2025 Dashboard All Students - 24.8% - Orange	All Students - 16% English Learners - 16% Socioeconomically Disadvantaged - 16%	All Students - 17% decrease English Learners - 17.2% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 41.8% - Orange Hispanic - 42.7% - Red	English Learners - 48.2% - Red Socioeconomically Disadvantaged - 39.3% - Orange Hispanic - 39.7% - Orange	English Learners - 30.2% - Orange Socioeconomically Disadvantaged - 24.2% - Orange Hispanic - 25.2% - Orange	Hispanic - 16%	Socioeconomically Disadvantaged - 17.6% decrease Hispanic - 17.5% decrease
2.6	6. Middle school dropout	0% of MS students reported as dropping out of school (2023-24)	0% (2024-25)	0% (2025-26)	0%	No difference
2.7	7. Suspension rate	Suspension: 2023 Dashboard All Students - 7.7% - Red English Learners - 8.3% - Red Socioeconomically Disadvantaged - 7.7% - Red Hispanic - 7.8% - Red	Suspension: 2024 Dashboard All Students - 2.5% - Green English Learners - 0% - Blue Socioeconomically Disadvantaged - 2.8% - Green Hispanic - 2.5% - Green	Suspension: 2025 Dashboard All Students - 4% - Orange English Learners - 5.7% - Orange Socioeconomically Disadvantaged - 4.1% - Orange Hispanic - 4.1% - Orange	All Students: < 2% English Learners: < 2% Socioeconomically Disadvantaged: < 2% Hispanic: < 2%	All Students - decrease of 3.7% English Learners - decrease of 2.6% Socioeconomically Disadvantaged - decrease of 3.6% Hispanic - decrease of 3.7%
2.8	8. Expulsion rate	0% of students expelled from school (2023-24) – per local data	0% (2024-25)	0% 2025-26)	0%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	9. Survey results indicating the student, staff, and parent sense of school safety	85% of student survey responses indicate the students feel safe or very safe at school. 89% of parent survey responses indicate that parents feel the school provides a safe or very safe environment for students and families. 90% of staff responses indicate that staff feel the school provides a safe environment for all. Baseline will be established with 2024-25 survey results.	85% of student survey responses indicate the students feel safe or very safe at school. 89% of parent survey responses indicate that parents feel the school provides a safe or very safe environment for students and families. 90% of staff responses indicate that staff feel the school provides a safe environment for all. (2024-25)	85% of student survey responses indicate the students feel safe or very safe at school. 100% of parent survey responses indicate that parents feel the school provides a safe or very safe environment for students and families. 90% of staff responses indicate that staff feel the school provides a safe environment for all. (2025-26)	80% of student survey responses indicate the students feel safe or very safe at school. 90% of parent survey responses indicate that parents feel the school provides a safe or very safe environment for students and families. 90% of staff responses indicate that staff feel the school provides a safe environment for all.	Students: No difference Parent: + 11% Staff: No difference
2.10	10. Survey results indicating the student, staff, and parent sense that the school provides a caring and welcoming environment	83% of student survey responses indicate that students feel cared for and welcomed by school staff 85% of parent survey responses indicate that parents feel the school provides caring and welcoming environment	83% of student survey responses indicate that students feel cared for and welcomed by school staff 85% of parent survey responses indicate that parents feel the	87% of student survey responses indicate that students feel cared for and welcomed by school staff 93% of parent survey responses indicate that parents feel the	85% of student survey responses indicate that students feel cared for and welcomed by school staff. 90% of parent survey responses indicate that parents feel the	Student: + 4% Parent: +8% Staff: +25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		for students and families 60% of staff responses indicate that staff feel the school provides caring and welcoming environment for all. Baseline will be established with 2024-25 survey results.	school provides caring and welcoming environment for students and families 60% of staff responses indicate that staff feel the school provides caring and welcoming environment for all. (2024-25)	school provides caring and welcoming environment for students and families 85% of staff responses indicate that staff feel the school provides caring and welcoming environment for all. (2025-26)	school provides caring and welcoming environment for students and families. 90% of staff responses indicate that staff feel the school provides caring and welcoming environment for all.	
2.11	11. Students access to a broad course of study, including Unduplicated Pupils and those with exceptional needs	100% of students had access to a broad course of study. (2023-24) – per review of site student and Master Schedule	100% of students have access to a broad course of study. (2024-25) – per review of site student and Master Schedule	100% of students have access to a broad course of study. (2025-26) – per review of site student and Master Schedule	100%	No difference

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.

