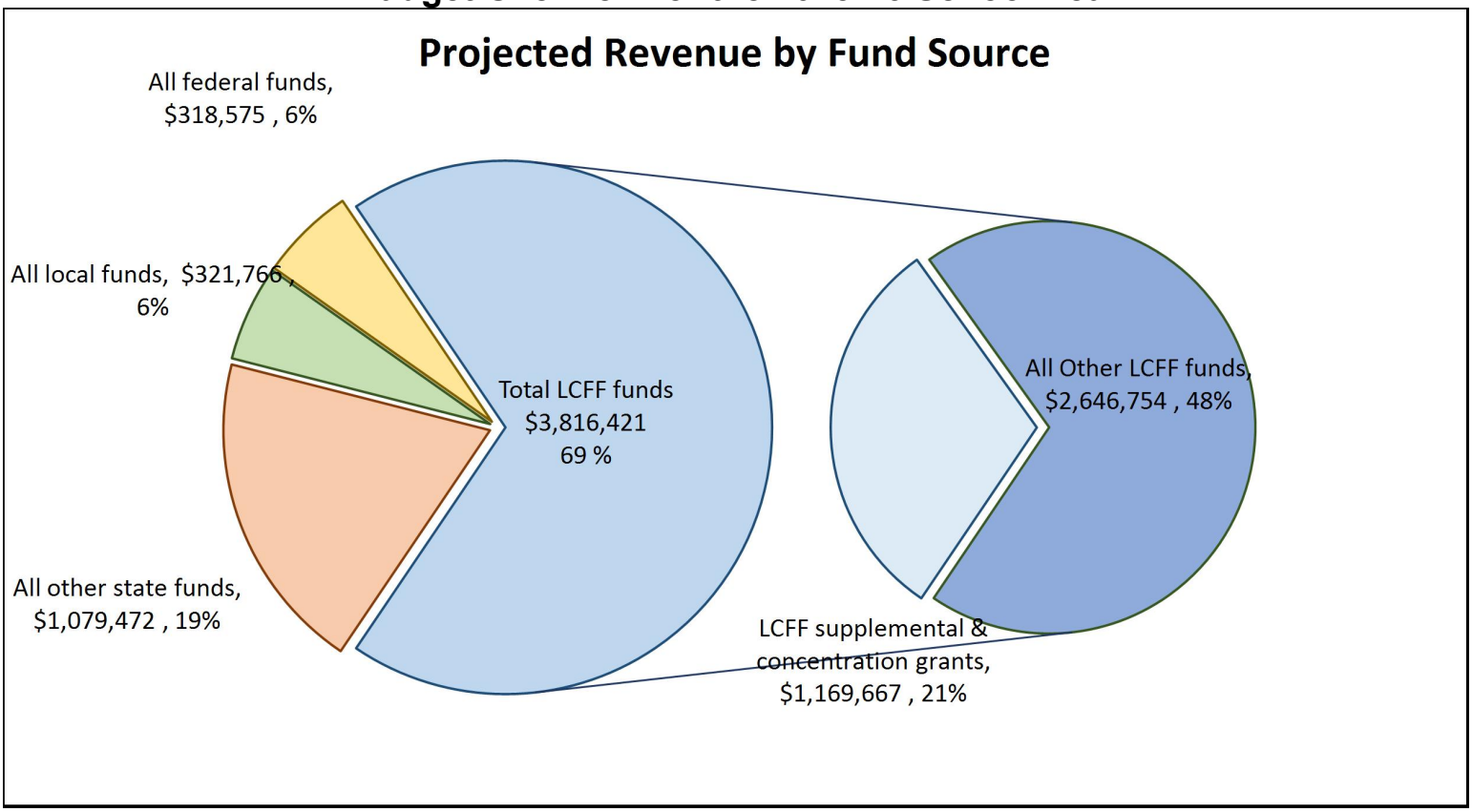


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lakeside Union Elementary School District
CDS Code: 166396660000000
School Year: 2025-26
LEA contact information:
Cynthia (Cindi) Marshall,
Superintendent/Principal
cmarshall@lakeside.k12.ca.us
559-582-2868 ext 101

