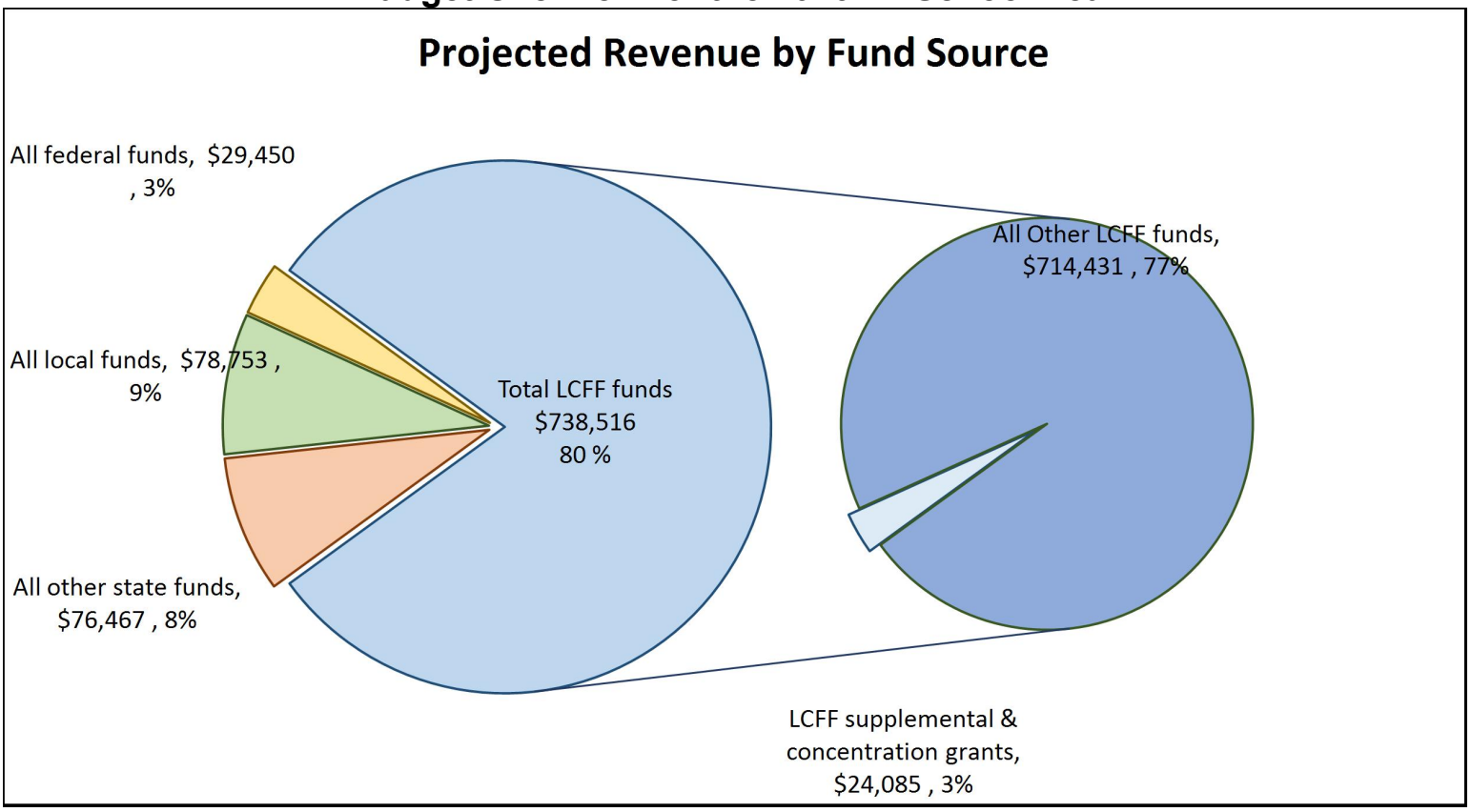
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Sur Unified School District
CDS Code: 27-75150-2730133
School Year: 2026-27
LEA contact information:
Debbie Gold, Ed.D
Superintendent
cindy.fellows1210@gmail.com
805-927-4507

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

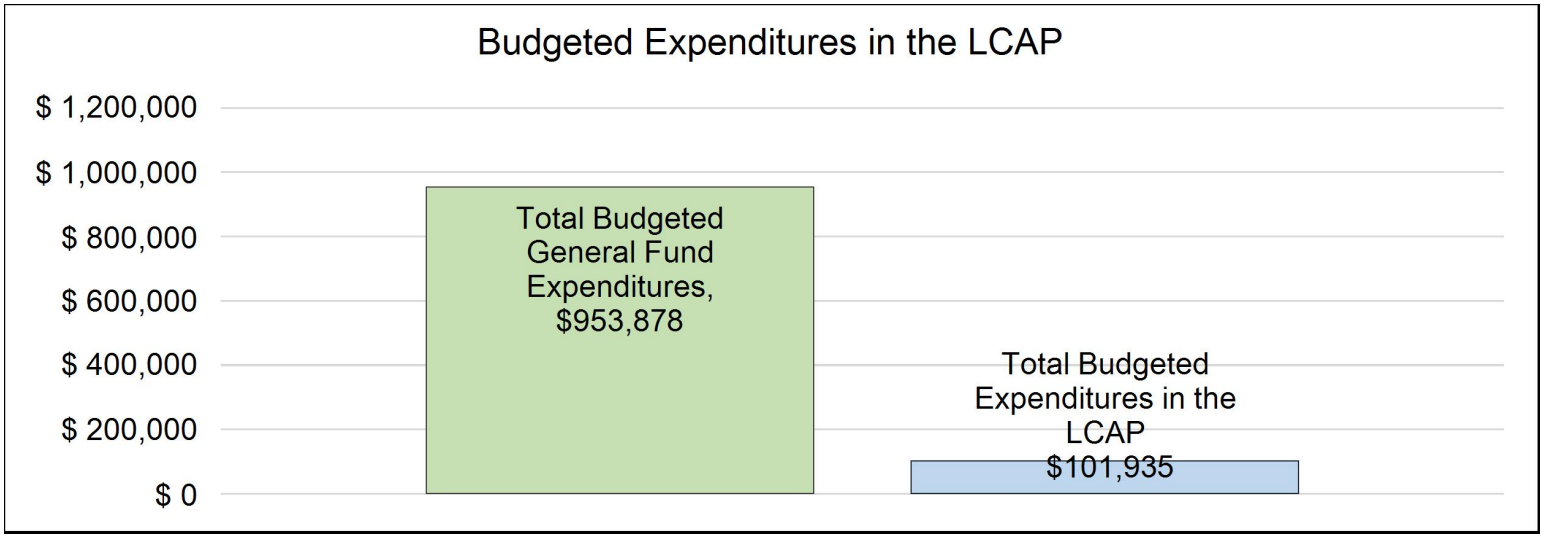


This chart shows the total general purpose revenue Big Sur Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Big Sur Unified School District is $923,186, of which $738,516 is Local Control Funding Formula (LCFF), $76,467 is other state funds, $78,753 is local funds, and $29,450 is federal funds. Of the $738,516 in LCFF Funds, $24,085 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 Big Sur Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Big Sur Unified School District plans to spend $953,878 for the 2026-27 school year. Of that amount, $101,935 is tied to actions/services in the LCAP and $851,943 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

