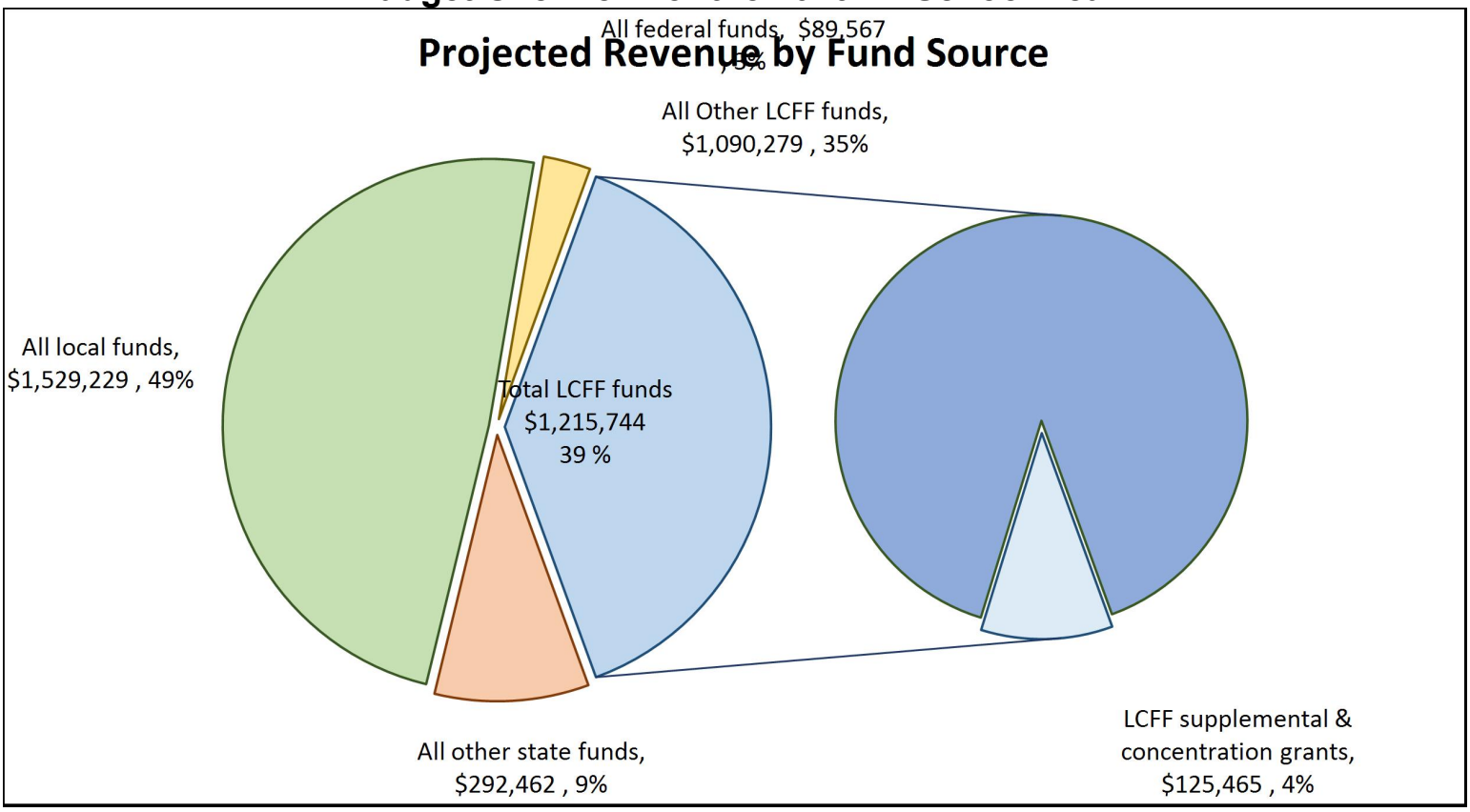
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Junction City Elementary School District
CDS Code: 53 71738 6053771
School Year: 2026-27
LEA contact information:
Christine Camara
Superintendent/Principal
ccamara@jcesd.org
530-623-6381

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

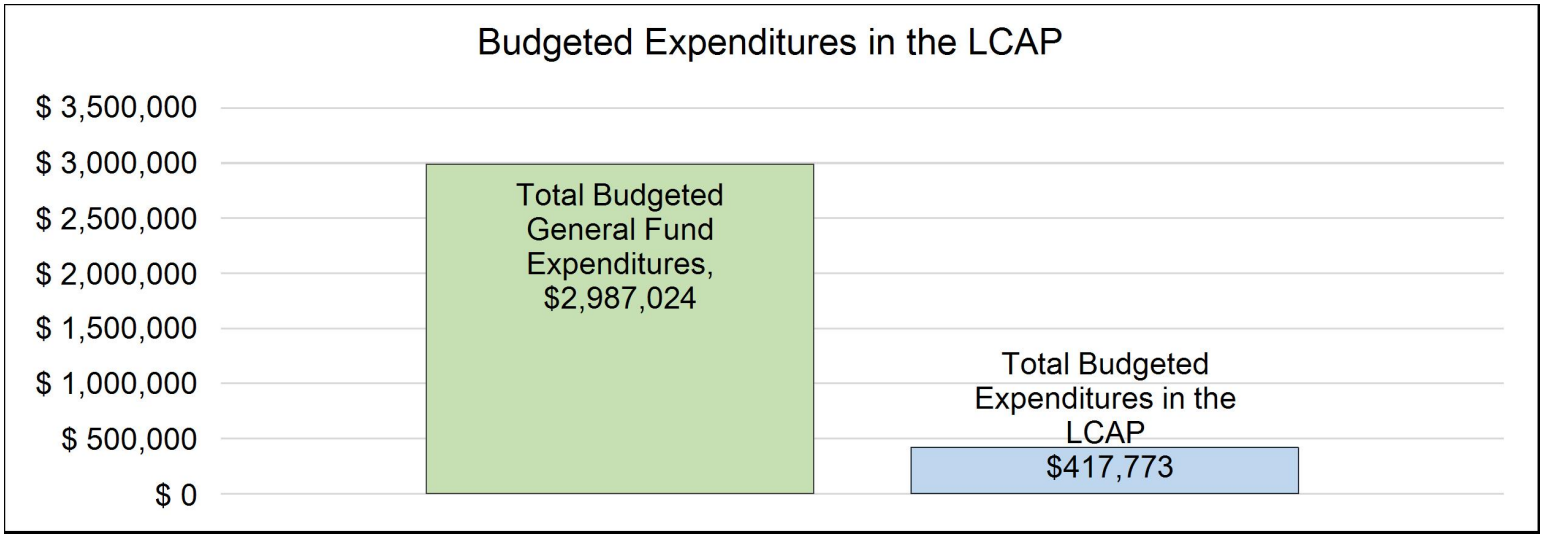


This chart shows the total general purpose revenue Junction City Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Junction City Elementary School District is $3,127,002, of which $1,215,744 is Local Control Funding Formula (LCFF), $292,462 is other state funds, $1,529,229 is local funds, and $89,567 is federal funds. Of the $1,215,744 in LCFF Funds, $125,465 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 Junction City Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Junction City Elementary School District plans to spend $2,987,024 for the 2026-27 school year. Of that amount, $417,773 is tied to actions/services in the LCAP and $2,569,251 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Certificated salaries. $1.4 million to upgrade the water plant and purchase generator. Operation expenses such as electricity, solid waste, phone, internet.