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

Budget Overview for the 2025-26 School Year

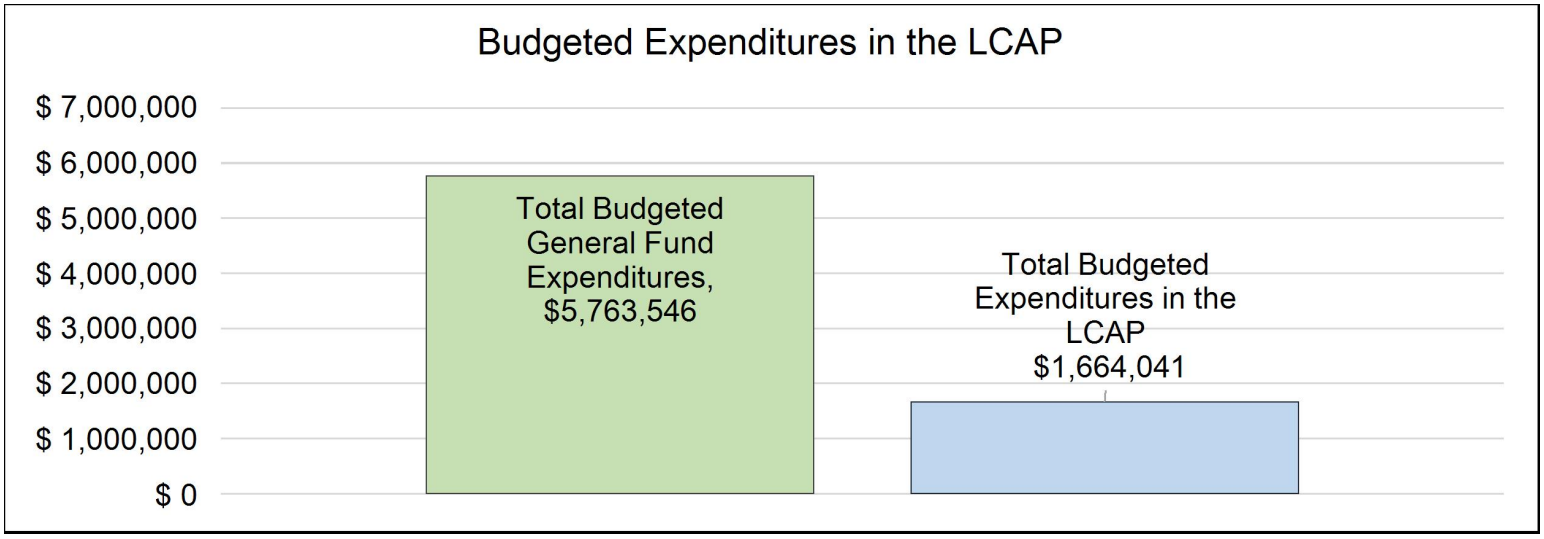


This chart shows the total general purpose revenue Lakeside Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lakeside Union Elementary School District is $5,536,234, of which $3,816,421.00 is Local Control Funding Formula (LCFF), $1,079,472.00 is other state funds, $321,766.00 is local funds, and $318,575.00 is federal funds. Of the $3,816,421.00 in LCFF Funds, $1,169,667.00 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 Lakeside Union Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lakeside Union Elementary School District plans to spend $5,763,546.38 for the 2025-26 school year. Of that amount, $1,664,041.00 is tied to actions/services in the LCAP and $4,099,505.38 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

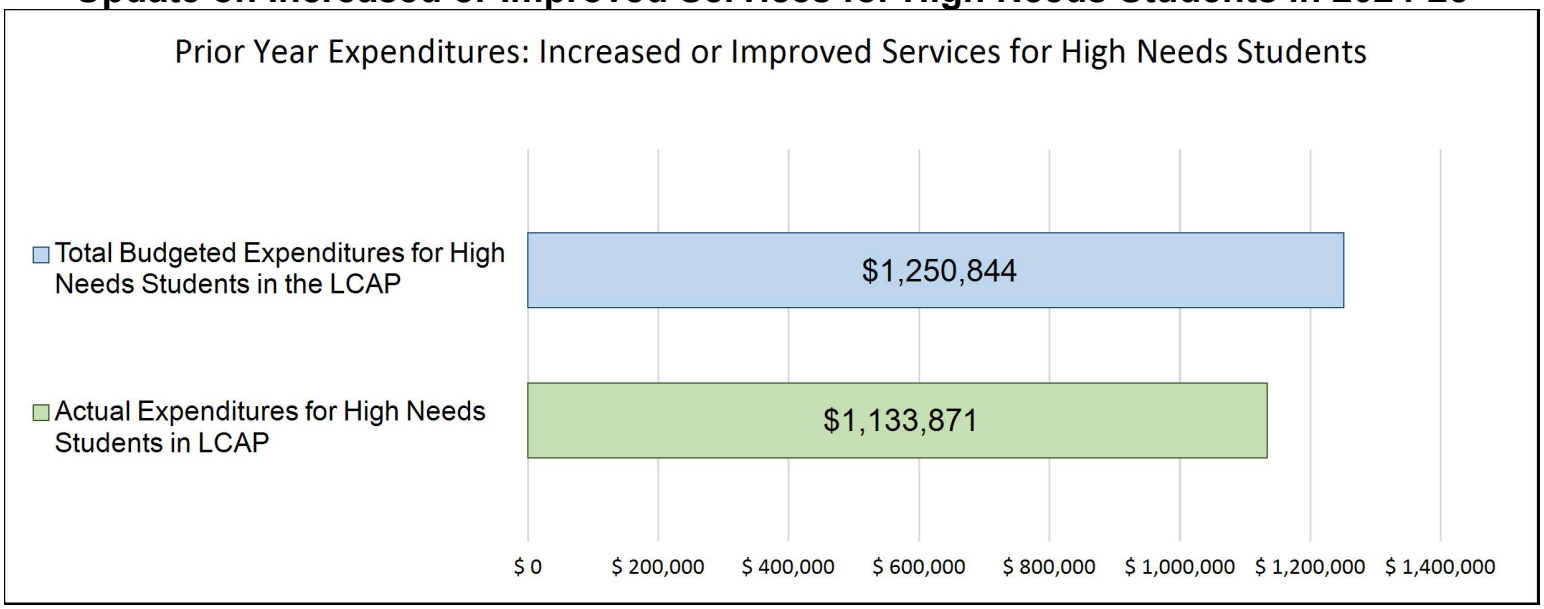
General Fund Expenditures not included in the LCAP are Salaries and Benefits for: Certificated Administration, District and School Office Personnel, Maintenance and Transportation Personnel, and Special Education Teachers (2). Programs not included in the LCAP are Special Education, Expanded Learning Opportunity Program (ELOP), Educator Effectiveness, Universal Pre-Kindergarten (UPK), Art, Music and Instructional Materials Grant, Community School Grant and Learning Recovery.

