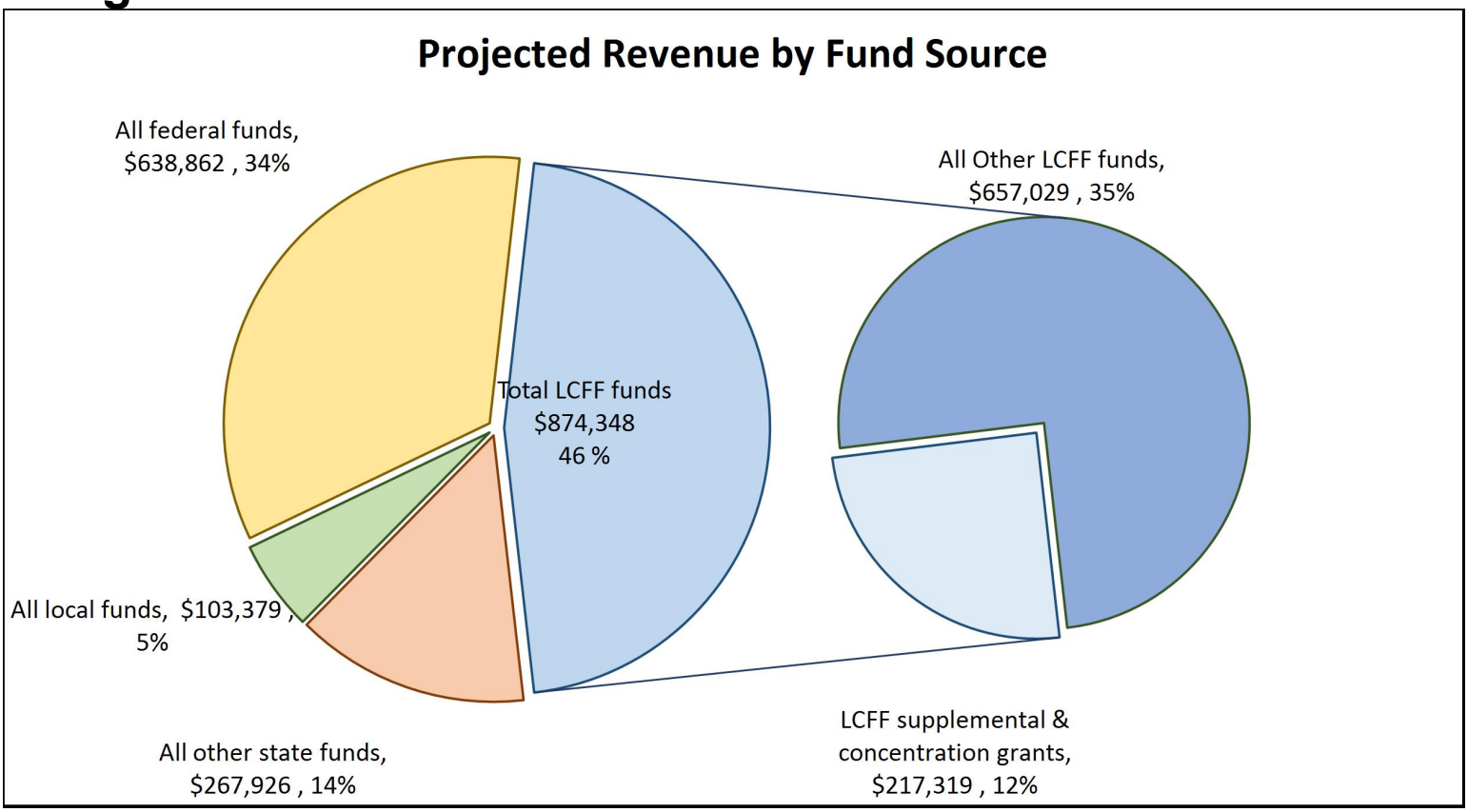
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pioneer Union Elementary School District
CDS Code: 04-73379-0000000
School Year: 2025-26
LEA contact information:
Scott Johnson
Superintendent
sjohnson@puesd.org
(530) 589-1633

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 2025-26 School Year



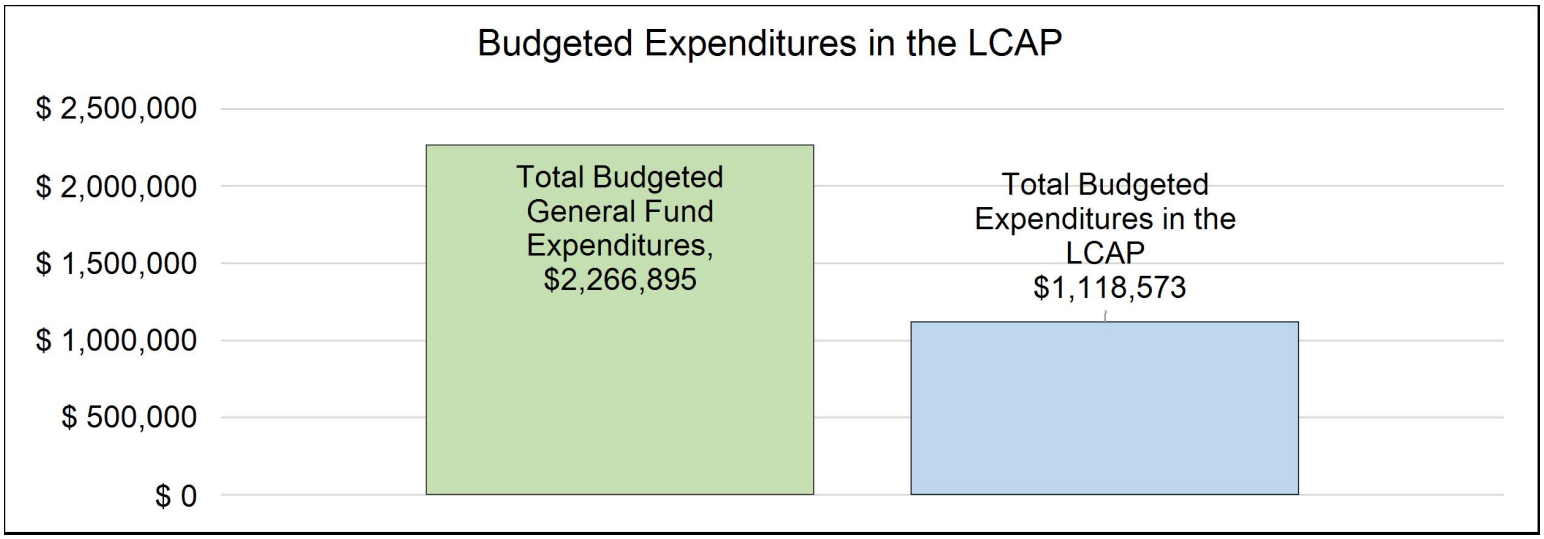
This chart shows the total general purpose revenue Pioneer Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pioneer Union Elementary School District is $1,884,515, of which $874348 is Local Control Funding Formula (LCFF), $267926 is other state funds, $103379 is local funds, and $638862 is federal funds. Of the $874348 in LCFF Funds, $217319 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 Pioneer Union Elementary School District plans to spend for 2025-26. 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: Pioneer Union Elementary School District plans to spend $2266895 for the 2025-26 school year. Of that amount, $1118573 is tied to actions/services in the LCAP and $1,148,322 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