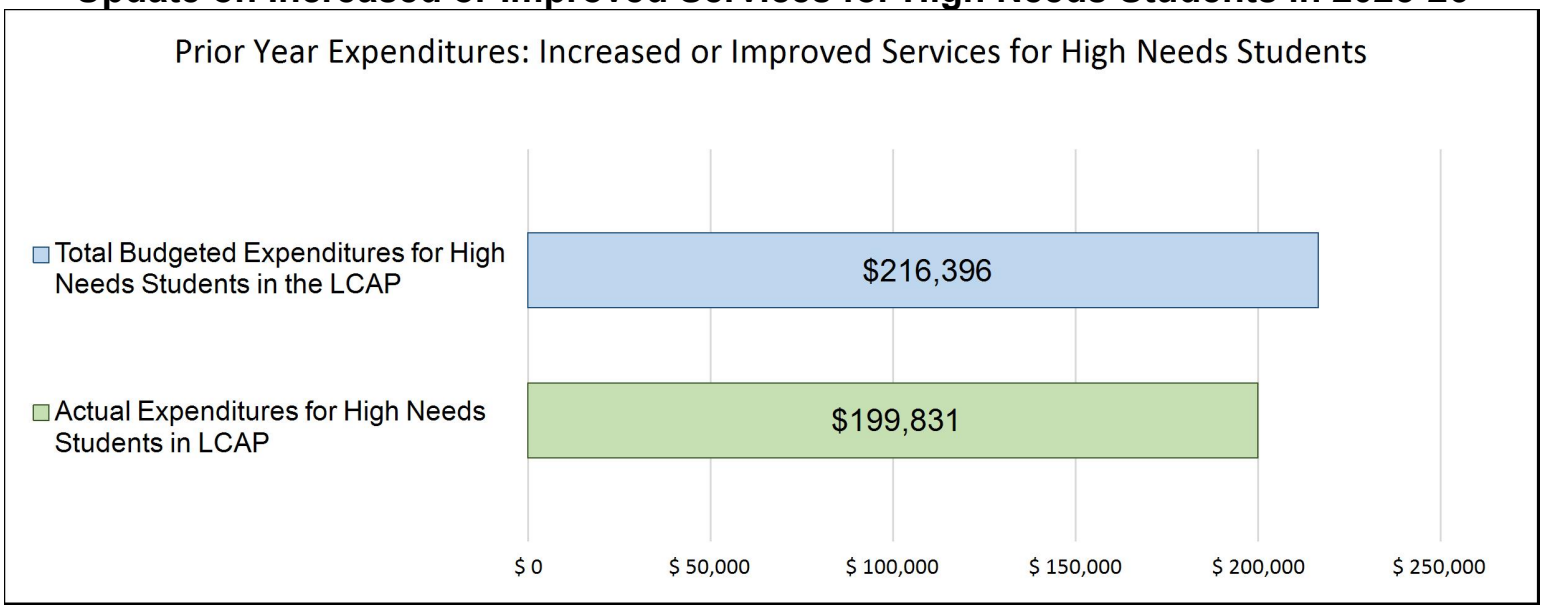
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Junction City Elementary School District is projecting it will receive $125,465 based on the enrollment of Foster Youth, English learner, and low-income students. Junction City Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Junction City Elementary School District plans to spend $184,706 towards meeting this requirement, as described in the LCAP.

The amount budgeted to improve services for high needs students is $184,706. The total supplemental/concentration grant projected revenue is $125,465.

LCFF Budget Overview for Parents

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



This chart compares what Junction City 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 Junction City Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Junction City Elementary School District's LCAP budgeted $216,396 for planned actions to increase or improve services for high needs students. Junction City Elementary School District actually spent $199,831 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $16,565 had the following impact on Junction City Elementary School District’s ability to increase or improve services for high needs students:

A paraprofessional was out on medical leave which reduced expenses in goal/action 1.7.

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
Junction City Elementary School District	Christine Camara Superintendent/Principal	ccamara@jcesd.org 530-623-6381

Plan Summary [2026-27]

General Information

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

Junction City School is a 2023 California Distinguished School!

We are a small, one-school district serving about 70 kids in grades TK-8. We are located in the small mountain town of Junction City in Trinity County, California. Furthermore, we are nestled at the base of the beautiful Trinity Alps Wilderness, along ten acres of the Trinity River. Our staff and community strive to work together to create programs that produce articulate, confident, and skilled students. There is a strong focus on student voice and empowerment. We aim to provide a well-balanced educational experience for every student by offering an enriching and rigorous academic program while providing school-wide social-emotional support. The school facilities are in good condition, as evidenced by our passing of the FIT report (Priority 1C). Each year, repairs and maintenance are performed as needed. We strive to provide a safe, clean environment for all our students. All Junction City School students participate in a curriculum that is based on California State Standards and is enriched with STEM, Social Emotional Learning (SEL), and Visual and Performing Arts (VAPA). Our after-school program offers electives, academic intervention, and homework assistance.

Due to our small population, Junction City School does not have many student groups that are over 10 students. We do not have a significant population of English Language Learners nor do we have any Long Term English Learners (LTEL), so Priorities 2B, 4D, 4E, and 4F do not apply to our LCAP. In addition, we are a TK-8 school and all High School Priorities (4B, 4C, 4D, 4G, 4H, 5D, & 5E) and Middle School Dropout Rates Priority (5C) do not apply. Our district does not have any remaining Learning Recovery Emergency Block Grant funds, and we do not receive Equity Multiplier funding. Our population of special education students is about 10% of our total student population. We work collaboratively with the Trinity County Office of Education's special education department to provide quality, meaningful, and relevant

educational support for students with disabilities. This includes support services, professional development, and communities of practice. Our small student population allows us to provide all of our students with the individual support they need to reach their potential. Currently, we do not have any students who were in the lowest performance level on the CA Dashboard. As a small, single-school district, we complete a comprehensive need and budget analysis assessment on an annual basis. Due to our small student population size, which results in a small pool of data to analyze, all resources are equally distributed for all students in the district. We will continue to monitor our resources to ensure equity for all students.