Action 2.2 (Student Achievement Recognition): This Action was fully implemented.

Action 2.3 (Physical Environment Conducive to Learning): Not implemented. Routine facility maintenance occurs consistently. This Action was not implemented, as it pertains to moderization of particular facilities which remained in the planning stages this year. This did not present any challenges, as modernization processes and timelines may change.

Action 2.4 (Parent Engagement): This Action was fully implemented.

Action 2.5 (Support for Physical Fitness and Athletic Participation): This Action was fully implemented.

Relevant Challenges or Successes with the implementation process of Actions under this Goal: The implementation of Actions under this Goal went smoothly. The implementation on the success of Action 2.4 brought about increases in parent attendance at school events and the district looks forward to a growth in parent participation in council and committees for 2026-27.

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

Action 2.2 (Student Achievement Recognition) - Decrease was due to the district utilizing surplus student recognition supplies.

Action 2.3 (Physical Environment Conducive to Learning) - Decrease was due to facilities modernization not to building stages. Additional shade coverage has been delayed to include with modernization.

Action 2.4 (Parent Engagement) - Decrease was due to cost being less than anticipated.

Action 2.5 (Support for Physical Fitness and Athletic Participation) - Decrease was due to less need to purchase as much supplies (uniforms, equipment) and a few less league competitive activities.

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

Action 2.2 (Student Achievement Recognition): Effective (Contributing Action Metrics 1.1, 1.2, 2.4, and 2.5) - The recognition of students for their efforts related to academic and attendance performance has contributed to increased positive outcomes in three of the four metrics of progress measurement. Also, recognition of students for a job well done is also reflected in high percentage of student survey respondents indicating they feel cared for at school.

Action 2.3 (Physical Environment Conducive to Learning): Effective (Contributing Action Metrics 2.1, 2.9, and 2.10) - The school continues to improve its student learning environment. Though some site facilities are aged, they are maintained as best possible as reflection by the most recent overall FIT rating. The district is in the planning stages for classroom modernization which will further enhance the learning environment. Survey results also indicate a high percentage of students, parents, and staff feel the school is safe and secure and provides a caring and welcoming environment.

Action 2.4 (Parent Engagement): Effective (Contributing Action Metrics (2.2, 2.3, and 2.10) - The district continues its parent outreach efforts, and 2025-26 was its most successful. As measuring metrics indicate, there was an increase in parent engagement and this contributed to the increased sense of parent connectedness to school and a more positive feeling the school provides a welcoming and caring environment. More parent than ever before attended school events and activities. One are of continued challenge in engagement of parent in school councils and committees. The district will double efforts to inform, invite and involve parent in this area.

Action 2.5 (Support for Physical Fitness and Athletic Participation): Effective (Contributing Action Metrics 2.4, 2.5, and 2.10) - Student opportunities to participate in athletic activities and competitions provide an opportunity for increased student engagement in school, building positive peer-relationships, and promoting physical wellness. As measuring metrics indicate students have engaged in school at increasing rates and their sense of connectedness to school is at its highest result yet. Students have indicated a want to expand sports participation opportunities. The district will continue to provide in-school and competitive outlets for students to thrive.