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

In 2025-26, Lakeside Union Elementary School District is projecting it will receive $1,169,667.00 based on the enrollment of foster youth, English learner, and low-income students. Lakeside Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lakeside Union Elementary School District plans to spend $1,217,550.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Lakeside Union Elementary School District's LCAP budgeted $1,250,844.00 for planned actions to increase or improve services for high needs students. Lakeside Union Elementary School District actually spent $1,133,871.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $116,973 had the following impact on Lakeside Union Elementary School District's ability to increase or improve services for high needs students:

Lakeside Union ESD implemented all actions indicated in the 24-25 LCAP. The difference between the budgeted and actual expenditures was to Goal 1.2 to provide a Wellness Center for educational related mental health services which continues to be included.



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
Lakeside Union Elementary School District	Cynthia (Cindi) Marshall, Superintendent/Principal	cmarshall@lakeside.k12.ca.us 559-582-2868 ext 101

Plan Summary [2025-26]

General Information

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

Lakeside Union Elementary School District is a single school TK-8 grade school district located in rural Hanford. Our website may be found at: http://www.lakeside.k12.ca.us/. The District employs 32 Certificated and Classified employees. Certificated employees include 1 Administrator and 15 Teachers. Classified employees include school office staff, district office staff, transportation - maintenance staff, food services staff, and instructional support staff. Lakeside Elementary has 250 students enrolled within grades Transitional Kindergarten to Eighth grade. Students are provided transportation to and from school as Lakeside Elementary is located approximately 4 miles from the bulk of residents within our boundaries. The student population is 92% Socio-Economically Disadvantaged, 34% English Learners, 87% Hispanic students, 8% Students with Disabilities, and 1% Foster Youth. Our unduplicated count pupil rate for 2025-26 is 96.81%. The surrounding community is rural and somewhat isolated. Community resources are limited.

Lakeside UESD was awarded the Community Schools Planning Grant in 2023-24 and completed the needs assessment as well as held informational meetings for families, community partners and staff . During the 2024-25 school year Lakeside piloted services and programs identified within the needs assessment and have been made aware we will receive the Community Schools Implementation Grant for the period of 2025-2030 which will support continuance and expansion of piloted services and programs.

Reflections: Annual Performance

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

Lakeside UESD has identified areas of success/ progress based on 2024-25 metrics. Noted Successes are in the areas of Chronic Absenteeism with a decrease from 19.4% to 14.4% , Increase in the CAST scores from 19.05% proficient to 22.8% proficient, and increase in our reclassification r ate from 7.2% to 17.4% . Noted areas of need and focus are in the CAASPP ELA and Math proficiency rates as well as Suspension rates. 2023 Dashboard Data represents a Red indicator for the following : Academic-ELA for English Learner's and Academic - Math for English Learners . 2024 Dashboard Data represents a Red Indicator for the following: EL Progress, Academic- Mathematics for Long Term English Learners, ELA- English Learners. The overall Academic Data represents two-thirds of our students below proficiency in the area of Mathematics and English Language Arts .

Lakeside UESD plans to maintain successes and focus on areas of need identified through continued focus on professional development related to instructional strategies , professional learning communities, data analysis and social emotional learning within the classroom environment. LREBG funds will be utilized to support these areas as well as increasing access to tutoring and parent education opportunities. The following are allowable uses :

-Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:

-Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

-Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.

-Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.

-Supporting expanded learning opportunity program services pursuant to Section 46120.

-Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.

-Providing professional development and coaching on either or both of the following:

-The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.

-The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

LREBG funds are utilized site wide as reflected in Action 2.8.

LREBG https://drive.google.com/drive/folders/1IEU99yam1JCelMoWJl4-xkWDCYTySfoN?usp=sharing

Reflections: Technical Assistance

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

Not Applicable.

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.

Lakeside does not have any schools eligible 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.

Lakeside does not have any schools eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Lakeside does not have any schools eligible for CSI.

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
School Site Council (SSC)/ Parent Advisory Committee (including parents of SWD and LI)	Feb 2025, April 2025, May 2025 and June 2025 Meetings. Support of continuing actions within the 2024-25 LCAP . Comments were given in relation to increasing parent participation within committees and activities. Suggestions included identifying a parent ambassador to reach out to parents with support of the Support staff , also ensuring information is provided in multiple modes and with reminders . LREBG: SSC/ELAC requested a focus on Reading Instruction as students remain below grade level in the area of reading .
District and Site English Language Advisory Committee (DELAC/ELAC)	May 2025 ,June 2025 Meeting. Support of continuing actions within the 2024-25 LCAP . Comments were given in relation to increasing parent participation within committees and activities. Suggestions included identifying a parent ambassador to reach out to parents with support of the Support staff , also ensuring information is provided in multiple modes and with reminders . LREBG: SSC/ELAC requested a focus on Reading Instruction as students remain below grade level in the area of reading .
Lakeside Staff (Certificated/ Classified/ Administration)	April 2025 Survey. June 2025 Meeting. Support of continuing actions within the 2024-25 LCAP . Comments were given in relation to utilizing varying modes of communication to engage parents, need to continue to support and offer parent education , and maintain and expand enrichment opportunities for students .