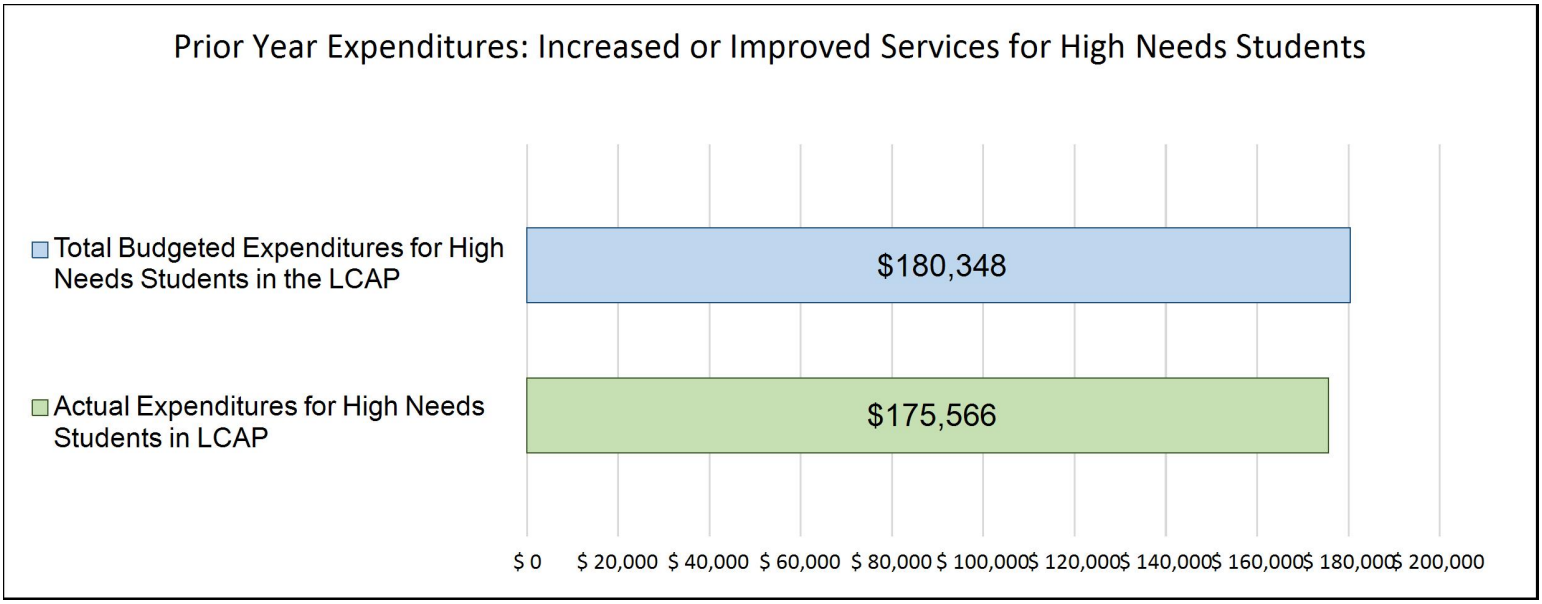
Expenditures not included in the LCAP are administrative costs. routine operating costs, and special education costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Pioneer Union Elementary School District is projecting it will receive $217319 based on the enrollment of foster youth, English learner, and low-income students. Pioneer Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Pioneer Union Elementary School District plans to spend $217319 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Pioneer Union Elementary School District's LCAP budgeted $180348 for planned actions to increase or improve services for high needs students. Pioneer Union Elementary School District actually spent $175566 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $4,782 had the following impact on Pioneer Union Elementary School District’s ability to increase or improve services for high needs students:

Select expenditures came in lower than anticipated.

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
Pioneer Union Elementary School District	Scott Johnson Superintendent	sjohnson@puesd.org (530) 589-1633

Plan Summary [2025-26]

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.

Pioneer Union Elementary School District (PUESD) was created in 1962 as a 26 acre rural campus in Berry Creek. At one time there were two schools in the district but due to declining enrollment in the 1980's Bald Rock School was closed leaving Berry Creek Elementary School as the only school in the district. The district is also supported by Butte County Office of Education which operates the after school program. On September 8, 2020 the North Complex Fire destroyed the Berry Creek community including the school. Thirty-three of our thirty-five families lost their homes. All of our School Board members lost their homes as well. Eight of twelve staff also lost their homes. Most of our students did not have time to take many things when they evacuated. Many of our students were living in motels, trailers, motorhomes or with relatives. Due to our students in distance learning we were able to communicate with our families and provide needed assistance immediately. Due to the loss of our school all our students and families were considered homeless for the 2020-2021 school year. Our families were scattered all over the United States. Due to the Campfire in Paradise two years earlier the infrastructure in the county was prepared and jumped into action to help our families!

At the time of the fire we had fifty-six students enrolled in our school with all students in distance learning. In October we started in-person instruction following the Covid-19 school safety guidelines. Over the last two years our enrollment has lowered to 30 students and we moved from Ophir Elementary School in Oroville to Bangor Elementary School in Bangor. Our classes are divided into TK-2, 3-5 and 6-8. Based on our Calpads data 94% of our students receive free and reduced lunch, 7% are English Language Learners and we have two foster students attending our school.

The Berry Creek families and school staff believe in educating the whole child. The staff and the Board of Trustees take pride in helping children to grow academically, socially, and emotionally. In adopting new curriculum which is written to incorporate the California State Standards all stakeholders believe this will prepare our students to be divergent learners in the 21st century. We expect students to be

actively involved, enthusiastic about, and responsible for their own learning. We strive to produce a safe and challenging environment where students develop competitive and cooperative skills with a high sense of self-respect.

In September of 2024, after four years of displacement, the new Berry Creek School was finished and the students moved into the partially rebuilt, but fully operational school.

Reflections: Annual Performance

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

Reflection on 2023 Data:

Upon analyzing the data from the California Dashboard, Berry Creek Elementary qualifies for Comprehensive Support and Improvement (CSI) designation due to red indicators in Suspension rates. Specifically, 21.2% of all students, 23.5% of the homeless population, and 21.2% of socioeconomically disadvantaged students were suspended. Addressing suspension rates is a primary focus of our Local Control and Accountability Plan (LCAP). Additionally, there has been a decline of 46 points in ELA scores and 40 points in Math scores, both of which are addressed in our LCAP strategy. To bridge these academic gaps, it is imperative to strategically identify the essential skills and concepts lacking in our students' learning and design academic programs that precisely target these areas with surgical precision (Johnson & Smith, 2021). Action 1.5 is addressing our 2023 suspension data.

Reflection on 2024 Dashboard Data:
Suspension rates. Specifically, 10.3% of all students. (Improved)
ELA scores have declined another 13.5 points in 2024, coming off a 46 point decline in 2023. ELA is 94.1 points below CA standard (Negative trend)
Math scores have Maintained 0.1 Points, are virtually unchanged in 2024. Math is 84.5 points below CA standard. (Not Improved- Static)
Chronic Absenteeism weakened from 36.7% of the school chronically absent to 46.2%. (Negative trend)

Berry Creek hopes that our Literacy Intervention program that started in the 2024-2025 school year will help our ELA scores increase. There is a need to halt the weakening of academic scores. Planned for the 2025-2026 using Supplemental and Concentration dollars/ grants we will bring in the best on-site training available, and that is with Solution Tree. Solution Tree's PLC training is well documented in its efficacy. (GINICK & NOVICOFF (2023). Policy Analysis for California Education. “What Does It Take to Accelerate the Learning of Every Child?”) AND Voelkel, R. (2014). Within School Differences in PLC Effectiveness and Voelkel, R. (2014).
Despite the relative large expense, there is ample "CSI monies" to cover the substantial cost. Berry Creek needs quality, high intensive PD and this is the best course of action given our academic scores.

We do not have any LREBG unspent funding.

Reflections: Technical Assistance

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

N/A

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.

Berry Creek Elementary School

Support for Identified Schools

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

Our Local Education Agency (LEA) has been and will continue to support Berry Creek Elementary by leveraging a variety of state and local data, insights from educational partners, and evidence-based teaching methods.

The school is a part of a single school site district. Therefore, the district and school are the same team that will develop the CSI plan. The team consisted of received input from the superintendent/principal, teachers, classified and parents. Through this collaborative effort, we aim to develop a comprehensive support and improvement plan tailored to meet the specific needs of our students by identifying the indicators that contributed to the school's identification, and examining further local and Dashboard data. This is a continuation of on-going work from last year. Planned for the 2025-2026, we will bring in the on-site training through Solution Tree. Solution Tree's PLC training is well documented in its efficacy and will improve our collaboration between our staff. (GINICK & NOVICOFF (2023). Policy Analysis for California Education. "What Does It Take to Accelerate the Learning of Every Child?") AND Voelkel, R. (2014). Within School Differences in PLC Effectiveness and Voelkel, R. (2014).

We have identified the area of Chronic Absenteeism as the school's highest need and will be focusing our efforts with Solution Tree on this area.