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

There are no planned changes under this goal for 2026-27

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
2.2	Student Achievement Recognition	The school will provide students and community recognition for academic improvement and help motivate those students in greatest need.	$10,000.00	Yes
2.3	Physical Environment Conducive to Learning	Address facilities in disrepair that pose a safety risk for students and staff. Also address areas of campus for modernization beautification. Establish a contract with a water bottle company to bring in filtered water to the students of the school on a weekly basis. Provide additional shade coverage around campus.	$264,000.00	Yes
2.4	Parent Engagement	Provide increased opportunities to participate in parent activities to help their involvement with their student and opportunities to improve academic achievement in all standards aligned courses. Provide periodic events for school community to come together improve school spirit and climate.	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Support for Physical Fitness and Athletic Participation	The school will address the need to provide access to organized sports participation and also fund the materials (including uniforms) to help ensure that our students are able to compete and have pride in their school's sports program and to promote school connectedness.	$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Based on the identified need for more academic supports for all students for students to accelerate learning, the district will provide increased first instruction learning opportunities to address student learning deficiencies through an additional teacher to reduce classroom enrollment numbers and also provide additional paraprofessional instructional support.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Data from the 2023 and 2024 Dashboards indicates a strong need for additional learning supports to academically struggling students. Educational partners have shared that while after school interventions are proving effective, effective first instruction and in-class support are needed in order to minimize the need for remediation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Assessment in ELA (SBAC)	English Language Arts: 2024 Dashboard All Students - 106.2 points below standard - Orange English Learners - 108.6 points below standard - Orange Socioeconomically Disadvantaged - 106.1 points below standard - Orange	English Language Arts: 2024 Dashboard All Students - 106.2 points below standard - Orange English Learners - 108.6 points below standard - Orange Socioeconomically Disadvantaged - 106.1 points below standard - Orange	English Language Arts: 2025 Dashboard All Students - 100.6 points below standard - Orange English Learners - 115.1 points below standard - Red Socioeconomically Disadvantaged - 101.5 points below standard - Orange	All Students - 91 points below standard English Learners - 91 points below standard Socioeconomically Disadvantaged - 91 points below standard Hispanic - 91 points below standard	All Students: 5.6 point increase toward Standard English Learners: 6.5 point decrease from Standard Socioeconomically Disadvantaged: 4.6 point increase toward Standard Hispanic: 3.2 point increase toward Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic - 104.7 points below standard - Orange	Hispanic - 104.7 points below standard - Orange	Hispanic - 101.5 points below standard - Orange		
3.2	State Assessment in MATH (SBAC)	Math: 2024 Dashboard All Students - 133.2 points below standard - Red English Learners - 139.5 points below standard - Red Socioeconomically Disadvantaged - 131.9 points below standard - Orange Hispanic - 134.1 points below standard - Red	Math: 2024 Dashboard All Students - 133.2 points below standard - Red English Learners - 139.5 points below standard - Red Socioeconomically Disadvantaged - 131.9 points below standard - Orange Hispanic - 134.1 points below standard - Red	Math: 2025 Dashboard All Students - 143.4 points below standard - Red English Learners - 148.9 points below standard - Red Socioeconomically Disadvantaged - 143.2 points below standard - Red Hispanic - 143 points below standard - Red	All Students - 91 points below standard English Learners - 91 points below standard Socioeconomically Disadvantaged - 91 points below standard Hispanic - 91 points below standard	All Students - 10.2 point decrease from Standard English Learners - 9.4 point decrease from Standard Socioeconomically Disadvantaged - 11.4 point decrease from Standard Hispanic - 8.9 point decrease from Standard
3.3	English Learners Making Progress Toward English Language Proficiency	34.9% of English Learners made progress toward English Language Proficiency (2024 Dashboard)	34.9% of English Learners made progress toward English Language Proficiency (2024 Dashboard)	19.6% of English Learners made progress toward English Language Proficiency (2025 Dashboard)	42% of English Learners made progress toward English Language Proficiency	15.3% decrease

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.

Action 3.1 (Instructional Aide) - This Action was fully implemented and supported this Goal.

Action 3.2 (Instructional Materials) - This Action was fully implemented and supported this Goal.

Action 3.3 (Classroom Teacher) - This Action was fully implemented and supported this Goal.

There were no relevant challenges nor successes with the implementation process for any Actions under this Goal.

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

Action 3.1 - Costs were part of another Action and paid for with non-LREGB funds. Cost were included in expenditure calculation of that Action.

Action 3.2 - Costs were part of another Action and paid for with non-LREGB funds. Cost were included in expenditure calculation of that Action.

Action 3.3 - Costs increased due to the addition of health and welfare benefits to the position.

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

Action 3.1 - Partially Effective: In-class learning supports accelerated student progress in the ELA content area as reflected by ELA SBAC results. All student groups increased performance with the exception of English Learners. English Learners declined by 6.5 points from Standard, indicating that additional targeted support is still needed for EL students. Math SBAC results do not reflect Dashboard gains but local student tracking of student progress indicated positive growth during extra support and intervention sessions. Although 2024-25 English Learner progress percentage declined from the previous year, reclassification rates of English Learners during 2025-26 indicate that increased support of these students has led to acceleration of English Language Acquisition by ELs in the current year.