We are a tiny one-school district, and therefore, our LCAP will take the place of our Single Plan for Student Achievement (SPSA) and will include all funds that are typically in the SPSA. In addition, our LCAP Advisory Committee will be the School Site Council.

The mission of Junction City School is to strengthen the academic and social skills of all students and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high academic standards. We intend to provide an environment that encourages our students to be active participants in our community and eventually contribute to our global society. Together, these programs and philosophies help to promote a whole-school family atmosphere with an emphasis on our student's success and well-being.

We are excited about our dynamic learning community, and look forward to sharing it with you!

Reflections: Annual Performance

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

During the 2025-26 school year, our actions were effective in making progress toward meeting our LCAP goals.

Progress on Goal 1: "Students will become successful problem-solvers and life-long learners with access to high-quality standards-based curriculum, instruction, and intervention within a broad course of study."

100% of teachers were able to implement state-adopted academic and performance standards for all students (Priority 2A), and 100% of students were offered a variety of courses within a broad course of study, including VAPA, CTE, and STEM (Priority 7A). 100% of students had sufficient access to the standards-aligned instructional materials (Priority 1B). In addition, 100% of students who did not meet grade-level standards in ELA or Math were provided with academic intervention during the school day and after school (Priority 7B). Targeted students who were using Lexia and Barton for reading intervention and IXL for math intervention showed steady improvement. 100% of students with exceptional needs were provided with additional academic support and intervention services during the school day (Priority 7C).

During the 2025-2026 school year, 77% of teachers were appropriately assigned and credentialed in the subject area and for the pupils they are teaching. Our new TK/K teacher has her AA degree in Early Childhood Education, a Bachelor's Degree and worked under a Provisional Internship Permit for the 2025–26 school year. She is completing the Cal State Teach Program and will have her multiple subject teaching credential before the start of the 2026-27 school year. (Priority 1A). Therefore, for the 2026-2027 school year, 100% of our teachers will be fully credentialed and highly qualified for their assignments.

We will not receive our 2025-26 CAASPP scores until the fall of 2026. Our 2025 California School Dashboard data indicates that our Math scores are 5.2 points above standard, and our ELA scores are 19.9 points above standard. Although our 2024-25 CAASPP scores in ELA

dropped 7.09% from 2023-24, our 2024-25 CAASPP scores in Math increased by 9.57%. We did not meet our desired outcome of 75% of students meeting or exceeding grade-level standards in ELA and Math on the 2024-25 CAASPP. However, our CAASPP scores continue to be above state standard and are some of the highest scores in Trinity County. (Priority 4A) We will continue to focus our efforts in providing effective academic intervention to students who are below state standards in ELA and Math.

Progress on Goal 2: "Ensure a safe, welcoming, inclusive, and supportive climate for all students, their families, and our school community."

Our 2025-26 School Survey indicates that we maintained our students' sense of safety and their sense of belonging and connectedness at 100% (Priority 6C). 100% of our parents continue to feel welcome at school, and 100% of parents continue to feel comfortable talking to staff about concerns. 97% of parents feel they are kept informed of how to participate in their child's education, an increase of 10% from 2024-25 (Priority 3B). 100% of parents feel they are given opportunities to be involved in school activities, an increase of 11% from 2024-25 (Priority 3C) and 100% agree that they are given opportunities to take part in school decisions, an increase of 11% from 2024-25 (Priority 3A). In addition, the percentage of students having positive relationships with adults at school is 100%, an increase of 2% from 2024-25 and the percentage of positive student-to-student relationships is 97%, an increase of 3% from last year (Priority 8). We are excited that we were able to improve all of the Goal 2 outcomes that were a concern last year, and we were able to continue to maintain the outcomes that were 100%.

Our 2025-26 suspension and expulsion rates are 0%. Our 2024-25 suspension and expulsion rates were 0%, and our 2025 California School Dashboard data indicates that we maintained our suspension rate at 0%. (Priority 6A, 6B)

Our 2025-26 attendance rate is 99%, an increase of 2% from 2024-25. (Priority 5A)

Our 2025-26 chronic absenteeism rate is 0%, a drop of 2.9% from 2024-25! (Priority 5B) We feel that we were very successful in reducing our chronic absenteeism rate this year!

Junction City Elementary School does not have unexpended LREBG funds. Plans will be made for any future funding once we have allocations from the state.

Reflections: Technical Assistance

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

We were not eligible for TA nor did we voluntarily request assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

We do not have any schools identified for CSI.

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers meet weekly to discuss the effectiveness of the LCAP goals and actions to meet those goals. They also participate in all LCAP meetings with our other educational partners and participate in agendized LCAP feedback activities.
Principals and Administrators	The Superintendent/Principal attends weekly teacher meetings, monthly SSC/LCAP Committee meetings, and monthly Governing Board meetings. Feedback is given through agendized discussion.
Other School Personnel	Classified staff attend monthly SSC/LCAP Committee meetings where feedback is given through agendized discussion, and participate in LCAP feedback activities.
Students	Student Senate meets twice per month to discuss school programs and activities and provide LCAP input. Student Senate also sends a student representative to all SSC/LCAP Committee meetings, and Governing Board meetings.
LCAP Advisory Committee (PAC) - Parents, Staff, Community	SSC/LCAP Committee meets regularly and is composed of parents, community members, school staff, and students. Feedback is given through agendized discussion. We also gather input from our annual school survey.
SELPA Director	SELPA Director hosts monthly meetings with school administration and hosts monthly Community Advisory Committee meetings that encourage parent participation. Feedback is given through agendized discussion
Equity Multiplier	We did not qualify for Equity Multiplier funding.

Educational Partner(s)	Process for Engagement
ELAC/DELAC	Our SSC/LCAP Committee is designated as our ELAC and DELAC, as we have a very small population.
Local Bargaining Units	We do not have local bargaining units.