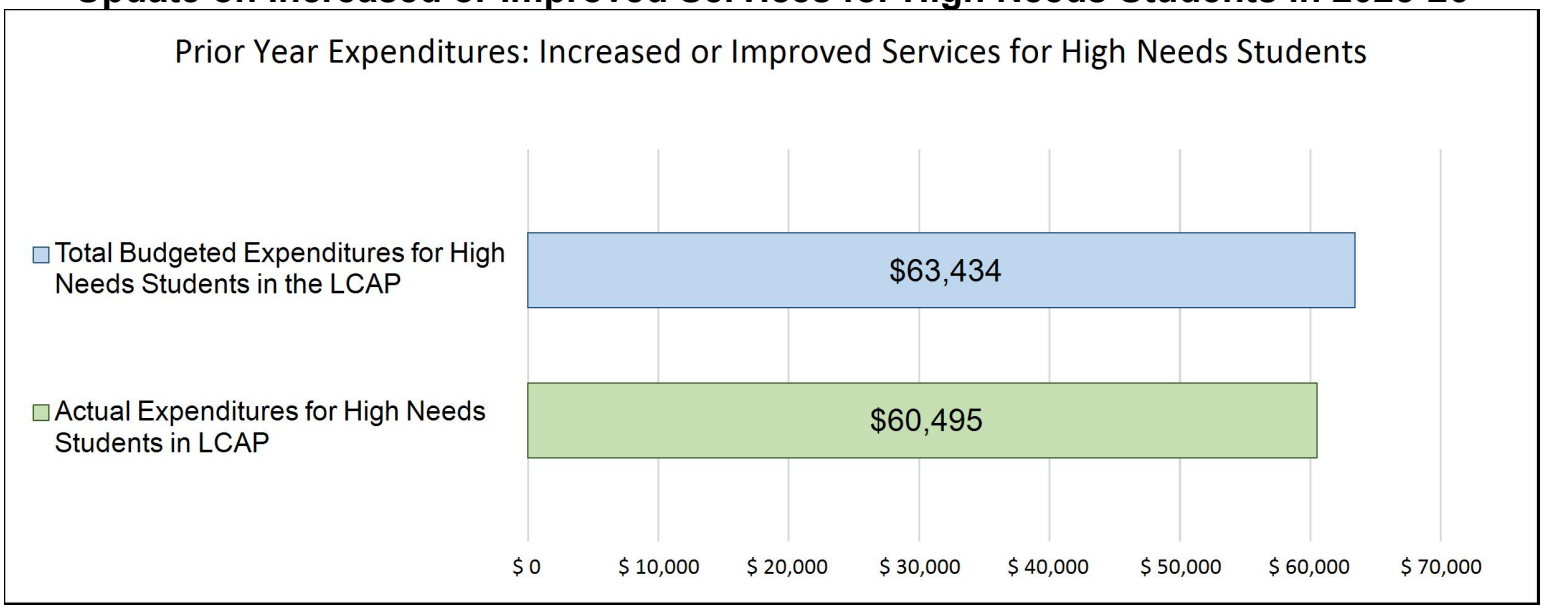
General fund expenditures not included in the LCAP are expenditures for all Big Sur students in the areas of instruction, administration, operations, maintenance, food service, facilities and restricted programs such as ELO-P, SPED, Art & Music, and home to school transportation.

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

In 2026-27, Big Sur Unified School District is projecting it will receive $24,085 based on the enrollment of Foster Youth, English learner, and low-income students. Big Sur Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Big Sur Unified School District plans to spend $52,438 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 Big Sur Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Big Sur Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Big Sur Unified School District's LCAP budgeted $63,434 for planned actions to increase or improve services for high needs students. Big Sur Unified School District actually spent $60,495 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,939 had the following impact on Big Sur Unified School District’s ability to increase or improve services for high needs students:

The difference did not affect services as those services were funded by restricted funds, such as REAP and student support programs. The minimum proportionality was met as the requirement to spend was only $48,179.

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
Big Sur Unified School District	Debbie Gold, Ed.D Superintendent	debbie.gold@bigsurunified.org 805-927-4507

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.

Big Sur Unified School District, nestled amidst the breathtaking beauty of California's Highway One, offers a unique and inspiring educational experience for students from preschool through twelfth grade. Our single school, Pacific Valley School (PVS), fosters a love of learning in a supportive environment steeped in environmental awareness.

Personalized Attention and Diverse Community: With a dedicated faculty and a low student-teacher ratio, PVS provides personalized attention to each student. We celebrate our diverse student body, with 70% coming from socioeconomically disadvantaged backgrounds and 24% identifying as English learners. At PVS, inclusion is a cornerstone; every student's unique strengths are valued.

Collaborative Learning and Innovative Programs: PVS goes beyond traditional classrooms, integrating engaging projects and programs that spark curiosity and a passion for exploration. Our first-rate curriculum is complemented by enriching extracurricular activities, fostering collaborative learning across grade levels. This unique approach allows students to benefit from peer interaction and mentorship opportunities throughout their academic journey.

Unique Experiences and Personalized Learning: Get ready for one-of-a-kind experiences at PVS! Imagine learning alongside classmates of different ages, embarking on STEAM-focused field trips, or having PE class on the beach! We even offer delicious and nutritious breakfast and lunch programs to fuel your adventures.

Academic Excellence and Environmental Stewardship: PVS champions academic excellence while fostering a deep appreciation for the environment. We tailor the STEAM program (Science, Technology, Engineering, Art, and Math) to individual interests and learning styles, ensuring every student reaches their full potential.

Broadening Horizons and Cultivating Skills: PVS offers diverse educational field trips, from exploring museums and aquariums in Monterey to experiencing live theater in San Francisco. High school students can embark on college visits and regional or national trips, further enriching their educational journeys. Our annual STEAM Festival allows students to showcase their individual projects, fostering a spirit of creativity and problem-solving.

Beyond Academics: PVS offers a variety of exciting activities, including archery classes for middle and high school students, 1:1 computer access for all students, and even annual drama classes culminating in theatrical performances for the community.

Pacific Valley School generated Equity Multiplier funds in 2024–25 and 2025–26. Based on 2025 eligibility data, the school no longer qualifies for Equity Multiplier funding in 2026–27.

Reflections: Annual Performance

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

In reviewing available 2025 state and 2025-2026 local indicators, Big Sur Unified School District continues to demonstrate stable performance across priority areas. Due to the district's small student population, no student group met the minimum n-size to be identified in the lowest performance level on the California School Dashboard. This limits the availability of publicly reported data but reflects the district's continued effort to provide individualized support and equitable access to programs for all students.

The district's goals are designed to work in tandem: STEAM instruction and a broad course of study (Goals 1 and 3) increase student engagement and access to diverse learning experiences, while MTSS (Goal 2) provides targeted academic and social-emotional supports. Together, these efforts directly address chronic absenteeism (Goal 4) by strengthening students' connection to school and their ability to succeed.

Due to the small number of students enrolled and assessed, statewide assessment results for English Language Arts, Mathematics, and Science for the 2025–26 school year are not publicly reported, as fewer than 10 students were tested in each content area. As a result, no disaggregated performance levels or Dashboard colors are available for these indicators. The district instead relies on multiple local measures, including classroom-based assessments and progress monitoring, to evaluate student learning and inform instructional decisions.

In response to identified needs, Action 2.2 continues to support the implementation of a Multi-Tiered System of Supports (MTSS), including professional development focused on differentiated instruction, student engagement, and addressing barriers to attendance. This action is intended to strengthen instructional practices while also supporting improved student outcomes, particularly in engagement and attendance.

Pacific Valley School was previously eligible for Equity Multiplier funding due to its socioeconomically disadvantaged student population and associated risk factors. Based on the most recent data, Pacific Valley no longer qualifies to receive Equity Multiplier funding for the 2026–27 school year. Despite this change, the district continues to identify chronic absenteeism as a primary area of need. Local data and prior Dashboard results indicate that, while there has been some improvement, absenteeism rates remain elevated and require continued focus. The district will sustain attendance monitoring practices and targeted family outreach to support improved student engagement and attendance outcomes.

The district does not currently have unspent Learning Recovery Emergency Block Grant (LREBG) funds. In preparation for anticipated additional funding, the district conducted a needs assessment using available Dashboard data and local measures to inform the development of targeted actions for inclusion in the 2026–27 LCAP.

Reflections: Technical Assistance

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

Big Sur Unified is not in technical assistance.

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.

Big Sur does not have any schools that are eligible for comprehensive support and improvement.