Action 3.2 - Partially Effective: The providing of supplemental instructional materials did lead to beneficial outcomes by students in being able to understand key learning topics, most evident in ELA. Effective use of materials and more effective alignment to instruction and intervention is progressing and remains a focus point. The district will revisit material utilization with English Learners, as results demonstrated a decline in performance on SBAC results for this student group. Math continues to be a challenge for all student groups, as reflected by 2025 Dashboard results, and the district is incorporating new math curriculum in 2026-27 to better support student content area learning.

Action 3.3 - Partially Effective: The maintenance of smaller class sizes made it possible for teachers to devote increased time to individual student academic needs; leading to more students being academically successful, particularly in the area of ELA and most evident during extra support and small group intervention. As SBAC results indicate, a focus on student Math success is a next step of increased efforts in 2026-27, along with additional emphasis on English Learners, as outcomes for this group per the 2025 Dashboard did not meet desired results.

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.

Actions 3.1 and 3.2 have been removed from this Goal, as they are part of other Actions (Actions 1.2 and 1.3) in the LCAP .

Metric 3.3 - Target for Year 3 Outcome has been revised. Based on prior outcomes, revised to more attainable progress.

Revisions to selected State Priorities (removal of Priority 8) addressed by this Goal were made to accurately align with metrics and Actions under the Goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Instructional Aide	An additional instructional aide will provide in-class learning supports to students to enhance first-learning content comprehension and minimize the need for re-teaching. LREBG: $0 LREBG Metrics: 3.1, 3.2, 3.3 This Action has been deleted from this Goal.		
3.2	Instructional Materials	Instructional materials are needed to support student comprehension of content learning. These materials will support core instruction to facilitate understanding and learning opportunities for students requiring differentiated and additional supports.		

Action #	Title	Description	Total Funds	Contributing
		LREBG: $0 LREBG Metrics: 3.1, 3.2, 3.3 This Action has been deleted from this Goal.		
3.3	Classroom Teacher	In order to provide more individualized student learning opportunities and accelerate content acquisition, class sizes will be maintained at levels optimized to accelerate student academic progress. This will be accomplished through the hiring of an additional classroom teacher. LREBG: $88,000 LREBG Metrics: 3.1, 3.2, 3.3	$88,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$481,110	$62,643

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
40.242%	0.000%	$0.00	40.242%

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:** Maintain Small Class Sizes **Need:** English Learners and low-income students performed dramatically below the state average in Distance from Standard in ELA and Math per results of the 2023 Dashboard, and as per results on the English Language Performance Indicator (ELPI), there is a need to accelerate the English Learner rate for	The Action will allow for the opportunities for SED (low-income) and EL students to receive increased individual learning support, thus enabling intervention scaffolds to be consistently provided. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.1, 1.2, 1.4, 1.5

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
	English language acquisition. Per parent input, there is minimal ability to provide academic support in the home, and maximizing learning time in school is of great importance to parents. English Language Arts: All Students - 121 points below standard - Red English Learners - 129.2 points below standard - Red Socioeconomically Disadvantaged - 121 points below standard - Red Hispanic - 121 points below standard - Red Math: All Students - 135.4 points below standard - Orange English Learners - 135 points below standard - Orange Socioeconomically Disadvantaged - 135.4 points below standard - Orange Hispanic - 135.4 points below standard - Orange English Learner Progress (ELPI): 39.5% of English Learners made progress toward English Language proficiency - Red **Scope:** LEA-wide		
1.2	**Action:** Resource Alignment and Professional Learning **Need:**	Through alignment of these areas, students will receive consistent instruction that ties to the learning standards of the grade level. In order to most effectively and efficiently implement this action to address the need of	1.1, 1.2, 1.4, 1.5