Examples of the initiatives the schools will implement include use of staff collaboration and professional learning. Strong evidence exists that points to the impact authentic professional learning and collaboration has on student achievement (DuFour, 2004, Hattie & Yates, 2014, Muñoz & Branham, 2016, Williams, 2013) Furthermore, strong evidence exists that student self-monitoring and effective feedback support increased student achievement (Hattie, 2008).

Monitoring and Evaluating Effectiveness

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

To ensure effective support and continuous improvement for both students and schools, our Local Education Agency (LEA) has devised a robust monitoring and evaluation framework for our support plan. Here's how we'll carry out this process:

1.Regular Data Analysis: We will regularly collect and analyze various data points related to student performance, including academic achievement, attendance rates, discipline records, and social-emotional well-being. By examining this data, we can track progress, identify trends, and pinpoint areas that require additional support or intervention.

2. Feedback Mechanisms: Feedback from educational partners, including teachers, parents, students, and community members, is invaluable in assessing the effectiveness of our support plan. We will actively seek input through surveys, focus groups, and meetings to gauge perceptions and gather insights on what aspects of the plan are working well and where improvements are needed.

3. Progress Monitoring: We will establish clear benchmarks and performance indicators aligned with the goals of our support plan. Regular progress monitoring will allow us to measure our success in achieving these goals and make any necessary adjustments along the way to stay on track.

4. Review Meetings: Periodic review meetings will be conducted to assess the overall effectiveness of the support plan. These meetings will involve key stakeholders, including school administrators, teachers, district leadership, and members of the community. We will use these meetings to review data, discuss findings, and collaboratively identify strategies for improvement.

5. Continuous Improvement: Our monitoring and evaluation process will be dynamic and iterative, allowing for ongoing reflection and refinement of our support plan. We are committed to a culture of continuous improvement, where lessons learned from monitoring and evaluation activities inform future actions and initiatives.

By implementing a comprehensive monitoring and evaluation framework, our LEA is dedicated to ensuring that our support plan effectively meets the needs of students and schools, drives improvement, and ultimately fosters success for all students.

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
Parent Advisory Committee-	In person meetings: In person: 9/26/24, 10/17/24, 10/28/24, 11/12/24, 12/2/24, 12/12/24, 2/6/25, 3/6/25, 4/10/25, 5/7/25 , 6/4/2025
School Board	In Person: 8/14/2024,9/12/2024, 10/10/2024, 11/14/2024, 12/17/2024,1/22/2025, 1/24/2025, 2/10/2025, 3/13/2025, 3/26/2025, 4/14/2025
Teachers	In Person: 9/19/2024, 10/2/2024, 10/9/2024, 10/16/2024, 10/23/2024, 10/30/2025, 11/6/2024, 11/13/2024, 11/20/2024, 12/18/2024, 2/27/2025, 3/6/2025, 4/3/2025, 4/10/2025, 5/1/2025, 5/8/2025, 5/20/2025, 5/23/2025
Students	In person: 9/26/24, 10/17/24, 10/28/24, 11/12/24, 12/2/24, 12/12/24, 2/6/25, 3/6/25, 4/10/25, 5/7/25
CSI Parent Advisory Committee	In person: 9/26/24, 10/17/24, 10/28/24, 11/12/24, 12/2/24, 12/12/24, 2/6/25, 3/6/25, 4/10/25, 5/7/25
Other School Personnel	In Person: 9/17/2024, 10/2/2024, 10/9/2024,

Educational Partner(s)	Process for Engagement
	10/16/2024, 10/23/2024, 10/29/2024, 10/30/2025, 11/6/2024, 11/9/2024, 12/18/2024, 2/27/2025, 3/25/2025, 4/2/2025, 4/3/2025, 4/29/2025, 5/8/2025, 5/15/2025, 5/23/2025
SELPA	In person: March 6, 2024

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

The input from various educational partners has significantly influenced the direction of our Local Control and Accountability Plan (LCAP). Here's how we're addressing the concerns and priorities highlighted by each group:

Parents and Community: Emphasizing the completion of the school project with a focus on student safety and well-being is paramount. We're actively collaborating with counselors, (Action 1.12), to address bullying and behavior issues, (Action 1.5) recognizing the crucial role of parental trust and community support in achieving positive outcomes for all students.

School Board: Our commitment to building the school within a sustainable budget framework is unwavering. By strategically allocating insurance funds by blending and braiding State and Federal Funds, we're ensuring fiscal responsibility while advancing infrastructure goals, aligning with the board's vision for financial prudence.

Teachers: We value the dedication of educators and their pursuit of professional development, (Action 1.2). Enhanced services in art, counseling, and physical education training are key components of our strategy to meet diverse student needs. Investing in teacher growth empowers us to deliver quality education and support services effectively.

Students: Student feedback on collaboration opportunities, such as joint events with Bangor, is invaluable. We're dedicated to fostering these connections and nurturing a sense of community amidst changes. (Action 1.7), Efforts are underway to facilitate a smooth transition back to your school environment, prioritizing your comfort and well-being.

Administrator: Recognizing the importance of budget management and financial stability, we're actively seeking grant opportunities and enhancing community involvement. These initiatives are crucial for ensuring a strong financial future and upholding our mission of providing quality education and support services.

SELPA: Our commitment to meeting the needs of SWD remains steadfast. (Action 1.8), Continuing to offer wraparound services on-site is essential for providing the necessary support and resources for their academic and personal growth.

Incorporating feedback from diverse educational partners, the LCAP reflects our collective dedication to driving positive change and prioritizing student success and well-being. We extend our gratitude for the invaluable input and collaboration of all involved parties in shaping this endeavor.

Feedback from the 6/12/25 LCAP Public Hearing: PBIS Team needs to study what students are NOT getting PBIS tokens and work with staff for equitable earning of tickets. The perception is that much focus and rewarding of students who need behavioral support, but a lack of focus on students already displaying behaviors aligned to school rules (quiet-compliant kids). Further feedback is the PBIS team needs to study the staff distribution of tickets. Do all staff roughly give the same number of tickets weekly?

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Berry Creek Elementary commits to enhancing its educational approach by further developing and enhancing a Multi-Tiered System of Support (MTSS), employing diverse data sources to pinpoint the academic, social-emotional, and behavioral requirements of our student body. This information will serve as the cornerstone for instructional adjustments aimed at enhancing academic performance across the board. We will establish robust data collection mechanisms, meticulously analyzing the data to identify disparities and evaluate program efficacy. Through a thorough examination of assessment data, we will devise and enact tailored activities and strategies to elevate student achievement and foster positive outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LCAP goal developed by Berry Creek Elementary focuses on enhancing its educational approach through the implementation of a Multi-Tiered System of Support (MTSS) and the utilization of diverse data sources to address the academic, social-emotional, and behavioral needs of its student body. Here's an explanation of why this goal was formulated:

1.Improved Educational Approach: Berry Creek Elementary recognizes the importance of continually evolving its educational approach to meet the diverse needs of its students. By implementing a Multi-Tiered System of Support (MTSS), the school aims to provide a systematic framework for identifying and addressing the varying levels of support required by students to succeed academically, socially, and behaviorally. This proactive approach ensures that all students receive the appropriate interventions and support they need to thrive.
2.Utilization of Diverse Data Sources: The goal emphasizes the use of diverse data sources to pinpoint the specific academic, social-emotional, and behavioral needs of the student body. By collecting and analyzing data from various sources such as standardized assessments, teacher observations, and student feedback, the school gains a comprehensive understanding of the challenges and strengths of its students. This data-driven approach enables educators to make informed decisions about instructional strategies and interventions tailored to individual student needs.

3.Instructional Adjustments for Enhanced Academic Performance: The information gathered through data analysis serves as the cornerstone for making instructional adjustments aimed at enhancing academic performance across the board. By identifying areas of improvement and areas of strength, educators can develop targeted interventions and enrichment activities to support student learning and achievement. This proactive approach ensures that every student receives the necessary support to reach their full potential academically.
4.Robust Data Collection and Analysis: Berry Creek Elementary is committed to establishing robust data collection mechanisms and meticulously analyzing the data to identify disparities and evaluate program efficacy. By continuously monitoring student progress and program effectiveness, the school can make data-driven decisions to refine and improve its educational practices. This ongoing cycle of assessment, analysis, and action ensures that the school remains responsive to the evolving needs of its students and the effectiveness of its interventions.