Support for Identified Schools

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

Big Sur does not have any schools that are eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Big Sur does not have any schools that are eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers Principal/Administrators Other school personnel Local bargaining units of the LEA Parents/Parent Advisory Committee/DELAC Special Education Consultation (SELPA) Students	Big Sur Unified School District engaged all required educational partner groups in the development of the 2026–27 LCAP, including parents, students, teachers, other school personnel, administrators, School Site Council members, bargaining unit representatives, the Monterey County SELPA, and community members. The district's Parent Advisory Committee is fulfilled through the School Site Council, which serves in this dual role and provides formal input on LCAP development. The district consulted with the Monterey County SELPA in May 2026 to ensure that the needs of students with disabilities were considered in the development of goals, actions, services, and budget priorities. To gather input within its small, close-knit school community, Big Sur Unified used in-person focus group discussions and consultation meetings. Parents and community members provided feedback on school priorities, communication, student engagement, and family needs. Students shared input on their school experience, sense of belonging, academic supports, and school climate. Teachers provided feedback on curriculum, instruction, assessment results, and student learning needs. Other school personnel shared observations related to attendance, student behavior, school operations, and student support needs. Administrator reviewed implementation progress, student outcome data, staffing needs, and alignment between actions, metrics, and expenditures. Bargaining unit representatives were

Educational Partner(s)	Process for Engagement
	provided the opportunity to review and provide input on LCAP priorities connected to staffing, services, and implementation. Educational partner engagement for the 2026–27 LCAP occurred throughout the 2025–26 school year. A districtwide survey was distributed in October 2025 and reviewed by the School Site Council/Parent Advisory Committee. Survey responses were overwhelmingly positive and helped confirm the value of current programs and services. In addition, parents and staff met specifically to review and discuss the LCAP on February 19, 2026, and May 20, 2026. These meetings provided opportunities to examine student performance data, discuss progress toward goals, and offer recommendations for refining actions and expenditures. The district also presented LCAP updates and related student performance information during public governing board meetings, ensuring transparency and providing additional opportunities for public input. Feedback from educational partners was used to affirm the continuation of effective actions, refine supports for student engagement and attendance, and align resources to the district's identified needs. Through these engagement efforts, Big Sur Unified ensured that each required educational partner group had meaningful opportunities to contribute to the development of the 2026–27 LCAP and to help shape the district's goals, actions, services, and budget priorities. Teachers Dates: February–April 2026 Engagement Method: Staff meetings Key Feedback: Requested continued support for Multi-Tiered System of Supports (MTSS) and STEAM instruction. Parents / School Site Council (SSC) / Parent Advisory Committee (PAC) Dates: March 2026 Engagement Method: School Site Council meetings (serving as the Parent Advisory Committee) Key Feedback: Emphasized the need to improve student attendance and expand mental health supports.

Educational Partner(s)	Process for Engagement
	Students Dates: April 2026 Engagement Method: Student surveys and classroom discussions Key Feedback: Requested additional field trips, electives, and enrichment opportunities. Special Education Local Plan Area (SELPA) Dates: May 2026 Engagement Method: Consultation with Monterey County SELPA Key Feedback: Recommended continued inclusive practices and supports for students with disabilities.

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

The adopted 2026–27 LCAP was directly influenced by feedback from educational partners, who affirmed support for continuing the district's existing goals, actions, and services into the next year. Across engagement opportunities, parents, students, teachers, other school personnel, administrators, School Site Council/Parent Advisory Committee members, bargaining unit representatives, SELPA consultation, and community members emphasized the importance of sustaining programs that support student engagement, academic growth, school climate, and whole-child development.

Student feedback continued to show strong interest in STEAM learning, enrichment, and hands-on opportunities that make school engaging and meaningful. In response, the district maintained actions connected to STEAM, including Actions 1.1 and 1.2, and continued the use of technology-based tools to enhance instruction and student participation.
Parents and community members also affirmed the value of the STEAM program and the importance of maintaining a small, supportive school environment. Their feedback reinforced the district's decision to continue investments in STEAM, family engagement, and school conditions that support learning.

Teachers and other school personnel provided input on curriculum, instruction, student support needs, attendance, behavior, and school climate. Their feedback influenced the continuation of actions related to MTSS professional development, social-emotional learning, academic intervention, and student engagement, including Actions 2.2 and 2.6.
Administrators and bargaining unit representatives reviewed implementation progress, staffing needs, student outcome data, and alignment of actions, metrics, and expenditures. This feedback supported the district's decision to maintain core staffing, services, and supports necessary to implement the LCAP effectively.

The School Site Council, which also serves as the district's Parent Advisory Committee, reviewed the October 2025 survey results and provided formal input on LCAP priorities. Because survey results were positive, the feedback confirmed the district's direction and supported the continuation of current actions rather than major changes.

Consultation with the Monterey County SELPA in May 2026 helped ensure that the LCAP continued to consider the needs of students with disabilities. This input supported continued attention to inclusive practices, access to academic and behavioral supports, and alignment of services for students with disabilities.

Overall, educational partner feedback shaped the adopted 2026–27 LCAP by reinforcing the continuation of effective actions, including STEAM, technology integration, MTSS, social-emotional learning, safe and welcoming school facilities, and student engagement supports. The final LCAP reflects the shared priorities of the Big Sur Unified community and maintains a focus on improving outcomes for all students, including English learners, low-income students, foster youth, students experiencing homelessness, and students with disabilities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The district implemented the STEAM program/ curriculum, which was established by the goal. The District will continue to implement STEAM: a Science, Technology, Engineering, Art, and Mathematics program for students. Each student will have a STEAM class each day along with STEAM integrated throughout the day to ensure improved proficiency and engagement in STEAM, as measured by the metrics below. (Priorities 1, 2, 3, 4, 5, 6,)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Students will be exposed to science, technology, engineering, art, and math programs that are beyond the traditional classroom experience. This will enable students to experience new concepts and ideas as a means to advance their own educational expectations and goals. Parents and the community will be invited to observe and participate in the STEAM projects by becoming active participants or observers. It is anticipated that the STEAM program will enhance the school's educational environment by creating a positive learning experience by giving students, staff and parents the ability to learn in subject matters that are emphasized in today's society. Students will find school engaging and stimulating, and the actions and metrics below will help to achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	8. Assessments will be made of the individual student's needs and areas of interest. STEAM programs will be	Benchmark testing and observation occur so as to develop individual plans that conclude that at least 90% of students	Benchmark testing and observation occur so as to develop individual plans that	Benchmark testing and observation occur so as to develop individual plans that	100% of students attain more than one year of academic gain.	+10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	individualized based on those assessments. Source: Individualized needs and interest assessment	attain more than one year of academic gain. Year: 2023-24	conclude that at least 100% of students attain more than one year of academic gain. Year: 2024-25	conclude that at least 100% of students attain more than one year of academic gain. Year: 2025-26		
1.2	1: A. Degree to which teachers are appropriately assigned and fully credentialed. Source: Dataquest	71.1% Year: 2021-22	36.0% Year: 2022-23	72% Year: 23-24	100%	Same as Baseline;
1.3	1: B. Degree to which students have standards-aligned instructional materials. Source: Self-reflection	100% Year: 2023-24	100% Year: 2024-25	100% Year: 20225-26	100%	-0%, Maintained
1.4	1: C. Degree to which school facilities are maintained in good repair. Source: SARC/FIT	C. OVERALL RATING: GOOD Year: 2023-24	C. OVERALL RATING: GOOD Year: 2024-25	C. OVERALL RATING: GOOD Year: 2025-26	OVERALL RATING: GOOD	Maintained
1.5	2: A. The implementation of academic content and performance standards for all students. Source: Administrator to observe implementation of CA Standards and record in monthly log	A. 100% of teachers are implementing CA State Standards Year: 2023-24	A. 100% of teachers are implementing CA State Standards Year: 2024-25	A. 100% of teachers are implementing CA State Standards Year: 2025-26	100% of teachers are implementing CA State Standards	-0%, Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	2: B. The degree to which the programs/services will enable ELs to access the CCSS and the ELD standards. Source: Professional learning calendar	B. 100% of teachers receive professional learning on ELD Standards Year: 2023-24	B. 100% of teachers receive professional learning on ELD Standards Year: 2024-25	B. 100% of teachers receive professional learning on ELD Standards Year: 2025-26	100% of teachers receive professional learning on ELD Standards	-0%, Maintained
1.7	3: A. A demonstration of (the degree to which) the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. Source: Town Hall participation records	A. 60% of parents/guardians participate in Town Hall meetings to build capacity and work collaboratively Year: 2023-24	A. 60% of parents/guardians participate in Town Hall meetings to build capacity and work collaboratively Year: 2024-25	A. 60% of parents/guardians participate in Town Hall meetings to build capacity and work collaboratively	90% of parents/guardians participate in Town Hall meetings to build capacity and work collaboratively Source: Town Hall participation records	+0%, Maintained
1.8	3: B. A demonstration of how (the degree to which) the school district will promote parental participation in programs for unduplicated pupils. Source: Town Hall participation records	B. 60% of parents/guardians of unduplicated students participate in Town Hall meetings to build capacity and work collaboratively Year: 2023-24	B. 60% of parents/guardians of unduplicated students participate in Town Hall meetings to build capacity and work collaboratively Year: 2024-25	B. 60% of parents/guardians of unduplicated students participate in Town Hall meetings to build capacity and work collaboratively	90% of parents/guardians of unduplicated students participate in Town Hall meetings to build capacity and work collaboratively Source: Town Hall participation records	+0%, Maintained
1.9	3: C. A demonstration of how (the degree to which) the school district	C. 100% of parents with children who have exceptional needs will	C. 100% of parents with children who have	C. 100% of parents with children who have	100% of parents with children who have exceptional	-0%, Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	will promote parental participation in programs for individuals with exceptional needs. Source: Town Hall participation records	have access to interpretation services, Spanish, and ASL as needed. Year: 2023-24	exceptional needs will have access to interpretation services, Spanish, and ASL as needed. Year: 2024-25	exceptional needs will have access to interpretation services, Spanish, and ASL as needed.	needs will have access to interpretation services, Spanish, and ASL as needed. Source: Town Hall participation records	
1.10	4: A. Statewide assessments (ELA) 4: A. Statewide assessments (Math) Source: CA School Dashboard	Less than 10 students enrolled-No public data Year: 2022-23	Less than 10 students enrolled-No public data Year: 2023-24	Less than 10 students enrolled-No public data Year: 2024-25	At standard	N/A
1.11	4: B. The percentage of ELs who make progress toward English proficiency as measured by the ELPAC Source: CA School Dashboard	Less than 3 EL students- No public data Year: 2022-23	Less than 3 EL students- No public data Year: 2023-24	Less than 3 EL students- No public data Year: 2024-25	100%	N/A
1.12	4: C. EL reclassification rate Source: Student Information System	Less than 3 EL students- No public data Year: 2022-23	Less than 3 EL students- No public data Year: 2023-24	Less than 3 EL students- No public data Year: 2024-25	80%	N/A
1.13	% completing A-G,	No data as a result of low student count Year: 2022-23	No data as a result of low student count Year: 2023-24	No data as a result of low student count Year: 2024-25	100%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	% completing CTE AND both A-G and CTE	No data as a result of low student count Year: 2022-23	No data as a result of low student count Year: 2023-24	No data as a result of low student count Year: 2024-25	100%	N/A
1.15	% passing AP,	No data as a result of low student count Year: 2022-23	No data as a result of low student count Year: 2023-24	No data as a result of low student count Year: 2024-25	100%	N/A
1.16	% prepared with EAP	No data as a result of low student count Year: 2022-23	No data as a result of low student count Year: 2023-24	No data as a result of low student count Year: 2024-25	100%	N/A
1.17	% HS dropout	No data as a result of low student count Year: 2022-23	No data as a result of low student count Year: 2023-24	No data as a result of low student count Year: 2024-25	0%	N/A
1.18	% HS graduation	No data as a result of low student count Year: 2022-23	No data as a result of low student count Year: 2023-24	No data as a result of low student count Year: 2024-25	100%	N/A
1.19	4C State Assessment Science	Less than 10 students enrolled-No public data Year: 2022-23	Less than 10 students enrolled-No public data Year: 2023-24	Less than 10 students enrolled-No public data Year: 2024-25	50%	N/A