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
	English Learners and low-income students performed dramatically below the state average in Distance from Standard in ELA and Math per results of the 2023 Dashboard. Alignment of curricular resources, assessments, and professional development is still an on-going need, and is challenging with the yearly turn-over of staff. English Language Arts: All Students - 121 points below standard - Red English Learners - 129.2 points below standard - Red Socioeconomically Disadvantaged - 121 points below standard - Red Hispanic - 121 points below standard - Red Math: All Students - 135.4 points below standard - Orange English Learners - 135 points below standard - Orange Socioeconomically Disadvantaged - 135.4 points below standard - Orange Hispanic - 135.4 points below standard - Orange English Learner Progress (ELPI): 39.5% of English Learners made progress toward English Language proficiency - Red **Scope:** LEA-wide	Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.3	**Action:**	This Action will enable the providing of the necessary resources meet the learning needs of	1.1, 1.2, 1.4, 1.5

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
	Instructional Support and Supplemental Materials **Need:** Their exists a continuing need to provide supplemental instructional learning resources to support the core curriculum adoptions at all grade levels. Unduplicated Pupils (UP) academic results per the Dashboard indicate a need to provide these additional resources in all content areas. The learning needs of the Unduplicated Pupils (UP) in the LEA require teachers to be equipped with a variety of academic support materials to ensure meeting the needs of students. English Language Arts: All Students - 121 points below standard - Red English Learners - 129.2 points below standard - Red Socioeconomically Disadvantaged - 121 points below standard - Red Hispanic - 121 points below standard - Red Math: All Students - 135.4 points below standard - Orange English Learners - 135 points below standard - Orange Socioeconomically Disadvantaged - 135.4 points below standard - Orange Hispanic - 135.4 points below standard - Orange English Learner Progress (ELPI):	Unduplicated students in all content areas and strengthen the foundations of an effective literacy program. Teachers having the necessary materials will increase the ability to accelerate student progress toward meeting grade level learning standards. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	

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
	39.5% of English Learners made progress toward English Language proficiency - Red **Scope:** LEA-wide		
1.4	**Action:** Health and Social-Emotional Support Services **Need:** The vast majority of families in the Allensworth community live at the poverty level related to income. Most cannot afford nor have the means to access needed medical or mental healthcare. Parents have shared of the importance that the school maintain and maximize the services provided by the school nurse and social worker. Furthermore, EL and low-income student chronic absenteeism rates were over 40% per the 2023 Dashboard. Many of these absences were health-related. There is also an identified need to address Unduplicated students' social-emotional well-being to lessen incidents that could lead to student actions that may lead to suspension of a student from school. Suspension: All Students - 7.7% - Red English Learners - 8.3% - Red Socioeconomically Disadvantaged - 7.7% - Red Hispanic - 7.8% - Red **Scope:**	By continuing to provide and maximize the services of the school nurse and social worker, students will receive needed services to support well-being, and thus impact school absenteeism rates. Parents/Families will have access to health resources information to facilitate the accessing of needed services. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	2.4, 2.5, 2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.5	**Action:** Co-Curricular Student Learning Opportunities **Need:** Research studies indicate that for children of poverty, co-curricular activities that support in-class learning impact learning in a positive manner by connecting seat-learned knowledge to real world application. Allensworth is a very high-poverty community and families do not have the financial means (per parent and student input) to provide many co-curricular or extra-curricular experiences for their children. This impacts the ability of low-income and EL students to gain these school-to-life connecting activities that strengthen learning. English Language Arts: All Students - 121 points below standard - Red English Learners - 129.2 points below standard - Red Socioeconomically Disadvantaged - 121 points below standard - Red Hispanic - 121 points below standard - Red Math: All Students - 135.4 points below standard - Orange English Learners - 135 points below standard - Orange Socioeconomically Disadvantaged - 135.4 points below standard - Orange Hispanic - 135.4 points below standard - Orange	This Action will enable UP to connect in-class learning with real-world experiences to enhance their learning outcomes. Students will participate in relevant off-site study opportunities throughout the year that strengthen instructional learning, leading to higher achievement in core content areas, while also increasing engagement in school. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.1, 1.2, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Learner Progress (ELPI): 39.5% of English Learners made progress toward English Language proficiency - Red **Scope:** LEA-wide		
1.7	**Action:** Technology and Instructional Software **Need:** Educating Allensworth students is made more challenging by family poverty and the remoteness of the school location. A majority of families cannot afford technology devices (per parent questionnaire) for learning in the home, nor the wireless service to access learning programs. This impedes the ability of UP to access learning support resources outside the school site. English Language Arts: All Students - 121 points below standard - Red English Learners - 129.2 points below standard - Red Socioeconomically Disadvantaged - 121 points below standard - Red Hispanic - 121 points below standard - Red Math: All Students - 135.4 points below standard - Orange English Learners - 135 points below standard - Orange	Through this Action, UP students will be provided with modern learning technology for home and/or school, enabling access to core and supplemental learning programs. Staff technology will also continue to be upgraded to access and run instructional software. This will be supported through upgraded and reliable technology infrastructure. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.1, 1.2, 1.4, 1.5