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

The adopted LCAP was influenced by all educational partners with their feedback given at monthly meetings during a discussion, their responses on the School Survey, and their responses during our LCAP feedback activities such as the "Sticky Note" activity. Our educational partners felt strongly that we keep our existing goals and actions, as they believe those goals and actions are vital to maintaining our desired outcomes of high academic standards and a school climate that is safe and welcoming. Not only will we keep those actions, but we will also be increasing many of our desired outcomes to 100%.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will become successful problem-solvers and life-long learners with access to high quality standards-based curriculum, instruction, and intervention within a broad course of study.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Junction City Elementary School District developed this goal for our 2021-24 LCAP to address the academic needs of our students. We have chosen to keep this goal, metrics, and desired outcomes in our 2024-27 LCAP. This goal focuses on all grades, including TK, with specific actions addressing targeted grade levels. After reviewing data from the 2023-24 school year, we identified trends among groups of students who do not meet grade-level academic standards and fall behind year after year. If not provided the necessary intervention and support, these students might not be prepared to have access to college and/or a career, or may not graduate from high school. Using the various tools, evidence-based practices, and resources available to our staff, JCESD will focus on developing specific action steps aligned to indicators and metrics to ensure the students experience academic growth by providing structures and systems at all levels to align efforts for success. We believe that this goal is vital to the academic success of our students, and we feel that it is important to maintain the integrity of these metrics and desired outcomes to help us continue making progress toward achieving this goal. Although we have been able to maintain many of our metrics in prior years, we feel they need to continue to be written in our LCAP as a commitment to providing our students with the best instruction and intervention that we can provide. We have yet to meet the desired outcome of at least 75% of our students meeting or exceeding grade-level standards on the CAASPP, and we will continue to strive for that result. The actions and services will address the need to provide resources and opportunities for JCESD to meet all of our student's educational needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1A - Measure: % of teachers who are appropriately assigned and fully credentialed in the subject area and for	100% of teachers are appropriately assigned and fully credentialed in the subject area and for	100% of teachers are appropriately assigned and fully credentialed in the subject area and	77% of teachers are appropriately assigned and credentialed in the subject area and	100%	77% of teachers were fully credentialed because our new teacher taught

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the pupils they are teaching. Source: Dashboard Local Indicators	the pupils they are teaching. (2023-24)	for the pupils they are teaching.	for the pupils they are teaching. Our new TK/K teacher has her AA degree in Early Childhood Education, a Bachelor's Degree and has a Provisional Internship Permit for the 2025–26 school year. She is completing the Cal State Teach Program and will have her multiple subject teaching credential before the start of the 2026-27 school year.		under a Provisional Internship Permit. This is down 33% from last year, but will go back up to 100% now that she has completed the credential program.
1.2	Priority 1B- All students have sufficient access to the standards-aligned instructional materials. Measure: Monthly inventory by Superintendent with attestation of Governing Board	100% of students have sufficient access to the standards-aligned instructional materials. (2023-24)	100% of students have sufficient access to the standards-aligned instructional materials.	100% of students have sufficient access to the standards-aligned instructional materials.	100%	Remained at 100%
1.3	Priority 2A - All teachers implement state-adopted academic and performance standards for all students across a board course of study.	100% of teachers implement state-adopted academic and performance standards for all students across a board course of study. (2023-24)	100% of teachers implement state-adopted academic and performance standards for all students across a	100% of teachers implement state-adopted academic and performance standards for all students across a	100%	Remained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Measure: % of TK-8 grade students receiving instruction in all subject areas		board course of study.	board course of study.		
1.4	Priority 4A - Measure: % of students meeting or exceeding standards on CAASPP in ELA.	68.75% of students met or exceeded standards on 2022-2023 CAASPP in ELA.	We will not get 2025 CAASPP scores until the fall of 2025. 66.67% of students met or exceeded standards on 2023-2024 CAASPP in ELA, a drop of 2.08% from 2022-23	59.58% of students met or exceeded standards on 2024-25 CAASPP in ELA, a drop of 7.09% from 2023-24.	75%	59.58% of students met or exceeded standards on 2024-25 CAASPP in ELA, a drop of 7.09% from 2023-24.
1.5	Priority 4A - Measure: % of students meeting or exceeding standards on CAASPP in Math.	66.67% of students met or exceeded standards on 2022-2023 CAASPP in Math.	We will not get 2025 CAASPP scores until the fall of 2025. 50% of students met or exceeded standards on 2023-2024 CAASPP in Math, a drop of 16.67% from 2022-23.	59.57% of students met or exceeded standards on 2024-25 CAASPP in Math, an increase of 9.57% from 2023-24.	75%	59.57% of students met or exceeded standards on 2024-25 CAASPP in Math, an increase of 9.57% from 2023-24.
1.6	Priority 7A- All students will be offered a variety of courses within a broad course of study, including VAPA, CTE, and STEM. Measure: SchoolWIse course schedules,	100% students will be offered a variety of courses within a broad course of study, including VAPA, CTE, and STEM. (2023-24)	100% students were offered a variety of courses within a broad course of study, including VAPA and STEM. Three classrooms	100% students were offered a variety of courses within a broad course of study, including VAPA and STEM. Three teachers	100%	Remained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teacher lesson plans, Superintendent verification		participated in the Artist in Residency Program. Three teachers participated in the C-STEM Training during the fall, and Robotics has been introduced to the TK-1, 5-6, and 7-8 grade classrooms. All classrooms had specialized science lessons through the Trinity Together Program.	participated in the Science Leadership Exchange. Three classrooms had specialized science lessons through the Trinity Together Program. The 6-8 Grades participated in the CTE Program with Trinity Together. All classes took science-related field trips.		
1.7	Priority 7B- Measure: % of low-income students who are provided with Academic intervention during the school day and the after-school program. This is offered to all students, with priority given to low-income students who have not met standards in ELA or Math. Measure: Intervention Logs	100% of low-income students provided with Academic intervention during the school day and the after-school program. This was offered to all students, with priority given to income students who have not met standards in ELA or Math.	100% of low-income students who have not met standards in ELA or Math have been provided with academic intervention during the school day or during the after-school program.	100% of low-income students who have not met standards in ELA or Math have been provided with academic intervention during the school day or during the after-school program.	100%	Remained at 100%
1.8	Priority 7C- All students with exceptional needs will be provided with additional academic support, paraprofessional	100% of students with exceptional needs were provided with additional academic support, paraprofessional support, and intervention services.	100% of students with exceptional needs have been provided with additional academic support and	100% of students with exceptional needs have been provided with additional academic support and	100%	Remained at 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	support, and intervention services. Measure: Intervention Logs, Intervention Staff Schedule		paraprofessional support.	paraprofessional support.		