Educational Partner(s)	Process for Engagement
	LREBG: Staff requested professional development opportunities related to intervention instructional practices as well as parent engagement .
Lakeside Teachers Association (LTA)	April 2025 survey, June 2025 Meeting. Support of continuing actions within the 2024-25 LCAP . Comments were given in relation to continuing to develop relevant collaboration opportunities and identify professional development based on student academic and social emotional needs. A need was noted in regards to providing Intervention supports both in and out of the general education classroom .
Parents	May 2024 Survey, June 2025 Meeting. Support of continuing actions within the 2024-25 LCAP . Comments were given in relation to continuing the enrichment opportunities , family events , and support services. A request was noted in regards to providing celebration opportunities for student success in areas of attendance and/or grades.
Students-	April 2025 Survey. Support of continuing actions within the 2024-25 LCAP . Comments were given in relation to supporting field trips, STEAM and Art class, and Clubs. Requests and comments were related to addition of a Music class or club, additional field trips, and celebrations including assemblies, rally's and activities. LREBG: Students requested increased access to tutoring , specifically to support the upper grade that fall below a 2.0 which leads to losing eligibility for sports and reward activities.
LUESD Board of Trustees-	August 2024- June 2025 Meetings. Support of continuing actions within the 2024-25 LCAP .
SELPA-	June 2025 Meeting. Support of continuing actions within the 2024-25 LCAP . Comments were given in support of the professional development related to Professional Learning Communities and

Educational Partner(s)	Process for Engagement
	Response to Intervention . It was felt that this would build an inclusive culture on campus as well as address student need within a tiered system that includes the RSP staff .
Student Advisory Committee	March and May 2025 meetings. Support of continuing actions within the 2024-25 LCAP . Comments were given in relation to focusing on enrichment activities and celebrations. Examples given were Fun Friday whole school activities and award celebrations for grades and attendance. It was felt this would encourage and support student confidence and desire to learn.

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

All Educational Partners were in support of actions within the 2024-25 LCAP continuing in 2025-26 . All Educational Partner groups shared a desire to provide the students, families and staff the support they will need as we work to mitigate learning loss through accelerated and expanded learning opportunities . The 2025-26 LCAP will maintain actions from the 2024-25 LCAP with an adjustment of inclusion of LREBG funds to support tutoring and professional development related to Professional Learning Communities and Science of Reading, and a change from the Intervention Teacher position to utilize funds to support Response to Intervention Implementation with a focus on TIer 1 instruction and general education supports. . Based on Educational Partner feedback Lakeside will continue to focus on program offerings to our students in the area of Academic and Social- Emotional support . This is represented in Goals 1 and 2 . Continuing Parent Involvement Activities is represented in Goal 3 (Actions 3.2,3.3) .

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Lakeside Union Elementary School District will provide a safe, healthy and aesthetically pleasing school environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Lakeside UESD is continuing Goal #1 from the 2017-2020 and 2021-2024 LCAP. Stakeholder Feedback supported the continuance of this goal and actions included from the 2017-20 and 2021-2024 LCAP. Actions within Goal 1 have supported maintaining or declining suspension rates across all student groups and supporting increased attendance rates. Actions provide an environment that allows access to a safe, healthy, and aesthetically pleasing physical environment and supports that provide social and emotional safety.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A Teachers are appropriately assigned	100% (2022-23 SARC)	100% (2023-24 SARC)		100%	No change, Target Met
1.2	1A Teachers are fully credentialed	16/18 88% Fully Credentialed (2022-23 SARC)	15-17 88% Fully Credentialed (2023-24 SARC)		100% Fully Credentialed	No Change
1.3	1B Pupils Instructional Materials Sufficiency	100% (2022-23 SARC)	100% (2023-24 SARC)		100%	No Change, Target Met
1.4	1C School Facilities	Exemplary (2022-23 SARC)	Exemplary (2023-24SARC)		Exemplary	No Change , Target Met
1.5	6A Suspension Rates All Students	3% (CA Dashboard 2023)	4.3% (CA Dashboard 2024)		3%	Increase of 1.3%
1.6	6A Suspension Rates English Learners, Low	English Learners: 1.6% Low Income: 3.2%	English Learners: 4.2%		English Learners: 1%	English Learners: + 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Income, Students with Disabilities	Students with Disabilities: 8.3% (CA Dashboard 2023)	Low Income: 4.5% Students with Disabilities: 8.2% (CA Dashboard 2024)		Low Income: 3% Students with Disabilities: 3%	Low Income: + 1.3% Students with Disabilities: -0.1% (CA Dashboard 2024)
1.7	6B Expulsion Rates	0% (2022-23 Local Data)	0.4 % (2023-24 Local Data)		0%	Increase of 0.4 %
1.8	6C Survey Students, Parents, Staff on Safety/School Connectedness	Student Safety: 100% Student Connectedness:100% Parent Safety 100% Parent Connectedness 100% Teacher/Staff Safety: 100% Teacher/Staff Connectedness:100% (2023-24 Local Data)	Student Safety: 100% Student Connectedness:100% Parent Safety 100% Parent Connectedness 100% Teacher/Staff Safety: 100% Teacher/Staff Connectedness:100% (2024-25 Local Data)		Student Safety: 100% Student Connectedness:100% Parent Safety 100% Parent Connectedness 100% Teacher/Staff Safety: 100% Teacher/Staff Connectedness:100%	No Change, Target Met
1.9	5A School Attendance Rates	94.23% (2023-24 local data)	94.71% (2024-25 local data)		95%	Increase of 0.48%
1.10	5B Chronic Absenteeism Rates & Indicator	19.4% Low Income: 19.8% English Learners: 16.4% (CA Dashboard 2023)	14.4% Low Income: 14.5% English Learners: 12.1% (CA Dashboard 2024)		10% Low Income: 10% English Learners: 10%	Decrease of 5% Low Income: -5.3% English Learners: -4.5% (CA Dashboard 2024)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	5C Middle School Dropout Rates	0% (2022-23 Local Data)	0% (2023-24 Local Data)		0%	No Change, Target Met