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
	Socioeconomically Disadvantaged - 135.4 points below standard - Orange Hispanic - 135.4 points below standard - Orange English Learner Progress (ELPI): 39.5% of English Learners made progress toward English Language proficiency - Red **Scope:** LEA-wide		
1.8	**Action:** Student Academic Learning Support **Need:** UP performance in ELA and Math indicate that opportunities for increased support for student learning are needed. Staff and parent educational partners have indicated their desire for this service to help accelerate achievement of grade-level Standards and provide for academic remediation due to learning loss. English Language Arts: All Students - 121 points below standard - Red English Learners - 129.2 points below standard - Red Socioeconomically Disadvantaged - 121 points below standard - Red Hispanic - 121 points below standard - Red Math: All Students - 135.4 points below standard - Orange	This Action will provide for student access to tutoring opportunities after school and enrollment in the Summer learning program to provide remediation and enrichment to best prepare students for academic success in their subsequent grade level. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.1, 1.2, 1.4, 1.5

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
	English Learners - 135 points below standard - Orange Socioeconomically Disadvantaged - 135.4 points below standard - Orange Hispanic - 135.4 points below standard - Orange English Learner Progress (ELPI): 39.5% of English Learners made progress toward English Language proficiency - Red **Scope:** LEA-wide		
1.11	**Action:** English Language Development **Need:** English Learner progress toward acquisition of English language proficiency is "Very Low" (39.5%). Professional Learning in delivery of effective ELD instructional practices and strategies is needed to support delivery of effective ELD. Furthermore, the performance of ELs in ELA and Math per 2023 Dashboard indicates the need for increased utilization of ELD assessment tools within core curriculum adoptions to effectively monitor progress. English Language Arts: English Learners - 129.2 points below standard - Red Math:	This Action will increase the English language acquisition rate of ELs and increase the achievement performance in all content areas by ensuring that teachers are utilizing learned best practices and strategies that support learning for ELs. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.1, 1.2, 1.4, 1.5

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
	English Learners - 135 points below standard - Orange English Learner Progress (ELPI): 39.5% of English Learners made progress toward English Language proficiency - Red **Scope:** LEA-wide		
2.2	**Action:** Student Achievement Recognition **Need:** Classroom teachers have shared that when Unduplicated Puplils (UP) are recognized for their achievements, it impacts a student's drive to want to continue to achieve. Many UP have shared (via classroom discussions) that when teachers notice them doing well and share this with them, it motivates them to want to do better and makes for feelings of satisfaction. **Scope:** LEA-wide	This action ensures that recognition of UP hard work and academic gains are make public through classroom and school-wide events such as classroom celebrations and monthly assemblies. This action will continue to motivate UP to do well during classroom lessons and on class work and homework connected to content to be learned. Success achieved by any student should be recognized, as this could continue to motivate accelerated learning for all students, not just Unduplicated. In order to provide equity in recognition, this action is being implemented LEA-wide.	1.1, 1.2, 2.4, 2.5
2.3	**Action:** Physical Environment Conducive to Learning **Need:** Allensworth Elementary is a very rural school and the community is very high-poverty. Through staff knowledge of family circumstances, the majority of these households are not providing environments	This action will provide Unduplicated students with physical surroundings that are safe and well-maintained, promote high engagement, and are safe/secure. Providing this will enable Unduplicated students to comfortably engage in learning, as the environment is conducive to a focus on academic engagement. This will also provide an environment for safe play and social interaction.	2.1, 2.9, 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
	optimally conducive to learning. Having multiple school-aged children in most households provides a challenge to ensuring spaces where engagement in learning tasks can occur. Our Allensworth Unduplicated students have many academic needs that in order to address these needs requires a location where academic engagement can occur a high level. Furthermore, in order to this engagement to occur at this high level, these students must feel safe and secure in their surrounding. The community has no parks or recreational spaces where students can congregate to play safely or interact socially, outside the school environment. Providing safe and secure surroundings for Unduplicated students, families, and staff is a priority of the district. English Language Arts: All Students - 121 points below standard - Red English Learners - 129.2 points below standard - Red Socioeconomically Disadvantaged - 121 points below standard - Red Hispanic - 121 points below standard - Red Math: All Students - 135.4 points below standard - Orange English Learners - 135 points below standard - Orange Socioeconomically Disadvantaged - 135.4 points below standard - Orange Hispanic - 135.4 points below standard - Orange	In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services and equity in safety is a need for all.	