Goal Analysis [2025-26]

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

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

Actions 1.1 and 1.2: K–12 STEAM Program and Technology-Based Learning Enrichment

During the 2025–26 school year, Big Sur Unified School District fully implemented Actions 1.1 and 1.2 as planned. Action 1.1 supported a comprehensive K–12 STEAM program that engaged all students in integrated learning experiences across science, technology, engineering, art, and mathematics. Action 1.2 provided technology-based tools and resources to enhance instruction and expand opportunities for creativity, problem-solving, and hands-on learning.

Implementation highlights included full student participation in STEAM activities across grade levels, completion of culminating projects that were shared during the annual STEAM showcase, and regular use of instructional technology to support inquiry-based learning. Student feedback, teacher reflections, and positive survey results from parents and staff confirmed continued enthusiasm for the program and its value in increasing student engagement.

There were no differences between the actions as planned and their actual implementation. The district was able to provide all planned STEAM instruction, enrichment activities, and technology supports during the year. No significant implementation challenges were encountered. The district attributes the successful implementation of these actions to strong teacher leadership, community support, and sustained educational partner commitment to maintaining STEAM as a central component of the instructional program.

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

The LEA experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

EXPENDITURE DIFFERENCES:

1.1: Budgeted/Planned $5,000.00 and Estimated Actuals $5,000. This is not a material difference as it is less than a 1% increase. The expenses are based on actual to date expenses related to the STEAM program.

1.2: Budgeted/Planned $39,979.00 and Estimated Actuals $37,180.33. The difference is an additional cost of $2,799. This is not a material difference. Based on actual to date expenses in both the supplemental and REAP programs.

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

The actions associated with Goal 1 were effective in supporting student engagement and academic growth through a comprehensive K–12 STEAM program and the integration of technology-based learning resources. Action 1.1 provided all students with hands-on, interdisciplinary STEAM experiences, while Action 1.2 expanded access to instructional technology that supported creativity, inquiry, and individualized learning.

Effectiveness is most clearly demonstrated through Metric 1.1, which showed that all students achieved more than one year of academic growth, exceeding the district's benchmark. Student participation in STEAM projects and successful completion of culminating presentations further confirmed that students were actively engaged in meaningful learning experiences. Educational partner feedback from students, parents, and staff continued to highlight STEAM as one of the district's strongest programs and supported its continuation.

The district maintained 100% access to standards-aligned instructional materials (Metric 1.3), a "Good" facilities rating (Metric 1.4), full implementation of California State Standards (Metric 1.5), and professional development on English Language Development standards for all teachers (Metric 1.6). These measures demonstrate that students, including English learners, had access to the instructional resources and supports needed to participate fully in the program.

Parent participation in Town Halls and School Site Council/Parent Advisory Committee meetings remained steady at approximately 60% (Metrics 1.7–1.9), reflecting consistent family engagement and support for district priorities. This feedback affirmed the district's decision to continue current actions and services.

Metric 1.2 indicates that teacher credentialing remains below the district's long-term goal, with 36% of teachers holding full credentials. While this continues to be an area of need, the district was able to maintain effective instruction through experienced staff and targeted support.

State-reported results for CAASPP, ELPAC, reclassification, college and career indicators, and graduation outcomes (Metrics 1.10–1.19) were not publicly reported due to the district's small student population. As a result, the district relied on local measures, including individualized growth data, project completion, and educational partner feedback, to evaluate effectiveness.

Overall, the district's analysis indicates that Actions 1.1 and 1.2 were effective in meeting the goal by promoting academic growth, maintaining high levels of student engagement, and providing all students with meaningful STEAM and technology-based learning opportunities.

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

Changes to Goal Statement
No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

Changes to expected outcomes
No changes were made to the expected outcomes, as current targets remain appropriate.

Changes made to metrics
No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.

Changes made to actions
No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.