Goal Analysis [2025-26]

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

We were able to purchase online licenses for History/Social Science (Social Studies Alive/History Alive for grades TK-8, and ELA (Amplify) for grades 6-8, but we are still waiting to adopt a new ELA and Math curriculum for all grade levels. The teachers participated in an extensive review process for new Math curriculum, and have chosen to move forward with the adoption of Math and You by Big Ideas Learning starting in the 2026-27 school year. In addition, three classrooms had specialized science lessons with a master science teacher through the Trinity Together Program. Our intervention support and curriculum went as planned, and we were able to provide paraprofessional support in every classroom.

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

There were no material differences between budgeted expenditures and actual expenditures.

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

We feel that the intervention curriculum and support were effective in helping our students who were struggling in ELA and Math. Targeted students who were using Lexia and Barton for reading intervention and IXL for math intervention showed steady improvement. Although our 2024-25 CAASPP scores in ELA dropped 7.09% from 2023-24, our 2024-25 CAASPP scores in Math increased by 9.57%. We are looking forward to implementing our new Math curriculum during the 2026-27 school year and will begin researching new ELA curriculum.

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

There were no changes made to the planned goal, metrics, target outcomes, or 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	California State Standards Curriculum and Instruction	Purchase curriculum, supplementary materials, and online licenses for ELA, Math, History/Social Studies, Science, and PE/Health.	$4,301.81	No
1.2	Visual and Performing Arts Instruction	Provide Visual and Performing Arts Program (VAPA) as part of the broad course of study that is offered to all students.	$32,433.00	No
1.3	STEM and CTE Instruction	Provide STEM and CTE instruction as part of the broad course of study that is offered to all students.	$2,000.00	No
1.4	Technology Hardware, Software, and Applications	Purchase, maintain, and evaluate technology hardware, software and applications (apps) for student use that will improve and support academic growth in all core subject areas.	$1,000.00	No
1.5	Intervention Curriculum	Purchase intervention curriculum to be used primarily for low-income students who are underperforming or at risk of failure.	$1,000.00	Yes
1.6	Intervention Support	Provide intervention support and targeted instruction primarily for students with exceptional needs, but also available to all students in grades K-8 who are targeted for intervention. This will be provided by classroom teachers, intervention specialists, and highly qualified paraprofessionals during the regular school day and during the After School Program.	$52,210.00	Yes
1.7	Paraprofessional Support	Provide paraprofessional assistance for academic support in every classroom for targeted individuals and/or small groups of students.	$291,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Professional Development	Provide professional development, coaching, and planning time to teachers and paraprofessionals to support California State Standards, Next Generation Science Standards, and Technology Standards.	$9,000.00	No
1.9	Teacher/Paraprofessional Collaboration	Maintain teacher/paraprofessional collaboration time to support the implementation of California State Standards. Provide collaboration time to discuss and monitor students who have been identified as needing Response to Intervention services.	$699.25	No
1.10	Highly Qualified Educators	All (100%) teachers will be highly qualified with appropriate credentials for their teaching assignments.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure a safe, welcoming, inclusive, and supportive climate for all students, their families, and our school community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Junction City Elementary School District developed this goal for our 2021-24 LCAP to address the health and wellness needs of our students, including providing mental health services and providing positive behavioral, inclusive strategies, interventions, and services, eliminating traditional models of student discipline. We have chosen to keep this goal and metrics in our 2024-27 LCAP. We believe that this goal is vital to maintaining a safe, welcoming, inclusive, and supportive climate for all students, their families, and our school community.

Although we were able to maintain or exceed many of our desired outcomes in our 2023-24 LCAP, there were a few outcomes that dropped in 2024-25. During the 2025-26 school year, we decided to focus on the outcomes that dropped in 2024-25. We are excited to see that from the results of our 2025-26 School Survey, we have improved those outcomes! The results of these improvements are indicated in Metrics 2.2, 2.8, and 2.9.