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
	English Learner Progress (ELPI): 39.5% of English Learners made progress toward English Language proficiency - Red **Scope:** LEA-wide		
2.4	**Action:** Parent Engagement **Need:** Parents shared of the need to have periodic monthly activities to help their involvement with their student and opportunities to improve academic achievement in all standards aligned courses **Scope:** LEA-wide	By providing activities related to the cultural backgrounds of students and other school events, there will be greater engagement of parents within the LEA, leading to increased involvement in school opportunities within committees and groups to share in decision-making processes. This will also lead to an increase of feelings of connectedness for students and families and also improve school spirit and climate. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, as parent engagement and involvement in school has shown to be of benefit to all students, it is being implemented LEA-wide/school-wide.	2.2, 2.3, 2.10
2.5	**Action:** Support for Physical Fitness and Athletic Participation **Need:** As very rural and small community, Allensworth has no community-related opportunities for children to participate in organized sports leagues and many UP parents are unable to provide transportation or fund their children's participation in organized sports in any nearby city (per parent	This Action provides the opportunity for UP to participate in organized competitive sports, develop school pride, and increase physical fitness. This Action will also lead to increased student engagement, and belonging and connectedness. This will also impact student attendance rates and academics. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs	2.4, 2.5, 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
	feedback). Also, there is no community park where children can go to be physically active outside of the school campus. **Scope:** LEA-wide	and equity in participation should be provided to all students.	

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.

N/A

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.

Allensworth school district is estimated to receive $62,643 for use in the 2026-27 school year. Allensworth Elementary will continue to utilize the Concentration Add-on funding to maintain small class sizes to the best extent possible. Certificated and/or Classified staff will be maintained with this funding to enable increased student access to differentiated and personal instructional support during the regular school day. Use of this funding is included in Action 1.1 under Goal 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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,195,549	481,110	40.242%	0.000%	40.242%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$640,217.00	$201,861.00	$0.00	$217,593.00	$1,059,671.00	$492,003.00	$567,668.00

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	Maintain Small Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$158,245.00	$13,000.00	$119,484.00	$51,761.00			$171,245.00	
1	1.2	Resource Alignment and Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$111,620.00	$67,365.00	$71,885.00	$62,100.00		$45,000.00	$178,985.00	
1	1.3	Instructional Support and Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$10,000.00	$105,302.00	$58,060.00			$57,242.00	$115,302.00	
1	1.4	Health and Social-Emotional Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$59,238.00	$3,200.00	$62,438.00				$62,438.00	
1	1.5	Co-Curricular Student Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$4,500.00	$10,500.00	$10,000.00			$5,000.00	$15,000.00	
1	1.7	Technology and Instructional Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$12,500.00	$25,250.00	$37,750.00				$37,750.00	
1	1.8	Student Academic Learning Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$10,000.00	$5,000.00	$5,000.00			$10,000.00	$15,000.00	
1	1.9	Professional Development	All	No			All Schools	On-going	$0.00	$5,551.00				$5,551.00	$5,551.00	
1	1.10	Student Literacy Support	All	No			All Schools	On-going	$4,800.00	$30,000.00				$34,800.00	$34,800.00	
1	1.11	English Language Development	English Learners	Yes	LEA-wide	English Learners	All Schools	On-going	$21,600.00	$12,000.00	$33,600.00				$33,600.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Student Achievement Recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$5,000.00	$5,000.00	$10,000.00				$10,000.00	
2	2.3	Physical Environment Conducive to Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$264,000.00	$204,000.00			$60,000.00	$264,000.00	
2	2.4	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$8,000.00	$8,000.00				$8,000.00	
2	2.5	Support for Physical Fitness and Athletic Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$6,500.00	$13,500.00	$20,000.00				$20,000.00	
3	3.1	Instructional Aide														
3	3.2	Instructional Materials														
3	3.3	Classroom Teacher	All	No			All Schools	2025-2028	$88,000.00	$0.00		$88,000.00			$88,000.00	