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	K-12 STEAM Program	The district is continuously improving its K-12 STEAM program (Science, Technology, Engineering, Art, and Math) by providing the following actions: Personalized activities: Adjusting content based on student needs and past program results to ensure optimal learning. Providing individualized support: Teachers and staff collaborate to guide students in their chosen STEAM components. Monitoring progress: Instructional staff tracks student progress towards individual and program goals. Reviewing and adjusting goals: Individual student goals are regularly assessed and adjusted to ensure continued growth. Additional Actions will include: Host a Parent STEAM Night: This event showcases student projects and fosters family engagement. Invest in Staff Development: Teachers receive ongoing STEAM-focused training to enhance their skills. Organize STEAM Field Trips: These immersive experiences extend learning beyond the classroom and spark student curiosity.	$3,000.00	No
1.2	Enriching Learning Experiences through Technology based resources in all areas of STEAM	To provide our English learners, foster youth, and low-income students with valuable opportunities for experiential learning that support language and concept development (as a part of the language acquisition program), we will provide:	$34,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continued Art and Music Classes: These classes provide a creative and engaging environment for students to explore new concepts and practice communication skills in a non-traditional setting. Engaging Field Trips: We're organizing field trips to Big Creek, where students can experience science firsthand. Science-based guest speakers will also be invited to the school, bringing real-world expertise to the classroom. Interactive Science Curriculum: We're adopting a hands-on science curriculum for use at the school site. This curriculum can also be utilized for off-site learning experiences at Lawrence Hall of Science (or another science museum like Monterey Bay Aquarium or Discovery Museum). By providing these diverse learning opportunities, we aim to empower all students, regardless of background, to develop their language and critical thinking skills through engaging and interactive experiences.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will be included in a Multi-tiered System of Support (MTSS) that supports the academic, physical, behavioral and social and emotional needs of students. This is intervention for all students common to each student having an individualized education plan with support. Teachers will participate in "Safety Net" where each students needs are discussed and a plan is put in place.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Big Sur Unified developed this goal because it is important to engage students academically, physically, behaviorally, socially, and emotionally.
The actions and metrics will help us achieve this goal by individualizing education and monitoring engagement through attendance, suspensions, and survey data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	5: A. School attendance rate Source: LEA Student Information System Monthly attendance log	90% per month Year: 2023-24	83% per month Year: 2024-25	85% per month Year: 2025-26	95% per month Source: LEA Student Information System Monthly attendance log	-5%
2.3	5: C. Middle school dropout rates Source:CALPADS	0 Year:2022-23	0 Year:2023-24	0 Year:2024-25	0	+0, Maintained
2.4	6: A. Pupil suspension rates	0 Year:2022-23	0 Year:2023-24	0 Year:2024-25	0	+0, Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source:Dashboard Datafiles.					
2.5	6: B. Pupil expulsion rates Source:DataQuest	0 Year:2022-23	0 Year:2023-24	0 Year:2024-25	0	+0, Maintained
2.6	6: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Source: Google Survey	90% of students, staff, parents, feel safe and connected to school Year:2023-24	90% of students, staff, parents, feel safe and connected to school Year:2024-25	90% of students, staff, parents, feel safe and connected to school Year:2025-26	95% of students, staff, parents, feel safe and connected to school Source: Google Survey	+0, Maintained

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.

During the 2025–26 school year, Big Sur Unified School District implemented all actions under Goal 2, which focuses on supporting the academic, behavioral, and social-emotional needs of all students through a Multi-Tiered System of Supports (MTSS). All actions were fully implemented as planned.
Action 2.1 (Behavior Support Program) was fully implemented through individualized counseling, behavioral check-ins, and targeted support provided by the school psychologist to address students' social-emotional and behavioral needs.
Action 2.2 (Professional Development for MTSS) was fully implemented through staff participation in training using Erica's Lighthouse and other resources focused on mental health awareness, social-emotional learning, and tiered interventions.
Action 2.3 (Special Education Support) was fully implemented to ensure that students with disabilities received appropriate instructional services, accommodations, and interventions.
Action 2.4 (Gifted and Talented Education) was fully implemented through enrichment opportunities and educational field trips available to all students.
Action 2.5 (Reading Assessments for MTSS) was fully implemented and used to monitor student progress and guide instructional decisions and targeted interventions.
Action 2.6 (Social-Emotional Learning) was fully implemented using Erica's Lighthouse as the district's core social-emotional learning curriculum.
Action 2.7 (Instructional Assistants) was fully implemented with staffing in place to provide classroom support and targeted intervention across grade levels.

Implementation successes included strong staff participation in professional development, consistent use of social-emotional learning practices, regular use of assessment data to guide intervention, and continued access to enrichment opportunities for all students. There were no differences between the actions as planned and their actual implementation, and no significant implementation challenges were encountered. Overall, the district successfully implemented Goal 2 as intended and maintained a comprehensive system of academic, behavioral, and social-emotional supports for all students.

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

The LEA experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

2.1 Behavior Support Program - School Psychologist Added, Lunch Group for High School Students Added
2.2 Professional Development for Multi-Tiered System of Supports (MTSS)
2.3 SPED Support - Purchased with SPED Funding
2.4 Gifted and Talented Education (GATE) - Offered to All Students Through Field Trips
2.5 Reading Assessments to Support Data-Based Decision Making (MTSS)
2.6 Emotional Learning to Support Social and Behavioral Needs
2.7 Instructional Assistants (4)

EXPENDITURE DIFFERENCES:
2.1 Budgeted/Planned: -0- Estimated Actuals: -0-. No material difference.
2.2 Budgeted/Planned: $660.00 Estimated Actuals: $660 This is a no difference.
2.3 Budgeted/Planned: $850.00 Estimated Actuals: $403.20. There was less need than anticipated, and materials from prior years were maintained.
2.4 Budgeted/Planned : $6,000.00 Estimated Actuals: $4,387.87. This is a difference of $1,612.13. Field trip costs, such as entrance to museum were lower than expected.
2.5 Budgeted/Planned: $400.00 Estimated Actuals: $324.99 There was less need than anticipated for materials due to enrollment.
2.6 Budgeted/Planned: $400.00 Estimated Actuals: $364 No material difference.
2.7 Budgeted/Planned: $25,995.00 Estimated Actuals: $44,961 This is an increase of $18,966. The increase was due to the increased needs of the students and instructional aides were given additional hours to meet those needs.

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

Based on the analysis of available metrics and outcomes, the actions associated with Goal 2 were effective in supporting students' academic, behavioral, and social-emotional needs. Through the district's Multi-Tiered System of Supports (MTSS), Big Sur Unified continued to provide behavior interventions (Action 2.1), professional development (Action 2.2), special education services (Action 2.3), enrichment opportunities (Action 2.4), academic assessments and interventions (Action 2.5), social-emotional learning (Action 2.6), and instructional

assistant support (Action 2.7). Together, these actions contributed to strong outcomes in school climate, student behavior, and academic support.

Metric 2.1 (Attendance Rate) remained below the district's long-term target, with average attendance at 85%. Metric 4.1 (Chronic Absenteeism) also remained elevated at 41.7% for All Students, indicating that attendance continues to be a significant challenge despite the supports in place. While these results show that attendance outcomes have not yet met district expectations, they are influenced by the district's very small enrollment, where the attendance patterns of a few students can significantly affect overall percentages.

In contrast, behavioral and school climate measures demonstrated strong effectiveness. Metric 2.3 (Middle School Dropout Rate) remained at 0%, and Metrics 2.4 and 2.5 (Suspension and Expulsion Rates) also remained at 0%, reflecting the success of proactive behavior supports, individualized counseling, and social-emotional learning. Metric 2.6 (School Climate and Connectedness) showed that 90% of students, staff, and families reported feeling safe and connected to school, indicating a positive and supportive learning environment.

Actions 2.2 (Professional Development) and 2.6 (Social-Emotional Learning) were particularly effective in strengthening staff capacity and maintaining a positive school culture. Actions 2.1, 2.3, and 2.7 provided timely and individualized support to students with academic, behavioral, and special education needs. Actions 2.4 and 2.5 increased student engagement and informed targeted interventions through enrichment opportunities and assessment data.

Overall, the district's analysis indicates that the actions under Goal 2 were effective in maintaining a safe, supportive, and inclusive school environment and in addressing students' academic and social-emotional needs. Although attendance remains an area of continued focus, the district will maintain these actions in 2026–27 while refining attendance interventions and family outreach strategies to better support students experiencing chronic absenteeism, including unduplicated pupils.

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

Changes to Goal Statement
No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

Changes to expected outcomes
No changes were made to the expected outcomes, as current targets remain appropriate.

Changes made to metrics
No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.