Overall, this LCAP goal reflects Berry Creek Elementary's dedication to providing a high-quality education that meets the diverse needs of its students. By implementing a Multi-Tiered System of Support and utilizing diverse data sources, the school strives to enhance academic performance, foster positive outcomes, and ensure that every student has the opportunity to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Credentialed teachers % of teachers who are fully credentialed and appropriately assigned - Priority 1	2023 100% of teachers fully credentialed and appropriately assigned	2024 100% of teachers fully credentialed and appropriately assigned		100% of teachers are fully credentialed and appropriately assigned	100%
1.2	Implementation of state board adopted academic content and performance standards- Priority 2 Local Indicator #4	2023 Teachers self survey showed average of 3 initial implementation of state standards	2024 Full implementation (4)		Teachers self survey showed average of 5 full implementation of state standards	+1
1.3	Suspension Rate - Priority 6	2023 Dashboard All Students 21.2% suspended at least one day in Red Socioeconomically disadvantaged 23.5% Homeless 21.2%	2024 Dashboard All Students 10.3% suspended at least one day in Red Socioeconomically disadvantaged 10.5%		All Students= 4% suspended SED= 4% suspended Homeless= 4% suspended	All students - 10.9% Socioeconomic Disadvantaged 13% Homeless - N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless- No Subgroup for 2024			
1.4	Pupil Outcomes- Priority 8	2023-2024 iReady- ELA 27 students tested- 10 students at or above grade level 11 students one grade level behind 3 students two grade levels behind 9 students three or more grade levels behind iReady-MATH 24 students tested- 4 students on or above grade level 3 students early on grade level 15 students one grade level below 3 students two grade level below 8 students three or more grade levels below	2024-2025 (May) iReady- ELA 40 students tested- 12 students at or above grade level 17 students one grade level behind 5 students two grade levels behind 6 students three or more grade levels behind 2024-2025 (May) iReady-MATH 40 students tested- 6 students on or above grade level 2 students early on grade level 21 students one grade level below 6 students two grade level below 5 students three or more grade levels below		All students will improve assessment scores in supplemental programs and curriculum by 25%	2024-2025 iReady- ELA 2 students at or above grade level 6 students one grade level behind 2 students two grade levels behind -3 students three or more grade levels behind 2024-2025 iReady-MATH 2 students on or above grade level -1 students early on grade level 6 students one grade level below 3 students two grade level below -3 students three or more grade levels below
1.5	CAASPP Scores - Priority 4	2022-2023 CAASPP ELA 23.53% met or exceeded standard Math 17.65% met or exceeded standard	2023-2024 CAASPP ELA 18.5% met or exceeded standard		CAASPP scores improve by 15%- ELA 38.53% met or exceeded	2023-2024 CAASPP ELA -5.03% met or exceeded standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math 29.6% met or exceeded standard		Math 32.65% met or exceed	Math -11.95% met or exceeded standard
1.6	Broad Course of Study Students who have access to a broad course of study -Priority 7	All students have access to PE, Visual and performing arts, ELA/ELD, Math, Science, History/Social Science monitored quarterly	All students have access to PE, Visual and performing arts, ELA/ELD, Math, Science, History/Social Science monitored quarterly		All students have access to PE, Visual and performing arts, ELA/ELD, Math, Science, History/Social Science monitored quarterly	Target Met in Year 1.
1.7	Expulsion Rate- Priority 6	2023-2024 Expulsion Rate 0%	2024-2025 Expulsion Rate 0%		Expulsion Rate 0%	0%
1.8	Supplemental Curriculum and Programs	One supplemental program per classroom.	Two supplemental programs per classroom. in order to provide variety.		Three supplemental programs per classroom. in order to provide variety.	+1

Goal Analysis [2024-25]

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.

See table below.

Action #	Action Title	Implementation Level	Rationale / Notes

1.1	**Maintain Credentialed Teacher(s)**	5 – Full Implementation & Sustainability	**Successes:** All teachers are fully credentialed, ensuring consistent grade-level instruction and preventing the need for overly large, multi-grade classrooms. The para support structure also enhances learning opportunities. **Challenges:** None identified; implementation is strong.
1.2	**Provide Professional Development**	4 – Full Implementation	**Successes:** Regular, paid professional development was offered throughout the year to both certificated and classified staff, with positive staff feedback. **Challenges:** Planning for next year will require coordinating with a new outside provider (Solution Tree) to ensure staff buy-in and alignment with district goals.
1.3	**Paraprofessional Professional Development**	5 – Full Implementation & Sustainability	**Successes:** Paid opportunities for paraprofessionals to attend professional development, including North State Classified Conference held at Chico State, were highly valued. Staff appreciated the investment. **Challenges:** None identified; implementation is fully effective.
1.4	**Hire and Maintain Paraprofessional Staff**	5 – Full Implementation & Sustainability	**Successes:** Every classroom has a paraprofessional. Additional staffing was added to support the TK group, with an increase from 4 to 6 hours. **Challenges:** While staffing is strong, ongoing efforts to monitor literacy impact data (i-Ready) need prioritization.
1.5	**Student Incentives and PBIS**	4 – Full Implementation	**Successes:** PBIS Tier 1 was fully implemented using a Placer County-developed template, including behavior matrices, lessons, tickets, and a store. Monthly meetings and a TFI walkthrough confirmed consistent rollout. **Challenges:** Ensuring consistent staff participation in documenting behaviors and applying PBIS with fidelity remains a challenge.
1.6	**Provide IT Support**	5 – Full Implementation & Sustainability	**Successes:** Weekly on-site IT support from BCOE maintained reliable technology. All devices are in good condition with no reported issues. **Challenges:** None identified.
1.7	**Academic and Enrichment Support**	4 – Full Implementation	**Successes:** Intervention support is embedded in the afterschool ACEs program with dedicated paras assisting during homework time, integrated with classroom instruction. **Challenges:** Limited teacher involvement in afterschool tutoring; ensuring alignment between school-day instruction and afterschool support could be improved.

1.8	**Supplemental Curriculum and Programs**	3 – Initial Implementation	**Successes:** A wide range of supplemental materials have been purchased, providing opportunities for enrichment and differentiation. **Challenges:** Some programs remain underutilized, and additional staff training is needed to fully implement them into daily instruction.
1.9	**Purchase Technology**	5 – Full Implementation & Sustainability	**Successes:** One-to-one technology is fully implemented; all equipment is new after the rebuild of the Berry Creek School. **Challenges:** None identified.
1.10	**Assessment Data Utilization**	4 – Full Implementation	**Successes:** i-Ready is now being used with fidelity, including recommended daily minutes and regular screeners, providing better-calibrated data. **Challenges:** Some students remain significantly behind in reading; addressing their needs remains an ongoing challenge despite improved data use.
1.11	**Counselor**	4 – Full Implementation	**Successes:** Three days/week of PPS credentialed counseling and daily wellness coaching provided critical mental health support. **Challenges:** Late-year staff turnover reduced services slightly; loss of wellness coach next year requires adjustments to maintain support levels.

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.

For Actions 1.3, 1.4, 1.6 and 1.8; these material differences between Budgeted Expenditures and Estimated Actual Expenditures are a result of different leadership in Year 1, as opposed to Baseline. And in Year 1 Berry Creek was located back on their campus after four years of dislocation due to wild fire loss. In many ways Year 1 should set a new Baseline due to so many material changes in school structure and programs. For 1.3, PD happened all year long, either the fee was waived or has not yet been billed. For 1.4, the new situation had our staffing cost far outpace expected. For 1.6, Berry Creek has not really had Network services in four years- so that estimate did not hold. Action 1.9 - 1:1 computer student ratio fulfilled

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

The actions under Goal 1 have collectively supported Berry Creek's commitment to providing a Multi-Tiered System of Support (MTSS) that addresses academic, social-emotional, and behavioral needs.

Actions 1.1–1.4 (teacher and paraprofessional staffing and development) were highly effective in maintaining appropriate class sizes, ensuring grade-level instruction, and fostering a supportive learning environment. Staff appreciated the consistent, high-quality professional development provided throughout the year, which was well-attended and positively received.