Goal Analysis [2024-25]

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

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

Lakeside Elementary implemented actions and services within goal 1.Students Mental Health was prioritized in regards to utilization of social skills groups, one on one counseling and behavior management support for staff. Through our contract with the County Office of Education Mental Health support services are accessible to all students. A success the School Resource Officer served as liaison between families and the school within the SARB process. A challenge was suspension rates which reflected a new identified need of mental health support in self harm . We will continue to work to implement actions and services within goal 1.

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.

Lakeside Union ESD planned to spend $596,078. We are estimated to spend $502,157. This is a difference of an $93,921. Action 1.2 actual expenditures decrease was due to the Wellness center project still in the development phase. Action 1.5 reflected an increase in the contracted amount for Sprigeo program. Action 1.6 there were no expenditures related to homeless supports as Lakeside UESD had no identified homeless students during the 2024-25 school year as of May 15, 2025.

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

Ineffective: Metric 6A, 6B . Suspension and Expulsion rates increased. Upon analysis this was due to student supervision at unstructured times, adjustments were made to supervision schedule .
Effective: Metric 5B. Chronic Absenteeism rate declined for all students and subgroups.
Goal #1 Actions were overall effective based on Year 1 outcomes in the areas of Chronic Absenteeism and survey results. Ineffectiveness of Actions were reflected in suspension and expulsion rates . Services were provided to mitigate suspensions that included counseling, peer and staff support, presentations related to topics that may lead to suspension provided by the school staff and school resource officer. Expulsions were based on mandatory infractions.

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.

LUESD identified the following changes for 2025-26 related to Goal #1. Action 1.6 had a increase in budgeted expenditure based on a focus for the 2025-26 school year in strengthening our Homeless Identification process.

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	School Resource Officer	School Resource Officer will support student engagement, absenteeism and a positive relationship between law enforcement services and our families. Contracted Service with Kings County Sheriff Department.	$82,000.00	Yes
1.2	Social Emotional Support Staff	Student Advocate (Climate) : Foster Youth assistance with academic counseling, referrals to social services, and counseling services. Social-Emotional & Behavior MTSS Supports: Psychologist, Board Certified Behavior Analyst, Licensed Mental Health Clinician, & Behavior Aide Service Contract: Educational related mental health services (increased to 5 Days/Week beginning 2024-25 school year) Activities Aide/ Bus Driver: Support with SEL focused Activities. Student Specialist (New beginning 2023-24 School Year): Support SEL , Academics, Attendance.	$414,659.00	Yes
1.3	Certificated Teacher Retention	Retain Certificated Teachers Induction for new teachers & Intern program costs. Indirect $603.00 Title II.	$9,451.00	No
1.4	Student Health Aide	Student Health Services Aide (1 FTE) Health Aide Materials & Supplies	$82,556.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Sprigeo Bullying Prevention Program	Sprigeo Bullying Prevention Program : online reporting. Anonymous option. Indirect $31 Title I.	$481.00	No
1.6	Homeless Supports	Homeless Supports. Indirect $68 Title I	$1,068.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Lakeside Union Elementary School District will provide a quality education to our students that models lifelong learning and include expanded learning opportunities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Lakeside UESD is continuing Goal #2 from the 2017-2020 and 2021-2024 LCAP. Stakeholder Feedback supported the continuance of this goal and actions included from the 2017-20 and 2021-2024 LCAP. Actions within Goal 2 have supported the implementation of state and ELD standards, ensuring 100% of teachers observed are implementing standards within their instruction. Professional development continues to support focus areas of ELA and Math to support student achievement on statewide assessments in those areas.