We feel this goal and metrics need to continue to be written in our LCAP as a commitment to our students, their families, and our school community. The feedback from our educational partners indicated that we must continue to foster a positive school climate, maintain a sense of connectedness, and strengthen the relationships with our families and school community. We feel that it is important to strive for the highest desired outcomes possible. These actions and services will address the need to provide an environment where students, families, and our school community feel welcome and safe.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3A- The school district seeks parent	100% of parents indicated that they are given opportunities to	Parents participate in SSC/LCAP Committee	Parents participate in SSC/LCAP Committee	100% of parents indicate that they are given	100% of parents indicated that they agree or strongly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	input in making decisions. % of parents indicated that they are given opportunities to take part in school decisions.	take part in school decisions. (2023-24)	Meetings, Board Meetings, and community events. 89% of parents indicated that they are given opportunities to take part in school decisions. (2024-25)	Meetings, Board Meetings, and community events. According to the 2025-26 School Survey: 100% of parents indicated that they agree or strongly agree that they are given opportunities to take part in school decisions, up 11% from 2024-25.	opportunities to take part in school decisions.	agree that they are given opportunities to take part in school decisions, up 11% from 2024-25.
2.2	Priorities 3B- The district will promote parental participation in programs for unduplicated pupils. % of parents indicated they felt welcome at the school. % of parents indicated that were comfortable talking to teachers and staff about their questions or concerns. % of parents indicated that they were kept informed of how to participate in their children's education.	98% of parents indicated they felt welcome at the school. 100% of parents indicated that were comfortable talking to teachers and staff about their questions or concerns. 100% of parents indicated that they were kept informed of how to participate in their children's education. 98% of parents indicated that they were given opportunities to	100% of parents indicated they felt welcome at the school. 97% of parents indicated that were comfortable talking to teachers and staff about their questions or concerns. 87% of parents indicated that they were kept informed of how to participate in their children's education.	According to the 2025-26 School Survey: 100% of parents indicated they felt welcome at the school. 100% of parents indicated that were comfortable talking to teachers and staff about their questions or concerns, up 3% from 2024-25. 97% of parents indicated that they	100% of parents indicate they feel welcome at the school. 100% of parents feel comfortable talking to teachers and staff about their questions or concerns. 100% of parents indicate that they are kept informed of how to participate in their children's education.	100% of parents indicated they felt welcome at the school. 100% of parents indicated that were comfortable talking to teachers and staff about their questions or concerns, up 3% from 2024-25. 97% of parents indicated that they were kept informed of how to participate in their children's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of parents indicated that they were given opportunities to be involved in school activities and events.	be involved in school activities and events. Although the survey was given to all parents and was anonymous, the majority of our parents have unduplicated pupils and/or students with exceptional needs, so we feel the data is relevant. (2023-24)	However, the other 13% indicated that they did not disagree or agree. 89% of parents indicated that they were given opportunities to be involved in school activities and events. However, only one parent indicated that they were not given opportunities to participate, the other 8% did not disagree or agree. Although the survey was given to all parents and was anonymous, the majority of our parents have unduplicated pupils and/or students with exceptional needs, so we feel the data is relevant. (2024-25)	were kept informed of how to participate in their children's education, up 10% from 2024-25. 100% of parents indicated that they were given opportunities to be involved in school activities and events, up 11% from 2024-25. Although the survey was given to all parents and was anonymous, the majority of our parents have unduplicated pupils and/or students with exceptional needs, so we feel the data is relevant.	100% of parents indicate that they are given opportunities to be involved in school activities and events.	education, up 10% from 2024-25. 100% of parents indicated that they were given opportunities to be involved in school activities and events, up 11% from 2024-25.
2.3	Priority 5A- School attendance rates	As of 5/24/24 attendance rate is 98.51%.	As of 6/16/25, our attendance rate is 97%.	As of 4/24/26, our attendance rate is 99%	School attendance rate will remain above 96%.	As of 4/24/26, our attendance rate is 99%, up 2% from 2024-25, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						above our target of 96%.
2.4	Priority 5B- Chronic absenteeism	As of 5/24/24 chronic absenteeism rate is 6.49%.	As of 6/16/25, our chronic absenteeism rate is 2.9%.	As of 4/24/26, our chronic absenteeism rate is 0%.	Chronic absenteeism rate will remain less than 5%.	As of 4/24/26, our chronic absenteeism rate is 0%, down 2.9% from 2024-25, and above our target of less than 5%.
2.5	Priority 6A- Pupil suspension rates	Suspension rate is 0%. (2023-24)	Suspension rate is 0%. (2024-25)	Suspension rate is 0%. (2025-26)	Suspension rate will remain less than 5%.	Suspension rate remained at 0%.
2.6	Priority 6B- Pupil expulsion rates	Expulsion rate is 0%. (2023-24)	Expulsion rate is 0% (2024-25)	Expulsion rate is 0% (2025-26)	Expulsion rate will remain at 0%.	Expulsion rate remained at 0%.
2.7	Priority 6C- Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. % of students, parents, and staff indicated that they felt safe at school. % indicated that they felt a sense of belonging and connectedness at the school.	100% of students, parents, and staff indicated that they felt safe at school. 100% indicated that they felt a sense of belonging and connectedness at the school. (2023-24)	100% of students, parents, and staff indicated that they felt safe at school. 100% indicated that they felt a sense of belonging and connectedness at the school. (2024-25)	According to the 2025-26 School Survey: 100% of students, parents, and staff indicated that they felt safe at school. 100% indicated that they felt a sense of belonging and connectedness at the school.	100% of students, parents, and staff indicate that they felt safe at school. 100% indicate that they feel a sense of belonging and connectedness at the school.	Students, parents, and staff felt safe remained at 100%. Feel a sense of belonging and connectedness remained at 100%.
2.8	Priority 8- Other pupil outcomes % of students indicated that they had positive relationships with adults at school.	100% of students indicated that they had positive relationships with adults at school. 98% of students indicated that they had	98% of students indicated that they had positive relationships with adults at school.	According to the 2025-26 School Survey: 100% of students indicated that they had positive	100% of students indicate that they have positive relationships with adults at school.	100% of students indicated that they had positive relationships with adults at school, up 2% from 2024-25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students indicated that they had positive relationships with other students at school.	positive relationships with other students at school. (2023-24)	94% of students indicated that they had positive relationships with other students at school. (2024-25)	relationships with adults at school, up 2% from 2024-25. 97% of students indicated that they had positive relationships with other students at school, up 3% from 2024-25.	100% of students indicate that they have positive relationships with other students at school.	97% of students indicated that they had positive relationships with other students at school, up 3% from 2024-25.
2.9	Priorities 3C- District will promote parental participation in programs for students with exceptional needs. % of parents indicated that they felt welcome at the school. % of parents indicated that they were comfortable with talking to teachers and staff about their questions or concerns. % of parents indicated that they were kept informed of how to participate in their children's education.	98% of parents indicated that they felt welcome at the school. 100% of parents indicated that they were comfortable talking to teachers and staff about their questions or concerns. 100% of parents indicated that they were kept informed of how to participate in their children's education. 98% of parents indicated that they were given opportunities to be involved in school activities and events.	100% of parents indicated they felt welcome at the school. 97% of parents indicated that were comfortable talking to teachers and staff about their questions or concerns. 87% of parents indicated that they were kept informed of how to participate in their children's education. However, the other 13% indicated that they didn't disagree or agree.	According to the 2025-26 School Survey: 100% of parents indicated they felt welcome at the school. 100% of parents indicated that were comfortable talking to teachers and staff about their questions or concerns, up 3% from 2024-25. 97% of parents indicated that they were kept informed of how to participate in their children's	100% of parents indicate that they feel welcome at the school. 100% of parents indicate that they are comfortable talking to teachers and staff about their questions or concerns. 100% of parents indicate that they are kept informed of how to participate in their children's education. 100% of parents indicate that they are given	100% of parents indicated they felt welcome at the school, remaining the same as 2024-25. 100% of parents indicated that were comfortable talking to teachers and staff about their questions or concerns, up 3% from 2024-25. 97% of parents indicated that they were kept informed of how to participate in their children's education, up 10% from 2024-25.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of parents indicated that they were given opportunities to be involved in school activities and events.	Although the survey was given to all parents, and it was anonymous, the majority of our parents have unduplicated pupils and/or students with exceptional needs, so we feel the data is relevant. (2023-24)	89% of parents indicated that they were given opportunities to be involved in school activities and events. However, only one parent indicated that they were not given opportunities to participate, the other 8% did not disagree or agree. Although the survey was given to all parents and was anonymous, the majority of our parents have unduplicated pupils and/or students with exceptional needs, so we feel the data is relevant. (2024-25)	education, up 10% from 2024-25. 100% of parents indicated that they were given opportunities to be involved in school activities and events, up 11% from 2024-25. Although the survey was given to all parents and was anonymous, the majority of our parents have unduplicated pupils and/or students with exceptional needs, so we feel the data is relevant. (2025-26)	opportunities to be involved in school activities and events.	100% of parents indicated that they were given opportunities to be involved in school activities and events, up 11% from 2024-25.

Goal Analysis [2025-26]

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

We got to build a new TK/K Classroom and a new Wellness Room this year! The addition of the new Wellness Room increased the amount of support we were able to offer to our students. We continued to have a part-time school counselor and a full-time wellness liaison, who worked together to support our students as needed. Our Wellness Liaison led weekly SEL lessons for the classrooms, and was available on a daily basis to help support students. The school counselor was able to work with individual students and small groups of students on their specific wellness needs.