Action 1.5 (PBIS implementation) was EFFECTIVE successfully launched a Tier 1 system, complete with expectations, rewards, and behavior documentation. The program was consistently implemented, though staff consistency in documentation and rule enforcement continues to require attention.

Actions 1.6 and 1.9 (technology and IT support) were fully effective, ensuring all students had reliable, one-to-one devices with strong tech support.

Actions 1.7 and 1.8 (intervention and supplemental curriculum) had mixed effectiveness. Intervention supports embedded in afterschool programming were effective in providing homework assistance. However, while supplemental materials are abundant, additional training is needed to fully leverage these resources in daily instruction.

Action 1.10 (data utilization) MIXED EFFECTIVENESS demonstrated progress, with i-Ready implemented with fidelity and daily usage, providing actionable data for instruction. The challenge remains addressing significant reading gaps for some students despite improved data use.

Action 1.11 (counseling services) provided consistent and effective mental health support throughout most of the year. A staff transition caused a gap in services late in the year but overall implementation was strong.

Overall, these actions contributed significantly to improving academic and social-emotional outcomes and creating a more supportive learning environment.

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.

For the upcoming year, the district plans to maintain the majority of actions under Goal 1, reflecting their effectiveness in meeting student needs. However, several adjustments are planned:
Action 1.2: Professional development will be expanded with a contract with Solution Tree to provide intensive training, building on the strong foundation already in place.

Action 1.8: Additional emphasis will be placed on training staff to effectively implement the existing supplemental curriculum, ensuring that all purchased materials are fully utilized in daily instruction. These actions were developed to meet the needs of unduplicated student groups with the understanding that professional development and supplemental materials help with universal access to the core curriculum. This action was developed by teachers' needs to have multiple activity options in order to each the learning path for each child.

Action 1.11: The district aims to maintain the three days per week of PPS counseling but having a wellness coach next year is unknown due to staffing challenges. This adjustment ensures continuity of core counseling services while managing available resources effectively.

These changes reflect the district's commitment to continuous improvement, aligning resources to sustain progress and deepen the impact of key 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
1.1	Maintain Credentialed teacher (s)	Maintain Credential Teacher(s) for class size reduction	$156,833.00	Yes
1.2	Provide professional development for faculty and staff	Provide Professional Development for Faculty and Staff	$40,000.00	No
1.3	Paraprofessional Professional Development	Paraprofessionals will participate in Professional Development specific to their duties.	$684.00	No
1.4	Hire and Maintain Paraprofessional staff	Hire and Maintain Paraprofessionals for continuity in instruction	$132,586.00	No
1.5	Student Incentives and PBIS	Citing research (Gonzalez & Martinez, 2021), given our suspension indicators for all students, socioeconomically disadvantaged, and	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		homeless students currently in the red on the California dashboard, we are instituting a comprehensive Positive Behavior Intervention Support System to mitigate suspension rates.		
1.6	Provide IT Support	BCOE contracts to house data and provide IT support	$20,000.00	No
1.7	Academic and Enrichment support	Tutoring, intervention and enrichment for unduplicated pupils and all students.	$41,418.00	No
1.8	Supplemental Curriculum and Programs	Purchasing and maintaining supplemental curriculum and programs to utilize for enrichment and intervention purposes for all students including students with disabilities.	$327,522.00	Yes
1.9	Purchase Technology	Technology will be purchased to maintain a 1 to 1 ratio of Chromebook/IPads per student	$0.00	No
1.10	Assessment Data Utilization	State and Local Data will be used to drive instruction and create intervention and remediation supports for all students in our MTSS tiered model.	$16,642.00	Yes
1.11	Counselor	Students will be supported with their mental health needs through the mental health counselor contracted through BCOE.	$55,081.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Pioneer Union Elementary School District is committed to providing a secure, hygienic school environment that fosters inclusivity and warmth for all students, staff, and community members. We will actively involve families and community partners in decision-making processes, encouraging input and fostering increased parental engagement and attendance at all school events, including virtual offerings.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LCAP goal developed by Pioneer Union Elementary School District reflects a commitment to creating a nurturing and inclusive educational environment for all stakeholders—students, staff, and community members. Here's a breakdown of why this goal was developed:

1. Safety and Hygiene: The goal prioritizes providing a secure and hygienic school environment. This emphasis on safety is crucial for ensuring that students feel physically and emotionally secure, which is essential for effective learning. Additionally, maintaining hygiene standards helps prevent the spread of illnesses, promoting the well-being of everyone in the school community.
2. Inclusivity and Warmth: By fostering inclusivity and warmth, the district aims to create an environment where every individual feels valued, respected, and welcomed. When students, staff, and community members feel included and appreciated, it enhances their sense of belonging and overall satisfaction with the school community. This positive atmosphere contributes to better academic and social outcomes for students and strengthens community ties.
3. Family and Community Involvement: Actively involving families and community partners in decision-making processes demonstrates a commitment to collaboration and shared responsibility for student success. When parents and community members are engaged in school activities and decision-making, it creates a sense of ownership and investment in the educational process. This involvement also provides valuable perspectives and resources that can enhance the quality of education and support services provided by the district.
4. Parental Engagement and Attendance: Encouraging increased parental engagement and attendance at school events, including virtual offerings, is essential for building strong partnerships between the school and families. When parents are actively involved in their children's education, students are more likely to experience academic success, improved behavior, and higher attendance rates. Offering virtual options for participation recognizes the importance of flexibility and accessibility, ensuring that all families can participate regardless of their circumstances.

Overall, this LCAP goal reflects the district's commitment to creating a supportive and engaging school environment where every member of the community has the opportunity to thrive academically, socially, and emotionally. By prioritizing safety, inclusivity, and family engagement, the district aims to create a foundation for student success and community well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parental Involvement and Family Engagement - Priority 3	Baseline is 90% for parental involvement	Not administered		100% of parents complete the local climate survey	N/A
2.2	FIT survey- Priority 1	No baseline- under construction	100% Very Good Rating- Brand New Building still in Lease Lease Back as of May 2025		All aspect of FIT survey show exemplary status	N/A
2.3	Chronic Absenteeism Rate- Priority 5	2023 Chronic Absenteeism Rate= 36.7%	2024 Chronic Absenteeism Rate= 46.2%		Chronic Absenteeism =20%	increased by 9.5%
2.4	Parental Involvement and Family Engagement - Priority 3	80% of parents attend activities including Back to School Night, Holiday Program, Open House and Graduation.	86% of parents attend activities including Back to School Night, Holiday Program, Open House and Graduation.		90% of parents attend activities including Back to School Night, Holiday Program, Open House and Graduation.	+6%
2.5	Attendance Rates - Priority 5	2023 95.59% Attendance Rate	2024 - 91.89%		98% Attendance Rate	-3.7
2.6	Student Access to Standards Aligned	100% of students have access to standards	100% of students have access to standards aligned		100% of students have access to standards aligned	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	instructional Materials- Priority 1	aligned instructional materials	instructional materials		instructional materials	
2.7	Middle School Drop Out Rate - Priority 5	0% dropout rate	0% dropout rate		0% dropout rate	0
2.8	School Climate Survey Students- Priority 6	100% of students feel safe at school	Not administered		100% of students feel safe at school	N/A
2.9	Pupil Achievement - Priority 4	2023 CAASPP ELA 23.53% met or exceeded CAASPP Math 17.65% met or exceeded	2024 CAASPP ELA 18.5% met or exceeded CAASPP Math 29.6% met or exceeded		CAASPP ELA 38.53% met or exceeded CAASPP Math 32.65% met or exceeded	Year 1 data showed ELA weakening by 5 percentage points and Math strengthening by 8 percentage points to nearly meet the Target Outcome.

Goal Analysis [2024-25]

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.

See table below

Action #	Action Title	Implementation Level	Rationale / Notes
2.1	Training on Aeries Analytics	1 – Exploration & Research	**Successes:** Identified as a valuable action to improve parent communication and engagement. **Challenges:** Implementation did not occur this year due to staffing limitations. Action is planned to move forward next year.
2.2	Provide Transportation for Students	4 – Full Implementation	**Successes:** Two vans run daily routes, ensuring all students have reliable transportation. **Challenges:** Vans are full, and transportation staff experienced logistical challenges; a third van is being added next year to ease pressure and transport lunches, improving efficiency.