Lakeside UESD is continuing Goal #3 from the 2017-2020 and 2021-2024 LCAP. Stakeholder Feedback supported the continuance of this goal and actions included from the 2017-20 and 2021-2024 LCAP. Actions within Goal 3 have supported student access to broad courses of study. Students have demonstrated increased proficiency in physical education and technology programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2B EL Access to state & ELD standards (ELPI)	ELPI: 51.8% of EL students demonstrated a well or moderately developed language ability (2022-23 Summative Based on DataQuest)	ELPI: 30.8% of EL students demonstrated a well or moderately developed language ability (2023-24 Summative Based on DataQuest)		ELPI: 55% of EL students demonstrated a well or moderately developed language ability	Decrease of 21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	2A Implementation of state board adopted academic content and performance standards for all students	100% Teachers Observed using state standards, including ELD (2023-24 Local Data)	100% Teachers Observed using state standards, including ELD		100% Teachers Observed using state standards, including ELD	No Change, Target Met
2.3	4A Statewide Assessments ELA and CAST	ELA: All :48.2 points below standard EL: 73.7 points below standard Hispanic: 47.7 points below standard LI: 47.5 points below standard (Spring 2023 CAASPP Data) Science: All- 19.05% Grade 5- 27.59% proficiency (level 3 or 4) Grade 8- 11.76% proficiency (level 3 or 4) (Spring 2023 CAST)	ELA: All :65.9 points below standard EL: 78 points below standard Hispanic: 64.8 points below standard LI: 69 points below standard (Spring 2024 CAASPP Data) Science: All- 22.8% Grade 5- 11.12% proficiency (level 3 or 4) Grade 8- 16.13% proficiency (level 3 or 4) (Spring 2024 CAST)		ELA: All: Growth of 10 points below standards EL: Growth of 10 points below standards Hispanic: Growth of 10 points below standards LI: Growth of 10 points below standards Science: All- 25% Grade 5- 30% proficiency (level 3 or 4) Grade 8- 25% proficiency (level 3 or 4)	ELA: All: Decline of 17.7 points below standards EL: Decline of 4.3 points below standards Hispanic: Decline of 17.1 points below standards LI: Decline of 21.5 points below standards Science: All- + 3.75% Grade 5- -16.47% Grade 8- +4.37%
2.4	4A Statewide Assessments Math	Math: All:87.3 points below standard EL: 104.1 points below standard	Math: All:82.3 points below standard EL: 96.8 points below standard		Math: All: Growth of 10 points below standards	Math: All: Growth of 5 points below standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 86.8 points below standard LI: 88 points below standard (Spring 2023 CAASPP Data)	Hispanic: 82.1 points below standard LI: 83.9 points below standard LTEL: 117.6 below standard (Spring 2024 CAASPP Data) *** LREBG		EL: Growth of 10 points below standards Hispanic: Growth of 10 points below standards LI: Growth of 10 points below standards LTEL: Growth of 10 points below standard	EL: Growth of 7.3 points below standards Hispanic: Growth of 4.7 points below standards LI: Growth of 4.1points below standards *Baseline identified in Year 1
2.5	4F EL Reclassification Rate	7.2% (2022-23 DataQuest)	17.4% (2023-24 Data Quest)		10%	Increase of 10.2%, Target Met
2.6	4E EL Progress Indicator (ELPAC)	ELPAC: 16.67% Proficient (2022-23 DataQuest)	ELPAC: 9.8% Proficient (2023-24 DatQuest)		ELPAC: 20% Proficient	ELPAC: Decline of 6.87%
2.7	7A Access Broad Course of Study: Enrollment in Self Contained Class	100% Access (2023-24 Local Data)	100% Access (2024-25 Local Data)		100% Access	No Change, Target Met
2.8	7A Access Broad Course of Study: Physical Education	100% Access (2023-24 Local Data)	100% Access (2024-25 Local Data)		100% Access	No Change, Target Met
2.9	7A Access Broad Course of Study: STEAM	100% Access (2023-24 Local Data)	100% Access (2024-25 Local Data)		100% Access	No Change, Target Met
2.10	7B Programs & Services developed and provided to Unduplicated Pupils	7 Monthly Newsletters including resource information and	7 Monthly Newsletters including resource		7 Monthly Newsletters including resource	No Change, Target Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		program enrollment information (2023-24 school year)	information and program enrollment information (2024-25 school year)		information and program enrollment information	
2.11	7C Programs & Services developed and provided to individuals with exceptional needs	7 Monthly Newsletters including resource information and program enrollment information (2023-24 school year)	7 Monthly Newsletters including resource information and program enrollment information (2024-25 school year)		7 Monthly Newsletters including resource information and program enrollment information	No Change, Target Met
2.12	8 Pupil Outcomes Grades 1 -8 Proficiency in Self Contained Class	ELA 2023-24 Subgroup Spring Tri. ALL - 12% Low Income - 12% English Learners - 1% Math 2023-24 Subgroup Spring Tri. ALL -10% Low Income - 10% English Learners - 1% (Spring 2024 Illuminate)	ELA 2024-25 Subgroup Spring Tri. ALL - 37% Low Income - 37% English Learners - 10% Math 2024-25 Subgroup Spring Tri. ALL - 40% Low Income - 40% English Learners - 10% (Spring 2025 Illuminate)		ELA: Growth of 10% proficiency Math: Growth of 10% proficiency	ELA: Growth of 25% Math: Growth of 30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	8 Pupil Outcomes: Physical Ed	Subgroup Spring Tri. 2023-24 ALL - 95% Low Income - 95% English Learners - 100% Reclassified RFEP - 100% (Spring 2024 District Report Card Grades)	Subgroup Spring Tri. 2024-25 ALL - 96% Low Income - 96% English Learners - 100% Reclassified RFEP - 100% (Spring 2025 District Report Card Grades)		100%	Increase of 1% for ALL and Low Income, No change for EL and RFEP
2.14	8 Additional Outcomes: STEAM	All- 19.05% Grade 5- 27.59% proficiency (level 3 or 4) Grade 8- 11.76% proficiency (level 3 or 4) (Spring 2023 CAST)	Science: All- 22.8% Grade 5- 11.12% proficiency (level 3 or 4) Grade 8- 16.13% proficiency (level 3 or 4) (Spring 2024 CAST)		STEAM: Increase in 10% proficiency	ALL - + 3.75% Grades 5- -16.47% Grades 8- + 4.37%