We were able to maintain zero suspensions and expulsions for the 2025-26 school year.

Staff was able to participate in all offered trainings and professional development regarding school safety. The entire staff participated in the I Love You Guys Foundation training at the beginning of the school year. Our Superintendent participated in the monthly Safe Schools Collaborative meetings. Our SSC/LCAP Parent Committee invited all local law enforcement agencies to a meeting to discuss our Comprehensive Safe School Plan and take a tour of campus to identify safety needs and concerns.

Staff also participated in trainings and professional development regarding social-emotional support for students, most of which was provided at no-cost by TCOE.

All of our upper grade students (The Bigs) participated in Club Live/Friday Night Live, and they included the entire student body in all activities held on campus. To encourage parent involvement, our school hosted a Back to School Night with Family STEM Activities, Fall Fun Day, Family Game Night, Mexican Fiesta, Parent Conferences, Winter Performance, Spring Fling Music and Art Show, and Graduation Ceremonies.

Many families of our Wee Littles (TK/K) and Littles (1st/2nd) attended their field trips. The Bigs also encouraged community participation in a variety of family events held off campus.

We utilized a variety of communication tools with our families, including our school website, our school marquee sign, our monthly newsletter, all-calls/texts using our school's student information system, and all-calls/texts using the Remind app. We solicited parent feedback during parent conferences and with our School Survey. During the 2025-26 school year, we chose to focus on improving the percentage of parents who felt that they were kept informed of how to participate in their children's education and on improving the percentage of parents who felt they were given opportunities to be involved in school activities and events, as both of those declined in the 2024-25 school year. Fortunately, both of those improved significantly during the 2025-26 school year, as indicated in Metrics 2.2 and 2.9.

Chronic absenteeism improved during the 2025-26 school year. As of 4/24/26, our chronic absenteeism rate was 0%.

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.

There were no material differences between budgeted expenditures and actual expenditures.

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

Our actions continue to make effective progress toward our goal. We shifted our focus from attendance to parent participation for the 2025-26 school year because the 2024-25 School Survey results indicated that only 87% of parents felt they were kept informed of how to participate in their children's education and 89% of parents felt that they were given opportunities to be involved in school activities and events. To ensure that our parents feel that they are kept informed of their children's education and that they are given opportunities to be involved at our school, we chose to focus on that during the 2025-26 school year. As a result, the 2025-26 School Survey indicated that 97% of parents felt that they were kept informed of how to participate in their children's education, up 10% from 2024-25. in addition, 100% of parents indicated that they were given opportunities to be involved in school activities and events, up 11% from 2024-25. We are excited that our efforts resulted in those improvements!

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

There were no changes made to the planned goal, metrics, target outcomes, or 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
2.1	Social-Emotional Support and Education	Provide School Counselor and Wellness Liaison for targeted students, small focus groups, and whole-class support. Maintain weekly Social-Emotional Learning (SEL) classes for all grades. Students will practice SEL skills to promote healthy relationships, appropriate and effective conflict resolution, restorative practices, and a positive school climate.	$0.00	No
2.2	School Climate	Develop a Multi-Tiered System of Support (MTSS) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. Continue to maintain a student behavior management program and positive school climate to continue to have a suspension/expulsion rate of 0%.	$0.00	No
2.3	School Safety	Maintain a safe, clean, and inviting school campus and playground. Provide students with health and safety information, and practice protocols, such as appropriate hand-washing and how to participate in fire/safety	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		drills. Train staff in safety awareness, including child safety, CPR, CPI, de-escalation, and active shooter training. Involve local law enforcement agencies in revising our Comprehensive Safe School Plan.		
2.4	Student Leadership	Maintain Student Senate and Club Live/Friday Night Live programs, including Club Live/Friday Night Live Advisor, materials, resources, and time to attend Club Live/Friday Night Live related activities. Encourage the Student Senate to involve the entire student body in decision-making regarding school activities and programs. Invite student representatives to attend SSC and Governing Board meetings.	$4,000.00	No
2.5	Parent and Community Participation	Encourage family engagement activities for all TK-8 students, their families, and community members. Host more community events and activities on campus, such as STEM Night, Movie Night, Fundraiser Dinners, and Family Game Night. Encourage public opportunities for students to shine, such as school sports, music performances, and student art shows. Encourage parents to be part of decision-making committees such as SSC/LCAP Parent Advisory Committee and the Indian Education Committee. Encourage parent volunteers in the classrooms, on field trips, and in the school garden. Continue to document parent participation in activities.	$0.00	No
2.6	Parent/Family Communication	Continue to provide monthly newsletters to parents and community members. Keep the website up-to-date with current information regarding school plans, policies, and procedures. Send all calls to families regarding alerts and important information using communication software. Continue to seek input from parents and the community on improved communication.	$2,484.00	No
2.7	Student Attendance	Provide information to families regarding the importance of good attendance. Maintain student tardy and absence tracking of students by office staff and principal. Provide time and resources for outreach services for families with chronically absent and tardy students.	$1,850.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Social-Emotional Professional Development	Maintain professional development and workshops and resources for PBIS, MTSS, Trauma Informed Practices, Love and Logic, CPI, and other applicable training for SEL strategies and support. All instructional staff will be encouraged to participate in professional development opportunities provided by TCOE. Maintain time for staff to evaluate the effectiveness of the program and how it supports this goal.	$500.00	No
2.9	School Safety-Custodial	Provide additional custodial time to clean and sanitize the campus to help with the efforts of keeping the campus safe and open for in-person instruction.	$14,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$125,465	$8,035

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
11.761%	0.000%	$0.00	11.761%

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
1.5	**Action:** Intervention Curriculum **Need:** As identified by a review of students' groups in meeting CAASPP standards and educational partner feedback, we have identified the need to align all programs and services around targeted interventions where all students receive, with fidelity, the core program and the	We will be purchasing software licenses, so students will have access to needed interventions. Interventions are provided throughout the day based on academic needs individually and in small group settings. Lexia software is a proven and research-based structure that will ensure effective alignment and create sustaining structures for the long-term success of all students. Offered on an LEA-wide level, we anticipate all students will benefit from these structures. However, our low-income students will receive more benefits and will	1.4 and 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
	supporting intervention services needed to reach standards. **Scope:** LEA-wide	make greater sustained progress as measured by the CAASPP metric and other local measures.	
1.6	**Action:** Intervention Support **Need:** When reviewing CAASPP data for all students at Junction City School District and with educational partner feedback, it has been identified that low-income students are performing lower than their peers and need additional support in meeting grade-level standards. Upon further analysis, we found that there is a need for low-income students to have additional time to learn concepts and complete their work. **Scope:** LEA-wide	Additional staff for academic intervention and tutoring will be provided to low-income students during the school day and the after-school program. While this is primarily being provided to low-income students, it will also benefit the general student population.	1.7
1.7	**Action:** Paraprofessional Support **Need:** When reviewing local assessment data for all students and with partner feedback, it was determined that low-income students are working below grade level standards in ELA and Math and require additional	Paraprofessionals will be assigned to each classroom during ELA and Math instruction to help provide additional support to low-income students who are working below grade-level standards. We anticipate that all students will benefit from the additional paraprofessional support. However, our low-income students will benefit more and will make greater progress as measured by local assessment data and CAASPP results.	1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	paraprofessional support in the classroom to help target specific skills and make progress toward achieving grade-level standards. **Scope:** LEA-wide		

Limited Actions

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

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

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

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.