2.3	Provide All Students with Meals	4 – Full Implementation	**Successes:** All students have access to breakfast, lunch, and afterschool snacks at no cost. **Challenges:** High food service costs led to contracting with Thermalito for improved food quality and lower costs. Transitioning to a different provider will require adjustments next year.
2.4	Parent and Family Involvement	4 – Full Implementation	**Successes:** Community events with meals at Open House and other gatherings have fostered strong community bonds. Over 80% of families attend events, helping rebuild community after fire-related displacement. **Challenges:** Sustaining high levels of engagement and planning multiple events can be resource-intensive.
2.5	Parent Liaison Communication	4 – Full Implementation	**Successes:** Frequent communication through Catapult Connect keeps families informed and engaged. Parents receive updates on attendance, holidays, and key events. **Challenges:** None significant; continued focus on clear, consistent communication is recommended.
2.6	Indirect Costs (BCOE Contract)	5 – Full Implementation & Sustainability	**Successes:** Fully implemented as required under Title I, with ongoing support from BCOE for the Con App. **Challenges:** None identified; this action is procedural but essential.

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.

For Actions 2.3; these material differences between Budgeted Expenditures and Estimated Actual Expenditures are a result of different leadership in Year 1, as opposed to Baseline. And in Year 1 Berry Creek was located back on their campus after four years of dislocation due to wild fire loss. In many ways Year 1 should set a new Baseline due to so many material changes in school structure and programs. Action 2.3 has much higher costs due to not having a food prep kitchen. All meals were prepared off site and transported and bought at quadruple the reimbursement rate, there by causing the difference.

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

Goal 2 focused on fostering a secure, inclusive, and supportive school environment while enhancing parental and community engagement. Overall, the actions have been effective in strengthening community bonds and supporting students and families.
Actions 2.2 and 2.3 (transportation and meals) were particularly effective in ensuring all students have reliable access to school and essential nutrition, critical in a rural community recovering from a catastrophic fire. While transportation logistics were challenging due to full vans, plans for an additional van next year will ease these issues. Contracting with Thermalito for meals is expected to reduce costs and improve food quality, reinforcing the district’s commitment to student health and engagement.

Actions 2.4 and 2.5 (parent and family involvement and liaison communication) were effective in engaging families and rebuilding a sense of community, with attendance at events exceeding 80% of families. This highlights the school's role as a hub of community connection, particularly valuable given Berry Creek's recent history of displacement.

Action 2.6 (indirect costs) was fully implemented and essential for compliance, supporting critical administrative functions. Effective

Action 2.1 (Aeries Analytics training) was not determined because it was not implemented this year, reflecting a need to prioritize staffing and resources. However, it remains a valuable action for improving data access for families and will be revisited next year.

Overall, these actions significantly contributed to the district's goals of building trust, connection, and equitable access for all students and families.

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.

For the upcoming year, the district plans to continue most of the existing actions under Goal 2, with minor adjustments:
Action 2.1: The district will prioritize implementing Aeries Analytics training for parents to improve data transparency and engagement. This action was postponed this year but is slated for implementation next year.

Action 2.2: A third van will be added to relieve transportation challenges and support food delivery, ensuring all students continue to have reliable transportation.

Action 2.3: Meals will be provided through Thermalito, improving cost-effectiveness and potentially enhancing food quality at no cost to the district.

Action 2.4–2.6: These actions will continue as described, sustaining effective parent communication, community events, and administrative support.

These adjustments reflect the district's commitment to continuous improvement, addressing identified challenges while maintaining strong, effective support systems for students and families.

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	Training on Aeries Analytical	Provide training for parents on Aeries Analytics to all families as a means for communication	$7,429.00	No
2.2	Provide Transportation	Provide transportation for all students to and from school.	$74,324.00	No
2.3	Providing all students with meals.	All students will be provided breakfast, lunch, and afterschool snack if they attend after school.	$0.00	No
2.4	Parent and Family Involvement	Provide and maintain activities and functions to increase parent involvement and attendance will monitored	$2,500.00	Yes
2.5	Parent Liaison	Parent Liaison will communicate with all families regarding attendance and coordination of all services.	$4,643.00	No
2.6	Indirect costs	Indirect Costs with BCOE including the Con App which supports our small, rural district .	$33,482.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Pioneer Union Elementary School District's goal is to elevate student proficiency in reading across grade levels from from transitional kindergarten through 8th grade. Through targeted interventions, innovative instructional strategies, and ongoing assessment, we aim to ensure that all students achieve mastery in these essential literacy skills, empowering them for academic success and lifelong learning. We expect to see an increase in students meeting or exceeding standard in ELA on the CAASPP by 15% by 2027.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We developed the goal of increasing student outcomes in reading, writing, and comprehension across transitional kindergarten through 8th grade based on several key considerations:

1. Student Needs: Analysis of student data and assessment results revealed areas of improvement in literacy skills across various grade levels. Recognizing the fundamental importance of reading, writing, and comprehension in all academic subjects, we identified a clear need to prioritize and enhance these skills.

2. Alignment with Educational Priorities: Literacy skills serve as foundational elements for academic achievement and future success. By focusing on improving reading, writing, and comprehension abilities, we align our efforts with broader educational priorities aimed at equipping students with the essential skills needed for college, career, and life readiness.

3. Responsiveness to Educational Partner Input: Input from educators, parents, and community members underscored the significance of literacy development as a central component of our educational mission. By addressing this priority, we respond to the expressed needs and aspirations of our stakeholders, fostering a shared commitment to student success.

4. Research and Best Practices: Extensive research in education underscores the critical role of literacy proficiency in academic achievement and overall cognitive development. Drawing upon evidence-based practices and proven interventions, we aim to implement effective strategies that promote literacy growth and elevate student outcomes.

5. Continuous Improvement: As part of our ongoing commitment to continuous improvement, setting a specific goal for literacy achievement provides a clear focus for our collective efforts. By establishing measurable targets and regularly monitoring progress, we can assess the effectiveness of our interventions and adjust our approaches as needed to ensure sustained improvement over time.

In summary, the development of this goal reflects our dedication to meeting the diverse needs of our students, fostering a culture of excellence in literacy instruction, and equipping every learner with the skills and knowledge needed to thrive in an increasingly complex world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP ELA Scores - Priority 4 as supported by LREBG and other funds.	2023 23.53% of Students met or exceed standards	2024 18.52% of Students met or exceed standards		38.53% of students met or exceeded standard	-5.01%
3.6	Access to library, programs and services for low income, English learner, foster youth and students with disabilities -	2023 0% of students who utilize the library (not built yet)	2024 100% of students who utilize the library.		2024-2025 100% of students who utilize the library.	100%

Goal Analysis [2024-25]

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.

See table below.

Action #	Action Title	Implementation Level	Rationale / Notes
3.1	Develop and Implement District Literacy Plan	5 – Full Implementation & Sustainability	**Successes:** A fully written and implemented literacy plan funded through a grant is in place. The plan includes a credentialed teacher, a paraprofessional (also a substitute teacher), and a literacy consultant, providing comprehensive support for literacy instruction aligned with i-Ready and Science of Reading principles. **Challenges:** None identified; implementation is strong and sustainable.

3.2	Hire and Maintain a Literacy Coach	5 – Full Implementation & Sustainability	**Successes:** A literacy coach (Patsy) has been hired, supported by a consultant to bridge any gaps in the Science of Reading expertise. The grant funding ensures the position will continue for at least three more years. **Challenges:** None significant; the role is well-supported but ongoing collaboration with the consultant remains important to sustain quality.
3.3	Professional Development in Literacy	2 – Beginning Development	**Successes:** Some one-on-one PD has been provided by the literacy consultant and literacy coordinator, offering targeted support. **Challenges:** A full, systematic PD plan aligned with the Literacy Plan has not yet been implemented. Next year, Solution Tree will provide comprehensive PD to accelerate implementation.
3.4	Purchase Supplemental Literacy Curriculum	4 – Full Implementation	**Successes:** Supplemental literacy curriculum grounded in the Science of Reading has been purchased. **Challenges:** Teachers need more formal, systematic PD to fully integrate this curriculum with daily instruction.
3.5	Provide Family Engagement for Literacy	4 – Full Implementation	**Successes:** Two family literacy nights were held this year, featuring staff, community volunteers, and refreshments, building community and encouraging literacy at home. Events were well attended. **Challenges:** Scheduling and sustaining high attendance for additional events could be considered to expand impact.
3.6	Curate and Purchase Books for the Library	5 – Full Implementation & Sustainability	**Successes:** $35,000 of new books have been delivered and shelved; an additional $25,000 is on order to complete the library collection. Students are enthusiastic about the new library. **Challenges:** None identified; this action is fully implemented and sustaining literacy access.