Changes made to actions:
2.6-funding source is Sped funding. This action was changed from an contributing action to a non-contributing action.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Behavior Support Program- school psychologist added, lunch group for high school students added	Big Sur will implement the MTSS Process, specifically, a district wide behavioral support program. Monterey County psychologists and counseling support will be available to support to students. The District is working with a psychologist from an agency.	$0.00	No
2.2	Professional Development for Multi-Tiered System of Supports (MTSS)	To address chronic absenteeism, MTSS professional development will be provided to empower educators to address diverse needs, specifically English learners, fostering positive outcomes for unduplicated students. Big Sur will build site leadership capacity and deliver professional development for MTSS. This will include: *Professional Development for teachers on differentiated instruction (Language and STEAM-based) *Designated days during the school year for professional development (5 days) *Implement an intervention model for ELA and Math that utilizes a blended model of support (STEAM-based) *Provide professional development and support of instructional support programs in the Least Restrictive Environment	$600.00	Yes
2.3	SPED Support - Purchased with SPED Funding	The district will continue to purchase materials to align Special Education with the Common Core State Standards (CCSS)	$850.00	No
2.4	Gifted and Talented Education - GATE- offered to all students through field trips	Inclusion in gifted and talented education ensures that all students, regardless of their circumstances, have the chance to thrive academically and reach their highest potential. The district will implement a Gifted and Talented Education (GATE) model for participation in field trips in all	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		grades to be offered principally to English learners, low-income, and foster youth to expand education outside the traditional classroom.		
2.5	Reading Assessments to Support Data Based Decision Making (MTSS)	To support the MTSS process, educators analyze the data to inform decisions about instruction, interventions, and progress for each student. This includes the DIBELS reading assessment and other online diagnostic tools to actively support instruction and interventions for EL low-income students, enabling personalized instruction tailored to their specific needs.	$400.00	Yes
2.6	Emotional Learning to support social and behavioral needs	The district will *use* a TK-8 Social and Emotional Learning Curriculum to enhance and nurture the social-emotional competence of unduplicated students. This is an evidence-based Learning Curriculum: 1. Use of Erica's Lighthouse for all grade levels (TK-12) -New	$147.00	No
2.7	Instructional Assistants	Instructional Assistants will provide one-on-one support in ELA, Math, and STEAM to help English learner and Low Income students accelerate their learning, thus enhancing access and opportunities for unduplicated students.	$28,438.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All Students will experience a broad course of study which will include the next generation science standards, math, social studies, technology, art, drama, language, PE and other subject areas.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Big Sur Unfied developed this goal because our school offers comprehensive educational programs based on the highest academic standards that meet the needs of our preschool through twelfth-grade students.
The actions and metrics will help us achieve this goal by giving access to a broad curriculum to all students, and measuring that access for all students, especially English learner, low income, and students with unique needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	7: A. A broad course of study	100% of students that have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, World Language) Year: 2023-24	100% of students that have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, World Language) Year: 2024-25	100% of students that have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, World Language) Year: 2025-26	100%	No change
3.2	7: B, C. Programs and services developed and provided to unduplicated pupils, and provided to individuals with exceptional needs	100% Year: 2023-24	100% Year: 2024-25	100% Year: 2025-26	100%	No change

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.

Overall Implementation:

The district made significant progress in implementing our planned actions under this goal, with full implementation of all identified activities. There were no substantive differences between the planned and actual implementation. Throughout the year, the district demonstrated a consistent commitment to advancing these actions, adapting to emerging needs while maintaining fidelity to the original plan.

Successful Implementation (by Action):

Action 3.1 – Curriculum Professional Development:
The district implemented targeted professional learning sessions focused on content standards and culturally responsive instruction. Sessions were aligned with teacher feedback and instructional needs, ensuring wide participation and effectiveness.

Action 3.2—District Committees:
The district regularly convened curriculum and instruction, equity, and budget advisory committees. These groups contributed meaningfully to decision-making and ensured educational partner input was embedded in implementation.

Action 3.3 – Pilot NSGG and STEAM:
The Next-Generation Science and STEAM initiatives were successfully continued across selected grade spans. The program was characterized by high engagement and early signs of impact on student learning.

Action 3.4 – Partnerships:
Strategic partnerships with community and educational organizations were leveraged to expand enrichment, support student engagement, and enhance learning opportunities.

Implementation Focus:

Implementation focused on improving instructional quality and promoting equity through capacity building and innovation. Staff efforts were directed toward these actions, ensuring progress in student learning outcomes and alignment with state priorities related to student achievement and access to a broad course of study.

Successes and Challenges:

All planned actions were fully implemented without delays or barriers. Success was attributed to strong staff engagement, clear alignment between strategic goals and actions, and supportive infrastructure for execution.

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

The LEA experienced no differences, reflecting both operational adaptations and implementation realities throughout the year.
3.1 Curriculum Professional Development
3.2 District Committees
3.3 Pilot NSGG and STEAM
3.4 Partnerships

EXPENDITURE DIFFERENCES:
3.1 Budgeted/Planned: $-0- Estimated Actuals: -0- No material difference.
3.2 Budgeted/Planned: $-0- Estimated Actuals: -0- No material difference.
3.3 Budgeted/Planned: $-0- Estimated Actuals: -0- No material difference.
3.4 Budgeted/Planned: $-0- Estimated Actuals: -0- No material difference.

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

Effectiveness of Specific Actions Toward the Goal

The implementation of the actions under Goal 3 was effective in maintaining full student access to a broad course of study and ensuring equitable services for students with exceptional needs. Metrics 3.1 and 3.2 remained at 100%, demonstrating that all students, including unduplicated pupils and students with disabilities, had access to the full instructional program and related supports.

Action 3.1 – Curriculum Professional Development:
This action was effective in supporting Metric 3.1 by helping maintain 100% student access to a broad course of study. Professional development strengthened instructional delivery across content areas, including social science, science, health, physical education, and world languages.

Action 3.2 – District Committees:
This action was effective in supporting Metric 3.2 by providing ongoing oversight of curriculum, instruction, equity, and budget priorities. These committees helped ensure that program access and supports remained aligned to student needs, including the needs of unduplicated pupils and students with disabilities.

Action 3.3 – Pilot NGSS and STEAM:
This action was effective in strengthening access to engaging, standards-aligned science and STEAM learning opportunities. The NGSS and STEAM work supported curriculum breadth, increased student engagement, and reinforced the district's 100% access goal under Metric 3.1.

Action 3.4 – Partnerships:

This action was effective in expanding enrichment and supplemental learning opportunities through community and educational partnerships. These partnerships supported access to learning experiences in areas such as arts, physical education, science, and STEM, helping maintain 100% access under Metric 3.2.

Conclusion:
Overall, the actions under Goal 3 were effective in sustaining full access to a broad and inclusive course of study. The district maintained 100% performance on Metrics 3.1 and 3.2, showing no decline in access or services for students, including unduplicated pupils and students with exceptional needs.

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

Changes to Goal Statement
No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

Changes to expected outcomes
No changes were made to the expected outcomes, as current targets remain appropriate.

Changes made to metrics
No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.

Changes made to actions
No changes were made to the actions.

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	Curriculum Professional Development	Professional development on the use of data will be used to monitor progress in ELA and Math	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	District Committees	Through district committees, continue to explore possible changes/additions to sites and district curriculum programs.	$0.00	No
3.3	ADOPTED NSGG and STEAM	ADOPTED Next Generation Science Standards Materials and STEAM materials	$0.00	No
3.4	Partnerships	Partnership with Big Creek for field trips to allow STEAM study opportunities	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All students at Pacific Valley (K-12) will demonstrate a decrease in chronic absenteeism rates as measured by the CA Dashboard and local data by 2025. **This school is not generating new Equity Multiplier funds in 2026–27.**	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 Dashboard data has highlighted a significant need for continued support to improve attendance at Pacific Valley K-12, which is an Equity Multiplier site. This need for ongoing support is echoed in feedback from educational partners, who have asked for support services, as well as increased resources for addressing chronic absenteeism. We plan to improve chronic absenteeism through the specific actions outlined in our goals and will measure progress using chronic absenteeism rates on the CA Dashboard and the District's local data.

This school is not generating new Equity Multiplier funds in 2026–27.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 5: Pupil Engagement Chronic absenteeism rates Source: CA Dashboard	The Chronic Absenteeism rate is 42.9% for All students based on the 2023 Dashboard. English Learners and Socioeconomically	The Chronic Absenteeism rate is 41.7% for All students based on the 2024 Dashboard. English Learners and	No performance color or percentage on the 2025 Dashboard. Fewer than 11 students - data not displayed for privacy.	Pacific Valley (K-12) All Students: 10%	Decreased by 1.2% (Note difference is for Year 1 since Year 2 is unavailable)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		disadvantaged and foster student rates are suppressed for privacy reasons due to small numbers.	Socioeconomically disadvantaged and foster student rates are suppressed for privacy reasons due to small numbers.			