This funding will also be used to provide intervention support and targeted instruction primarily for low-income students and students with exceptional needs, but also available to all students in grades TK-8 who are targeted for intervention. This will be provided by classroom teachers, intervention specialists, and highly qualified paraprofessionals during the regular school day and the After School Program (Action 1.6). The additional funds will also provide paraprofessional assistance for academic support in every classroom for targeted individuals and/or small groups of students (Action 1.7).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1 classified staff to 10 low income students
Staff-to-student ratio of certificated staff providing direct services to students		1 certificated staff to 20 low income students

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,066,772	125,465	11.761%	0.000%	11.761%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$227,857.06	$133,259.00	$4,000.00	$52,657.00	$417,773.06	$372,204.25	$45,568.81

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	California State Standards Curriculum and Instruction	All	No			All Schools	2024-27	$0.00	$4,301.81	$4,301.81	$0.00	$0.00	$0.00	$4,301.81	
1	1.2	Visual and Performing Arts Instruction	All	No			All Schools	2024-27	$13,000.00	$19,433.00	$22,000.00	$10,433.00			$32,433.00	
1	1.3	STEM and CTE Instruction	All	No			All Schools	2024-27	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.4	Technology Hardware, Software, and Applications	All	No			All Schools	2024-27	$0.00	$1,000.00		$1,000.00			$1,000.00	
1	1.5	Intervention Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.6	Intervention Support	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$52,210.00	$0.00	$52,210.00				$52,210.00	
1	1.7	Paraprofessional Support	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$291,795.00	$0.00	$131,496.00	$107,642.00		$52,657.00	$291,795.00	
1	1.8	Professional Development	All	No			All Schools	2024-27	$0.00	$9,000.00		$9,000.00			$9,000.00	
1	1.9	Teacher/Paraprofessional Collaboration	All	No			All Schools	2024-27	$699.25	$0.00	$349.25	$350.00			$699.25	
1	1.10	Highly Qualified Educators	All	No			All Schools	2024-27	$0.00	$0.00	$0.00				$0.00	
2	2.1	Social-Emotional Support and Education	All	No			All Schools	2024-27	$0.00	$0.00	$0.00				$0.00	
2	2.2	School Climate	All	No			All Schools	2024-27	$0.00	$0.00	$0.00				$0.00	
2	2.3	School Safety	All	No			All Schools	2024-27	$0.00	$500.00	$500.00				$500.00	
2	2.4	Student Leadership	All	No			All Schools	2024-27	$500.00	$3,500.00			$4,000.00		$4,000.00	

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	2.5	Parent and Community Participation	All	No			All Schools	2024-27	$0.00	$0.00	$0.00				$0.00	
2	2.6	Parent/Family Communication	All	No			All Schools	2024-27	$0.00	$2,484.00		$2,484.00			$2,484.00	
2	2.7	Student Attendance	All	No			All Schools	2024-27	$0.00	$1,850.00		$1,850.00			$1,850.00	
2	2.8	Social-Emotional Professional Development	All	No			All Schools	2024-27	$0.00	$500.00		$500.00			$500.00	
2	2.9	School Safety- Custodial	All	No			All Schools	2024-27	$14,000.00	$0.00	$14,000.00				$14,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,066,772	125,465	11.761%	0.000%	11.761%	$184,706.00	0.000%	17.314 %	**Total:**	$184,706.00
								LEA-wide Total:	$184,706.00
								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	**1.5**	Intervention Curriculum	Yes	LEA-wide	Low Income	All Schools	$1,000.00	
1	**1.6**	Intervention Support	Yes	LEA-wide	Low Income	All Schools	$52,210.00	
1	**1.7**	Paraprofessional Support	Yes	LEA-wide	Low Income	All Schools	$131,496.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$282,706.00	$263,284.40

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**	California State Standards Curriculum and Instruction	No	$10,000.00	$4,301.81
1	**1.2**	Visual and Performing Arts Instruction	No	$18,000.00	$28,866.65
1	**1.3**	STEM and CTE Instruction	No	$3,000.00	$1,840.00
1	**1.4**	Technology Hardware, Software, and Applications	No	$10,000.00	$2,777.22
1	**1.5**	Intervention Curriculum	Yes	$2,150.00	$1,047.28
1	**1.6**	Intervention Support	Yes	$38,129.00	$32,423.82
1	**1.7**	Paraprofessional Support	Yes	$176,117.00	$166,360.37
1	**1.8**	Professional Development	No	$4,500.00	$1,734.00
1	**1.9**	Teacher/Paraprofessional Collaboration	No	$350.00	$699.25
1	**1.10**	Highly Qualified Educators	No	$0.00	$0.00
2	**2.1**	Social-Emotional Support and Education	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	School Climate	No	$0.00	$0.00
2	**2.3**	School Safety	No	$560.00	$900.00
2	**2.4**	Student Leadership	No	$1,500.00	$3,500.00
2	**2.5**	Parent and Community Participation	No	$0.00	$0.00
2	**2.6**	Parent/Family Communication	No	$2,000.00	$2,484.00
2	**2.7**	Student Attendance	No	$1,900.00	$1,850.00
2	**2.8**	Social-Emotional Professional Development	No	$500.00	$500.00
2	**2.9**	School Safety- Custodial	No	$14,000.00	$14,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$137,156	$216,396.00	$199,831.47	$16,564.53	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	1.5	Intervention Curriculum	Yes	$2,150.00	$1,047.28		
1	1.6	Intervention Support	Yes	$38,129.00	$32,423.82		
1	1.7	Paraprofessional Support	Yes	$176,117.00	$166,360.37		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$890,764	$137,156	0%	15.398%	$199,831.47	0.000%	22.434%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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