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.

For Actions 3.2, 3.3, 3.6; these material differences between Budgeted Expenditures and Estimated Actual Expenditures are a result of different leadership in Year 1, as opposed to Baseline. And in Year 1 Berry Creek was located back on their campus after four years of dislocation due to wild fire loss. In many ways Year 1 should set a new Baseline due to so many material changes in school structure and programs. The literacy intervention program was totally new to Berry Creek on top of all of the other "new".

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

Goal 3 centers on enhancing student literacy outcomes across grade levels through targeted interventions, professional development, curriculum, and family engagement. Overall, the actions under this goal demonstrate strong progress, with the district laying a solid foundation for sustainable literacy improvement.
Actions 3.1 and 3.2 were highly effective, resulting in a fully implemented literacy plan supported by a credentialed teacher, a paraprofessional, and a dedicated literacy coach. These positions—funded through grants—ensure that students have consistent access to research-based literacy instruction and interventions.

Action 3.3 faced some challenges. Inconclusive data to determine effectiveness. Although one-on-one support from the literacy consultant provided valuable guidance, a comprehensive PD plan is needed to support consistent implementation of the Literacy Plan. Plans are in place for Solution Tree to deliver this next year, which is expected to enhance effectiveness.

Actions 3.4 and 3.6 were effective, ensuring students have access to high-quality supplemental literacy materials and a fully stocked library. Students are excited about the new library, which supports independent reading and fosters a culture of literacy.

Action 3.5 was effective in promoting family engagement through well-attended literacy nights. These events strengthened community ties and built family confidence in supporting literacy development at home.

Overall, Goal 3 actions have laid a solid groundwork for literacy success, though a more robust professional development plan is necessary to ensure all staff consistently implement the Literacy Plan with fidelity.

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.

For the upcoming year, the district plans to sustain and enhance its literacy initiatives under Goal 3:
Action 3.3: A comprehensive professional development plan will be implemented using Solution Tree, ensuring that all staff are trained in the Science of Reading and fully prepared to implement the Literacy Plan. This is a key change from this year’s more individualized consultant support.

Actions 3.1 and 3.2: These positions will continue with grant funding, ensuring stability and consistency in literacy programming. The district may also add another paraprofessional to support reading interventions, depending on staffing needs and grant alignment.

Action 3.4: Additional emphasis will be placed on integrating supplemental curriculum into daily instruction with more robust PD support, addressing a key challenge identified this year.

Actions 3.5 and 3.6: Family literacy nights and library improvements will continue, with a focus on sustaining high attendance and ensuring equitable access to high-quality books.

These changes reflect the district's commitment to continuous improvement, equity, and student achievement, building on lessons learned to strengthen literacy outcomes for all students.

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	Develop and Implement a District Literacy Plan	Literacy Plan to meet the needs of all students Tk-8th grade including parent and community engagement components	$0.00	No
3.2	Hire and Maintain a Literacy Coach	Hire and Maintain a Literacy Coach to facilitate development and implementation of the literacy plan, teach reading groups, model lessons, collaborate with all faculty and staff, facilitate data discussions and lead parent and community outreach activities and events	$127,429.00	No
3.3	Professional Development Literacy	Provide professional development in literacy to support implementation of the Literacy Plan	$0.00	No
3.4	Purchase Supplemental Literacy Curriculum	Purchase supplemental curriculums that are grounded in the Science of Reading to augment existing core curriculum	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Provide Family Engagement for Literacy	Provide Family Engagement opportunities to increase student literacy outcomes	$8,000.00	No
3.6	Curate and Purchase Books for the Library	Books will be curated and purchased for the Library to give all students access to a vast collection of state approved titles.	$60,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$217319	$29392

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
36.988%	3.158%	$18,061.00	40.146%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Maintain Credentialed teacher (s) **Need:** ELA CAASPP data shows that only 23.53% of students met or exceeded standard and only 17.65% met or exceeded in Math Parent feedback indicates that they place a high value on the benefits of smaller class size in the primary grades.	Smaller class sizes will provide opportunities for improved academic performance/reading levels for SED, Foster and EL students. All students will benefit from classroom environments that provide for increased student engagement, time on task, and student effort, therefore, this action is being provided to all students.	We will expect to see higher scores on the CAASPP in both ELA and Math in metric 1.8.

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
	Glass and Smith (1978), concluded that small class sizes were associated with improved academic performance. Effects were strongest in the early primary grades and among low-income students. A review by Zyngier (2014) of the research literature showed that smaller classes had a strong positive impact on student achievement and narrowing the achievement gap in the vast majority of studies. Achilles (2012) concluded that poor, minority, and male students received especially large benefits from reduced class size in terms of improved test scores, school engagement, and lower grade retention and dropout rates. Reduced class size is also linked to increased academic engagement, student effort, initiative taking in the classroom and time on task (Finn et al 2003) **Scope:** LEA-wide		
1.5	**Action:** Student Incentives and PBIS **Need:** Students from families in our community that are facing economic difficulties have also experienced a high rate of adverse childhood experiences and trauma. Research indicates	This action will provide the framework to proactively teach, support and recognize positive student behaviors for SED, EL and Foster Students, however, since it will benefit all student groups, it will be provided on a district-wide basis.	We anticipate a reduction in suspension rates for all students and especially for our student groups who were in red indicator which were socioeconomically disadvantaged and homeless as students feel

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
	that these children will have difficulty with engagement and staying calm and controlled in the classroom setting. ACEs create toxic stress that affect attention, learning and behavior. (Darling Hammond & Cook-Harvey, 2018) In addition to this, children who are suffering from the trauma associated with adverse childhood experiences may also find it difficult to form secure relationships with teachers and as a result are also impacted by disciplinary actions that remove them from the classroom or school setting. The first and best strategy for increasing student effort and motivation is to nurture strong relationships between students and their teachers (Brito & Noble, 2009). Negative student behaviors impact the learning and teaching environments and can lead to disciplinary procedures that remove students from the educational setting. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups. PBIS is an, evidence based, implementation framework that is designed to improve academic and social behavior outcomes for all students (Sungai & Simonsen, 2012). **Scope:** LEA-wide		acknowledged and rewarded for their positive behavior. Additionally, with a more positive school climate, students are expected to become more engaged and eager to attend school. (Suspension rate is metric 1.3)
1.8	**Action:** Supplemental Curriculum and Programs	The purchase of supplemental curriculum is designed to meet the identified needs of	1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Data analysis from the CAASPP, local benchmark assessments, and educational partner input has revealed that unduplicated students (low-income, English learners, and foster youth) continue to demonstrate persistent achievement gaps in core academic areas, particularly in English Language Arts and Mathematics. Educational partners noted that these students often lack access to differentiated instructional materials that address their learning gaps or extend their learning beyond grade-level expectations. As such, there is a need for enrichment opportunities to challenge advanced learners and intervention resources to support struggling students—both of which are critical to accelerate academic progress for these student groups. **Scope:** LEA-wide	unduplicated pupils by offering targeted enrichment and intervention opportunities. These materials will support educators in differentiating instruction and closing learning gaps by providing content that is more personalized and aligned to student needs. The action is being implemented on an LEA-wide (or schoolwide) basis because a significant portion of the student population consists of unduplicated pupils, and it is more efficient and impactful to embed these supports across classrooms and school programs. Additionally, research supports that Tier I instructional improvements—such as supplemental curriculum integration—have broader benefits when systematically adopted schoolwide and paired with targeted small-group instruction.	
1.10	**Action:** Assessment Data Utilization **Need:** Studies have consistently shown that assessment tools offering real-time data offer substantial advantages to various stakeholders in education. This research underscores the pivotal role of student assessment data in promoting equity and empowerment among students, as well as enabling educators and administrators to	This action will benefit SED, Foster and EL and will also be beneficial to all students and help to individualize every child's educational program to meet their needs.	With the implementation of a robust testing and data analysis system, we will expect to see students' scores in ELA and Math improve on the CAASPP, (metric 1.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	make informed instructional decisions, ultimately leading to improved learning outcomes (Jones et al., 2020; Brown & Smith, 2019). In light of the fact that only 23.53% of our students meet or exceed the standard in ELA, and a mere 17.65% in math, the imperative to administer and analyze both summative and formative assessments to guide instruction becomes paramount. **Scope:** LEA-wide		
2.4	**Action:** Parent and Family Involvement **Need:** Increase parental engagement and participation in the school community. Low income parents tend to volunteer less and lower attendance rates at school activities (Clewell & Campbell, 2007; Evans, 2004). The low levels of parent involvement are not due to lack of concern or caring on the part of the parent, but reflect the barriers that make it difficult to participate and engage in their child's education such as limited time and financial resources, cultural obstacles, and fewer educational skills (Florida State Legislature, 1997). **Scope:**	This action will build positive relationships with parents/families and increase parent engagement of SED, EL and Foster Youth, however, all parents/families and students will benefit from these opportunities so they will be provided on a district-wide basis.	We expect to see an increase in the number of engagement opportunities offered to parents/families and increased participation in those events (metric 2.4), and subsequently increased student achievement (metric 2.9).