Goal Analysis [2024-25]

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

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

Lakeside Elementary implemented actions and services within goal 2. We provided professional development at expected levels delivered by outside county office of education staff and internal staff . Our 3 additional days of professional development were strategically focused on data collection and analysis using our data system (Illuminate) , Instructional practices related to focused skill development within each grade level , and creating educational environments that support social emotional learning. The Instructional Coaching was provided by external providers in areas related to Science and STEAM implementation and integration across all content areas. A Special Education consultant served as a support related to one on one and small group student intervention , SST and 504 implementation, and supported the onsite professional learning community meetings. We will continue to work to implement actions and services within goal 2. Challenges were

Professional development was held only on Monday early dismissal days . This model did not allow for the level of collaboration needed to make significant change, in the future years professional development will be added afterschool periodically and a change to master schedule to allow partner collaboration during identified prep times . Successes relevant to Goal 2 action implementation included utilization of support staff to ensure expanded learning opportunities were provided. STEAM this year included an opportunity for a Robotics club.

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.

Lakeside Union planned to spend $842,500, and are estimated to spend $ 828,276. This is $14,224 less than originally planned. Action 2.2and 2.3 were effected due decrease in federal funding and to the utilization of Educator Effectiveness funding for professional development services and materials/supplies . Action 2.7 had an increase in expenditure total based on contract cost for Follett program. We will continue to plan actions and services with aligned expenditures to support Goal 2.

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

Ineffective: Metric 2B, 4A ELA, 4E,(Action 2.2. Professional development provided by external provider, upon review of data at mid-year a request was made to change the delivery of professional development to focus on building internal capacity through Administration and TOSA's. Beginning with the 2025-26 school year LREBG funding will be utilized to support any metrics deemed ineffective.
Effective: 2A, 4A Math, 8 local data. 4F. Local Data demonstrates an increase in proficiency on district assessments in the area of ELA and Math. Internal staff was utilized this year for data chats and analysis.
Goal #2 Actions were overall effective based on increase of proficiency based on local data , Growth of below standard in Mathematics, increase on overall proficiency on CAST.

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.

Beginning in 2025-26 , Action 2.4 will reflect professional development focused on Response to Intervention as the current Intervention Teacher will be moving into a Literacy Coach role supported by LCRESET funding. Tier 1 instruction , " good first teaching" is a focus of professional development for the 2025-26 school year. This led to a change in budget expenditure totals from 2024-25 to 2025-26 for this Action. Action 2.6 budget expenditures will increase from 2024-25 to 2025-26 based on the addition of a part time instructional aide. Action 2.8 will be added to reflect use of LREBG funds, effectiveness will be measured utilizing CAASPP Math data . Hispanic subgroup is reflected within Metric 2.3 and 2.4 . Action 2.1 professional development will focus on analysis of Hispanic subgroup data related to CAASPP Math . Long-Term English Learners (LTEL) subgroup is reflected within Metric 2.4 . Action 2.2 professional development will focus on support of the subgroup in the area of Mathematics.

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	Supplemental staff and resources to support lifelong student learning and provide expanded learning opportunities.	Lakeside Union Elementary School District will provide supplemental staff and resources to support lifelong student learning and provide expanded learning opportunities. Examples of staff and resources include, but are not limited to: • Professional development based on current state adopted standards and instructional practices Phase 4. • Additional Library Aide (1.0FTE) Materials & Supplies • Technology Staff Support 4 days per month (12 months) contracted services for increased server support & supplies • Supplemental software subscriptions to include, but not limited to: Illuminate, Star Reading & Math, Accelerated Reader • Teacher (1.0FTE) to eliminate combo class in primary grades. • PLC Combo Teacher Stipends • Intervention Program Materials & Supplies • Physical Education Teacher (1.0FTE) including Materials & Supplies • Tutoring: one hour sessions twice per week 6 to 8 week sessions including Materials & Supplies • Enrichment activities or study trips to increase student engagement • STEAM Teacher (1.0FTE) including Materials and Supplies *** Address Dashboard Indicator- Red for Academics in ELA and Math for English Learners	$577,774.00	Yes
2.2	Professional Development: English Learners	Professional Development for English Learners focused on Academic-Content Vocabulary and for Long Term English Learners focused on Mathematics. Newcomer EL transition support, progress monitor EL students, homeschool coordination and language acquisition. Indirect $706.00 .Title III	$11,056.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Professional Development for ALL staff	Professional Development for teachers and instructional support staff. Substitutes for teacher release time Materials & Supplies for PD. Indirect $888.00 Title II.	$13,843.00	No
2.4	Intervention Teacher	Intervention Teacher. Beginning 2025-26 , Professional Development, Response to Intervention . Indirect $5,639.00 .Title I	$88,316.00	No
2.5	Supplemental Instructional Programs, Materials & Supplies	Supplemental Instructional Programs (Reading A-Z, Keyboarding, TCOE ERS Contract, Scholastic) Supplemental Instructional Materials & Supplies to support programs copy costs . Indirect $2,357.00 .Title I	$36,912.00	No
2.6	Instructional Aides	Instructional Aides to support small group instruction. Indirect $4,588.00 .Title I	$71,866.00	No
2.7	Technology Programs & Devices	Technology Programs Increase access and use of technology to support engaging standards based instruction and support effective implementation of technology based supplemental programs (Netop, Follett, and Mimio Mobile) Technology Devices. Indirect $157 Title I.	$2,457.00	No
2.8	LREBG	Close Learning Gaps through the implementation, expansion or enhancement of evidence-based learning supports (Learning Recovery Emergency Block Grant) . • Professional Development . Professional Learning Communities. Science of Reading.	$165,174.00	No