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
1,195,549	481,110	40.242%	0.000%	40.242%	$640,217.00	0.000%	53.550 %	**Total:**	$640,217.00
								LEA-wide Total:	$640,217.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Maintain Small Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$119,484.00	
1	**1.2**	Resource Alignment and Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,885.00	
1	**1.3**	Instructional Support and Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,060.00	
1	**1.4**	Health and Social-Emotional Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,438.00	
1	**1.5**	Co-Curricular Student Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	**1.7**	Technology and Instructional Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,750.00	
1	**1.8**	Student Academic Learning Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.11	English Language Development	Yes	LEA-wide	English Learners	All Schools	$33,600.00	
2	2.2	Student Achievement Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.3	Physical Environment Conducive to Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$204,000.00	
2	2.4	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
2	2.5	Support for Physical Fitness and Athletic Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,049,671.00	$841,885.49

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**	Maintain Small Class Sizes	Yes	$171,245.00	499,134.43
1	**1.2**	Resource Alignment and Professional Learning	Yes	$178,985.00	12,985.06
1	**1.3**	Instructional Support and Supplemental Materials	Yes	$115,302.00	14,999.68
1	**1.4**	Health and Social-Emotional Support Services	Yes	$62,438.00	146,532
1	**1.5**	Co-Curricular Student Learning Opportunities	Yes	$15,000.00	5,419.36
1	**1.7**	Technology and Instructional Software	Yes	$37,750.00	3,261.37
1	**1.8**	Student Academic Learning Support	Yes	$15,000.00	36,000
1	**1.9**	Professional Development	No	$5,551.00	0.00
1	**1.10**	Student Literacy Support	No	$34,800.00	23,695.05
1	**1.11**	English Language Development	Yes	$33,600.00	0.00
2	**2.2**	Student Achievement Recognition	Yes	$10,000.00	2,407.54

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Physical Environment Conducive to Learning	Yes	$264,000.00	0.00
2	**2.4**	Parent Engagement	Yes	$5,000.00	3,969
2	**2.5**	Support for Physical Fitness and Athletic Participation	Yes	$20,000.00	8,909
3	**3.1**	Instructional Aide	No	$20,000.00	0.00
3	**3.2**	Instructional Materials	No	$10,000.00	0.00
3	**3.3**	Classroom Teacher	No	$51,000.00	84,573

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)
494,161	$637,217.00	$733,617.44	($96,400.44)	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	Maintain Small Class Sizes	Yes	$119,484.00	499,134.43		
1	1.2	Resource Alignment and Professional Learning	Yes	$71,885.00	12,985.06		
1	1.3	Instructional Support and Supplemental Materials	Yes	$58,060.00	14,999.68		
1	1.4	Health and Social-Emotional Support Services	Yes	$62,438.00	146,532		
1	1.5	Co-Curricular Student Learning Opportunities	Yes	$10,000.00	5,419.36		
1	1.7	Technology and Instructional Software	Yes	$37,750.00	3,261.37		
1	1.8	Student Academic Learning Support	Yes	$5,000.00	36,000		
1	1.11	English Language Development	Yes	$33,600.00	0.00		
2	2.2	Student Achievement Recognition	Yes	$10,000.00	2,407.54		
2	2.3	Physical Environment Conducive to Learning	Yes	$204,000.00	0.00		
2	2.4	Parent Engagement	Yes	$5,000.00	3,969		
2	2.5	Support for Physical Fitness and Athletic Participation	Yes	$20,000.00	8,909		

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)
1,201,705	494,161	13.070%	54.192%	$733,617.44	0.000%	61.048%	$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