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

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.

Additional Concentration Grant Funding

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

The supplementary concentration grant add-on funding of $23,678 will be allocated specifically to retain a certified teacher, ensuring enhanced individualized attention for students, a factor that research has consistently shown to positively impact student performance (Smith, 2022). This is reflected in Goal 1 action 1. (1.1)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1 to 5

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students		1 to 10

2025-26 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	587539	217319	36.988%	3.158%	40.146%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$324,399.00	$165,429.00	$0.00	$628,745.00	$1,118,573.00	$529,341.00	$589,232.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Maintain Credentialed teacher (s)		Yes	LEA-wide		All Schools	2024-2027	$156,833.00	$0.00	$156,833.00				$156,833.00	
1	1.2	Provide professional development for faculty and staff	All	No			All Schools	2024-2027	$0.00	$40,000.00				$40,000.00	$40,000.00	
1	1.3	Paraprofessional Professional Development	All	No			All Schools	2024-2027	$684.00	$0.00	$684.00				$684.00	
1	1.4	Hire and Maintain Paraprofessional staff	All	No			All Schools	2024-2027	$132,586.00	$0.00				$132,586.00	$132,586.00	
1	1.5	Student Incentives and PBIS	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.6	Provide IT Support	All	No			All Schools	2024-2027	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.7	Academic and Enrichment support	All	No			All Schools	2024-2027	$41,418.00	$0.00				$41,418.00	$41,418.00	
1	1.8	Supplemental Curriculum and Programs	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$327,522.00	$31,344.00			$296,178.00	$327,522.00	
1	1.9	Purchase Technology	All	No			All Schools	2024-2027	$0.00	$0.00				$0.00	$0.00	
1	1.10	Assessment Data Utilization		Yes	LEA-wide		All Schools	2024-2027	$0.00	$16,642.00	$16,642.00				$16,642.00	
1	1.11	Counselor	All	No			All Schools	2024-2027	$0.00	$55,081.00				$55,081.00	$55,081.00	
2	2.1	Training on Aeries Analytical	All	No			All Schools	2024-2027	$7,429.00	$0.00	$7,429.00				$7,429.00	
2	2.2	Provide Transportation	All	No			All Schools	2024-2027	$58,319.00	$16,005.00	$74,324.00				$74,324.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.3**	Providing all students with meals.	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
2	**2.4**	Parent and Family Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$2,500.00	$2,500.00				$2,500.00	
2	**2.5**	Parent Liaison	All	No			All Schools	2024-2027	$4,643.00	$0.00	$4,643.00				$4,643.00	
2	**2.6**	Indirect costs	All	No			All Schools	2024-2027	$0.00	$33,482.00				$33,482.00	$33,482.00	
3	**3.1**	Develop and Implement a District Literacy Plan	All	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	**3.2**	Hire and Maintain a Literacy Coach	All	No			All Schools	2024-2027	$127,429.00	$0.00		$127,429.00			$127,429.00	
3	**3.3**	Professional Development Literacy	All	No			All Schools	2024-2027	$0.00	$0.00		$0.00			$0.00	
3	**3.4**	Purchase Supplemental Literacy Curriculum	All	No			All Schools	2024-2027	$0.00	$0.00		$0.00			$0.00	
3	**3.5**	Provide Family Engagement for Literacy	All	No			All Schools	2024-2027	$0.00	$8,000.00		$8,000.00			$8,000.00	
3	**3.6**	Curate and Purchase Books for the Library	All	No			All Schools	2024-2027	$0.00	$60,000.00		$30,000.00		$30,000.00	$60,000.00	

2025-26 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
587539	217319	36.988%	3.158%	40.146%	$217,319.00	0.000%	36.988 %	**Total:**	$217,319.00
								LEA-wide Total:	$217,319.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Maintain Credentialed teacher (s)	Yes	LEA-wide		All Schools	$156,833.00	
1	**1.5**	Student Incentives and PBIS	Yes	LEA-wide	Low Income	All Schools	$10,000.00	
1	**1.8**	Supplemental Curriculum and Programs	Yes	LEA-wide	Low Income	All Schools	$31,344.00	
1	**1.10**	Assessment Data Utilization	Yes	LEA-wide		All Schools	$16,642.00	
2	**2.4**	Parent and Family Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$701,362.00	$784,752.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Maintain Credentialed teacher (s)	Yes	$155,412.00	155393
1	**1.2**	Provide professional development for faculty and staff	No	$30,000.00	30000
1	**1.3**	Paraprofessional Professional Development	Yes	$2,000.00	464
1	**1.4**	Hire and Maintain Paraprofessional staff	No	$94,075.00	125473
1	**1.5**	Student Incentives and PBIS	Yes	$12,000.00	9000
1	**1.6**	Provide IT Support	No	$15,000.00	25000
1	**1.7**	Academic and Enrichment support	No	$56,413.00	36574
1	**1.8**	Supplemental Curriculum and Programs	No	$11,951.00	5938
1	**1.9**	Purchase Technology	No	$5,000.00	21048
1	**1.10**	Assessment Data Utilization	Yes	$5,936.00	6642
1	**1.11**	Counselor	No	$39,401.00	39401

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.1**	Training on Aeries Analytical	No	$4,920.00	7088
2	**2.2**	Provide Transportation	No	$86,170.00	82773
2	**2.3**	Providing all students with meals.	No	$19,855.00	70737
2	**2.4**	Parent and Family Involvement	Yes	$5,000.00	3567
2	**2.5**	Parent Liaison	No	$3,075.00	4430
2	**2.6**	Indirect costs	No	$8,477.00	20265
3	**3.1**	Develop and Implement a District Literacy Plan	No	$0.00	0
3	**3.2**	Hire and Maintain a Literacy Coach	No	$51,677.00	94659
3	**3.3**	Professional Development Literacy	No	$15,000.00	3100
3	**3.4**	Purchase Supplemental Literacy Curriculum	No	$10,000.00	10740
3	**3.5**	Provide Family Engagement for Literacy	No	$10,000.00	1536
3	**3.6**	Curate and Purchase Books for the Library	No	$60,000.00	30924

2024-25 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)
193627	$180,348.00	$175,566.00	$4,782.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Maintain Credentialed teacher (s)	Yes	$155,412.00	155393		
1	1.3	Paraprofessional Professional Development	Yes	$2,000.00	464		
1	1.5	Student Incentives and PBIS	Yes	$12,000.00	9500		
1	1.10	Assessment Data Utilization	Yes	$5,936.00	6642		
2	2.4	Parent and Family Involvement	Yes	$5,000.00	3567		

2024-25 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)
571928	193627	0	33.855%	$175,566.00	0.000%	30.697%	$18,061.00	3.158%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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