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.

During the 2025–26 school year, PV School successfully implemented Action 4.1 to increase student attendance and engagement. Intervention services were expanded with the launch of Erika's Lighthouse, a comprehensive social-emotional learning (SEL) program promoting mental wellness, help-seeking behaviors, and inclusive school culture. There were no substantive differences between planned and actual actions. This program was implemented as planned and included family outreach components to increase parent engagement. Attendance recognition efforts were carried out through regular assemblies with class awards and incentives such as ice cream, hikes, and beach time, with PTO collaboration as planned. There were no substantive differences between planned and actual actions.

Communication with families was enhanced through regular discussion of attendance rates and the financial impact of absences during PTO and School Site Council (SSC) meetings. Teachers and administrators reviewed student attendance at staff meetings, reinforcing a shared responsibility for addressing barriers to attendance.

To boost school connectedness, the school added guest speakers, new field trips, and experiences like a San Francisco, trip for older students, an overnight trip for elementary students, and participation in a leadership conference—all of which were implemented as scheduled. STEAM enrichment included new projects and field trips, we recruited a part-time art and music teachers.

Additionally, PV School hosted a new schoolwide field day with games, food, and prizes, and began recruiting a part-time intervention teacher for individualized support. Despite geographic hiring constraints, the district maintained high implementation fidelity by maximizing current staff and community support.

The biggest success was the full implementation of all planned actions, contributing to an observed increase in student enthusiasm and participation.

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

The LEA experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

EXPENDITURE DIFFERENCES:
4.1: No material difference between Budgeted/and planned: The total budget for this account reflects that all staff were involved in increased attendance related activities and instruction.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 4.

Action 4.1 Increase Attendance demonstrated emerging effectiveness through increased student engagement, as evidenced by participation in SEL programs, field trips, and incentive-based attendance activities, though academic impact data is still developing.

Although the chronic absenteeism rate (Metric 4.1) decreased from 42.9% to 41.7%, the action did not yet achieve the desired outcomes, with the rate still far from the 10% target; this indicates that continued focus will be necessary in the upcoming year.

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

Changes to Goal Statement
No changes were made to the goal statement, as our analysis indicates that the current goal continues to address the identified needs.

Changes to expected outcomes
No changes were made to the expected outcomes, as current targets remain appropriate.

Changes made to metrics
No changes were made to the metrics, as they continue to provide relevant and accurate measures of progress.

Changes made to actions
No changes were made to the actions, as the current set of actions remains aligned with the goals and target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Increase Attendance	To increase attendance, these additional experiences and activities will be added during the 25-26 school year: Intervention services will include a new SEL program, Erika's Lighthouse. This social-emotional learning program promotes an inclusive school culture, mental health (we all have mental health), skills to seek help through depression, and club-based activities. We believe that all of these inclusions lead to better attendance and comfort at school. Erika's Lighthouse also has a parent engagement program. We will add attendance awards for classes with good attendance at assemblies, which will include incentive activities such as ice cream and increased hiking and beach time. Administration will work with our PTO to help facilitate rewards. We will discuss attendance at PTO and SSC meetings. We will promote attendance numbers and money lost due to poor attendance so that parents understand this part of attendance. We will continue to monitor attendance during staff meetings, discussing each individual student and how we can help them to be at school each day. During the 24-25 school year, PV School will add guest speakers and new field trips to motivate students to come to school. Some of the activities include a Washington, DC, trip for middle and high school students and an overnight trip for elementary school students. We are also planning to have our middle school and high school students attend a leadership conference for the first time. We are in a remote district where it is difficult to find teachers. However, we are searching for both a part-time art and a part-time music teacher.	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Our students love music and art. We also plan to enhance our STEAM program with new STEAM field trips and projects. We are also seeking a part-time intervention teacher to work with students on a 1:1 basis. We are adding a field day with games, sports, prizes, and food to excite all students. We want our students to look forward to coming to school every day.		

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
$24,085	$2,458

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
3.511%	0.000%	$0.00	3.511%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Enriching Learning Experiences through Technology based resources in all areas of STEAM **Need:** Based on educational partner feedback, the district identified a need to expand students' access to engaging, technology-based learning experiences that strengthen language development, academic growth, and creativity	This action addresses the identified need by expanding access to technology-based STEAM learning experiences that support language development, academic engagement, creativity, and deeper understanding of grade-level content. Educational partner feedback affirmed the importance of continuing these opportunities, particularly given the school's remote location, where technology helps broaden students' access to resources, experiences, and instructional tools that may otherwise be limited.	Metric 1.1 Individualized Assessments

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
	across all areas of STEAM. This need is especially important for English learners, low-income students, and other unduplicated pupils, who benefit from interactive tools and hands-on opportunities that increase access to grade-level content and support deeper learning. **Scope:** LEA-wide	The action is provided LEA-wide to all students because Big Sur Unified serves a very small student population of approximately 12 students. In this context, a schoolwide approach is the most effective and efficient use of funds. It ensures that unduplicated pupils have full access to the enhanced STEAM learning opportunities without creating isolated or duplicative services. By pooling resources into technology-based STEAM enhancements, the district can provide equitable access, maintain program quality, and proportionately benefit low-income students, English learners, foster youth, and students experiencing homelessness.	
2.2	**Action:** Professional Development for Multi-Tiered System of Supports (MTSS) **Need:** Chronic Absenteeism Rates: 46% The district identified chronic absenteeism as a significant need based on a chronic absenteeism rate of 46%. In a school with an enrollment of approximately 12 students, this means that a small number of students missing substantial instructional time can significantly affect the overall percentage. Educational partner feedback from parents, staff, and students also emphasized the importance of strengthening student engagement, mental health supports, and individualized outreach to ensure that students attend school consistently and remain connected to learning.	This action addresses the identified need by strengthening the district's Multi-Tiered System of Supports to improve attendance, engagement, and school connectedness for students who are English learners, low-income, foster youth, or experiencing other barriers to consistent attendance. With a chronic absenteeism rate of 46% and an enrollment of approximately 12 students, the district recognizes the need for individualized, relationship-based supports that help students feel safe, included, and connected to school. Through professional development, staff will build shared practices for providing tiered academic, behavioral, and social-emotional supports. This includes classroom-based strategies, early identification of student needs, targeted interventions, and consistent follow-up with students and families. These supports are intended to increase student engagement during	Chronic Absenteeism Rates (Metric 4.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	the school day and reduce barriers that contribute to missed instructional time. Because Big Sur Unified is a very small LEA, this action is implemented LEA-wide and all staff are trained to support all students. This is the most effective use of staff time and funding because it ensures that unduplicated pupils receive increased and improved support throughout the school day without creating separate or duplicative programs. The LEA-wide approach allows the district to provide consistent tiered support while ensuring that low-income students, English learners, foster youth, and students experiencing homelessness benefit from enhanced services designed to improve attendance and student outcomes.	
2.4	**Action:** Gifted and Talented Education - GATE-offered to all students through field trips **Need:** This need was identified through educational partner feedback from parents, students, and staff, who emphasized the importance of providing students with enriching learning experiences beyond the traditional classroom. Educational partners noted that field trips and hands-on learning opportunities increase student engagement, broaden students' understanding of the world, and provide meaningful academic experiences that may otherwise be limited due to the district's remote location. These opportunities are particularly important for English learners, low-income students, and foster youth, who may	This action addresses the identified need by implementing a Gifted and Talented Education (GATE) model that provides field trips and enrichment experiences across all grade levels. Research shows that accelerated and enrichment programs strengthen critical thinking, problem-solving, language development, and academic achievement. For English learners, these experiences provide authentic opportunities to build vocabulary and language skills through real-world learning. For low-income students and foster youth, field trips expand access to high-quality educational experiences and resources that help broaden background knowledge and increase engagement. Although the action is offered to all students, it is principally directed toward English learners, low-income students, and foster youth, who are	Metric 2.6 School Climate and Connectedness

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
	have fewer opportunities to access enrichment experiences outside of school. **Scope:** LEA-wide	expected to benefit most from expanded access to enrichment opportunities that may not otherwise be available to them. Because Big Sur Unified serves a very small student population of approximately 12 students, the action is implemented LEA-wide. This is the most effective use of funds, as it allows the district to provide meaningful enrichment opportunities to all students while ensuring that unduplicated pupils receive increased and improved services that support academic achievement, language development, and student engagement.	
2.5	**Action:** Reading Assessments to Support Data Based Decision Making (MTSS) **Need:** Chronic Absenteeism Rates: 46% The district identified a need to strengthen academic engagement and attendance based on a chronic absenteeism rate of 46%. Educational partner feedback also emphasized the importance of keeping students connected to learning through timely academic support, individualized instruction, and early identification of student needs. For English learners and low-income students, missed instructional time can further affect progress in reading, language development, and access to grade-level content. **Scope:** LEA-wide	This action addresses the identified need by using DIBELS and other online diagnostic tools to support the district's MTSS process. Educators will analyze assessment data to identify student strengths, areas of need, and progress over time. This information will guide classroom instruction, targeted interventions, and individualized supports for each student, with a focus on improving academic outcomes for English learners and low-income students. By using disaggregated academic data, staff can provide more responsive instruction that is matched to each student's needs. When students receive timely support and experience academic success, they are more likely to feel connected to school and motivated to attend regularly. This action is intended to improve academic confidence, increase engagement, and contribute to reducing chronic absenteeism. The district considered targeted pull-out interventions. However, due to Big Sur Unified's small enrollment of approximately 12 students and	Chronic Absenteeism Rates (Metric 4.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		multi-grade classroom structure, an LEA-wide integrated model is the most effective and efficient approach. Providing diagnostic assessments and data-informed supports throughout the instructional day ensures continuous access to intervention while avoiding separate or duplicative services. Although available to all students, this action is principally directed toward English learners and low-income students, who benefit from increased and improved academic monitoring, personalized instruction, and timely intervention.	
2.7	**Action:** Instructional Assistants **Need:** Chronic Absenteeism Rates: 46% The district identified a need to improve student engagement and attendance based on a chronic absenteeism rate of 46%. Educational partner feedback also emphasized the importance of providing individualized academic support so students feel successful, connected, and motivated to attend school regularly. This need is especially important for English learners and low-income students, who may require additional support to access grade-level instruction in ELA, mathematics, and STEAM. **Scope:** LEA-wide	This action addresses the identified need by providing instructional assistant support in ELA, mathematics, and STEAM. Instructional assistants will provide one-on-one and small-group support to help English learner and low-income students accelerate learning, strengthen academic confidence, and increase access to classroom instruction and enrichment opportunities. By receiving additional adult support during the school day, students can build foundational skills, receive immediate feedback, and experience greater success in academic and content areas. As students experience increased confidence and stronger connections to learning, they are more likely to attend school consistently, which supports the district's efforts to reduce chronic absenteeism. Given the district's small enrollment of approximately 12 students, providing this support LEA-wide is both fiscally and logistically appropriate. This approach ensures that unduplicated pupils receive increased and improved services in an inclusive setting, while	Chronic Absenteeism Rates (Metric 4.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		allowing all students to benefit from enhanced instructional support throughout the school day.	

Limited Actions

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

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

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

There are NO limited actions 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.

In addition, Big Sur Unified School District/Pacific Valley School has an unduplicated count of 12 out of 16 students who are designated as low-income or English learners. There are no homeless or foster students. Funds were used to pay for salaries and benefits for a paraprofessional to assist all students, with emphasis placed on those identified as high-risk/low-performing students. Paraprofessionals were also available to assist high-performing students as the students' needs were identified.
We determined that the best way to meet the needs of all students was to establish an MTTS (multi-tiered plan of intervention) program so that each child would have an individual plan. We also decided to utilize one-on-one instruction, small group, cross-curricular, and cross-grade-level methods.
We listened to our middle and high school students who requested higher-level classes and offered state-approved Advanced Placement courses, which students were encouraged to take. This year, an honors English class was taught, AVID was taught in high school, and students could choose a foreign language. Archery was added to PE for 5th-12th grade students. High school students were given tours of colleges.

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.

Increase in instructional aides to support high risk students who are below their grade level, Action 2.7

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	NA	6:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	5:1

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	686,072	24,085	3.511%	0.000%	3.511%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$55,585.00	$30,850.00	$0.00	$15,500.00	$101,935.00	$28,438.00	$73,497.00

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	K-12 STEAM Program	All	No			All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.2	Enriching Learning Experiences through Technology based resources in all areas of STEAM	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$34,500.00	$19,000.00			$15,500.00	$34,500.00	
2	2.1	Behavior Support Program- school psychologist added, lunch group for high school students added	All	No			All Schools	Ongoing	$0.00	$0.00		$0.00			$0.00	
2	2.2	Professional Development for Multi-Tiered System of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$600.00	$600.00				$600.00	
2	2.3	SPED Support - Purchased with SPED Funding	Students with Disabilities	No			All Schools	Ongoing	$0.00	$850.00		$850.00			$850.00	
2	2.4	Gifted and Talented Education - GATE- offered to all students through field trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.5	Reading Assessments to Support Data Based Decision Making (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$400.00	$400.00				$400.00	
2	2.6	Emotional Learning to support social and behavioral needs	Students with Disabilities	No			All Schools	Ongoing	$0.00	$147.00	$147.00				$147.00	
2	2.7	Instructional Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$28,438.00	$0.00	$28,438.00				$28,438.00	
3	3.1	Curriculum Professional Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.2	District Committees	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	ADOPTED NSGG and STEAM	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Partnerships	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	4.1	Increase Attendance	All	No			All Schools	ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	

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
686,072	24,085	3.511%	0.000%	3.511%	$52,438.00	0.000%	7.643 %	**Total:**	$52,438.00
								LEA-wide Total:	$52,438.00
								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	**1.2**	Enriching Learning Experiences through Technology based resources in all areas of STEAM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
2	**2.2**	Professional Development for Multi-Tiered System of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$600.00	
2	**2.4**	Gifted and Talented Education - GATE- offered to all students through field trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
2	**2.5**	Reading Assessments to Support Data Based Decision Making (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400.00	
2	**2.7**	Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,438.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$129,284.00	$143,281.39

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**	K-12 STEAM Program	No	$5,000.00	$5,000.00
1	**1.2**	Enriching Learning Experiences through Technology based resources in all areas of STEAM	Yes	$39,979.00	$37,180.33
2	**2.1**	Behavior Support Program- school psychologist added, lunch group for high school students added	No	$0.00	$.00
2	**2.2**	Professional Development for Multi-Tiered System of Supports (MTSS)	Yes	$660.00	$660.00
2	**2.3**	SPED Support - Purchased with SPED Funding	No	$850.00	$403.20
2	**2.4**	Gifted and Talented Education - GATE- offered to all students through field trips	Yes	$6,000.00	$4,387.87
2	**2.5**	Reading Assessments to Support Data Based Decision Making (MTSS)	Yes	$400.00	$324.99
2	**2.6**	Emotional Learning to support social and behavioral needs	Yes	$400.00	$364.00
2	**2.7**	Instructional Assistants	Yes	$25,995.00	$44,961.00
3	**3.1**	Curriculum Professional Development	No	$0.00	$.00
3	**3.2**	District Committees	No	$0.00	$.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	ADOPTED NSGG and STEAM	No	$0.00	$.00
3	**3.4**	Partnerships	No	$0.00	$.00
4	**4.1**	Increase Attendance	No	$50,000.00	$50,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
48,179	$63,434.00	$60,494.65	$2,939.35	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Enriching Learning Experiences through Technology based resources in all areas of STEAM	Yes	$29,979.00	$9,797.66		
2	2.2	Professional Development for Multi-Tiered System of Supports (MTSS)	Yes	$660.00	$660.00		
2	2.4	Gifted and Talented Education - GATE- offered to all students through field trips	Yes	$6,000.00	$4,387.00		
2	2.5	Reading Assessments to Support Data Based Decision Making (MTSS)	Yes	$400.00	$324.99		
2	2.6	Emotional Learning to support social and behavioral needs	Yes	$400.00	$364.00		
2	2.7	Instructional Assistants	Yes	$25,995.00	$44,961.00		

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)
1,029,765	48,179	0	4.679%	$60,494.65	0.000%	5.875%	$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).

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