Action #	Title	Description	Total Funds	Contributing
		-Tutoring Parent Education Indirect $10,546.00 LREBG		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Lakeside Union School District will provide opportunities and services to parents that establish and maintain a positive and collaborative relationship for the benefit of our student's academic success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Lakeside UESD is continuing Goal #4 from the 2017-2020 and 2021-2024 LCAP . Stakeholder Feedback supported the continuance of this goal and actions included from the 2017-20 and 2021-2024 LCAP. Actions within Goal 4 have supported parent involvement by supporting accessibility to opportunities to support student learning as well as engage with staff through a translator as needed. Parent participation had maintained an increase prior to the pandemic.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3B Efforts to seek parent input (District & Site): School Site Council & English Learner Committee Meetings	4/4 or 100% SSC & ELAC Meetings Held (2023-24 school year)	4/4 or 100% SSC & ELAC Meetings Held (2024-25 school year)		4/4 or 100% SSC & ELAC Meetings	No Change, Target Met
3.2	3A District Promotion of parental participation in programs Parent/Community Tour or events	1 Parent /Community Tour held 4 Parent/Community Events held (2023-24 school year) *New Metric- baseline to be set in 2024-25 , attendance at events by sub group	1 Parent/Community Tour Held 5 Parent/Community Events Held Attendance Representation : LI- 72% EL- 43%		• 2 Parent /Community Tour • 4 Parent/Community Events Attendance Representation :	Increase of 1 Parent/Community Event Held Attendance Representation : No Change, Metric added in 2024-25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2024-25 school year)		LI- 75% EL- 25%	
3.3	3C District Promotion of parental participation in programs for individuals with exceptional needs	100% IEP Meetings Held (2023-2024 school year)	100% IEP Meetings Held (2024-2025 school year)		100% IEP Meetings	No Change, Target Met
3.4	5B Chronic Absenteeism Rates & Indicator	19.4% Low Income: 19.8% English Learners: 16.4% (CA Dashboard 2023)	14.4% Low Income: 14.5% English Learners: 12.1% (CA Dashboard 2024)		10% Low Income: 10% English Learners: 10%	Decrease of 5% Low Income: -5.3% English Learners: -4.5% (CA Dashboard 2024)

Goal Analysis [2024-25]

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

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

Lakeside Elementary implemented actions and services within goal 3. Parent Involvement Activities included Meet-n-Greet, Back to School Night , Parent Teacher Conferences, Open House, Mural Activity and Family Night including Math, ELA and SEL activities . Successes related to Goal #3 were the Attendance at Parent and Community Events. Challenges related to Goal #3 were attendance at Parent only events such as SSC and ELAC meetings. In 2025-26 we will be merging the Parent only events with student activities to increase access to parent participation in committee meetings. This goal supports our Community Schools Grant priorities.

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.

Lakeside Union Elementary planned to spend $67,886, and is estimated to spend $59,746. This is a difference of a decrease of $8,140. Action 3.3 was adjusted for a decrease in Title 1 indirect.

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

Ineffective: No Metrics.
Effective: Metric 5B. Chronic Absenteeism rates declined across all groups.
Goal #3 Actions were proven to be overall effective based on Data Metrics. Lakeside prioritized parent communication and events this year through increasing staffing available at events for family support and translation.

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.

LUESD has no identified changes for 2025-26 Actions related to Goal #3. An increase of funding for Action 3.3 represents the anticipated expense of parent education and communication .

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Liaison	Parent Liaison (0.75 FTE)	$55,561.00	Yes
3.2	Parent Involvement Activities Materials & Supplies	Parent Involvement Activities including Materials & Supplies	$5,000.00	Yes
3.3	Parent Communication & Education	Parent Education & Communication Providing materials/training to help parents work with children (Literacy training, Use of Technology) Parent Communication Website, App Contract & REMIND. Indirect $866.00 Title I	$45,867.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,169,667.00	$157,623.00

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
46.207%	1.512%	$38,766.00	47.719%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** School Resource Officer **Need:** LUESD has an unduplicated count pupil rate of 96.81% . Services are based on the need of safety and attendance support provided to our students. Chronic Absenteeism rate of 14.4%for All , 14.5% for Low income and 12.1% for English Learners. This action supports the need for dialogue with LI families	This action focuses on wellness visits, attendance conferences with families as well as serving as a positive role model in regards to a relationship with law enforcement.	5A Attendance Rates. 5B Chronic Absenteeism rates . 3-year Target for 5A Attendance Rate: All 95% 3- year Target for 5B Chronic Absenteeism: All 10%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	regarding attendance as well as supporting well child checks when a student is absent repeatedly with no contact . Data does not show a need for English Learner's but this student group will receive support as well . **Scope:** Schoolwide		Low Income: 10% English Learners: 10%
1.2	**Action:** Social Emotional Support Staff **Need:** LUESD has an unduplicated count pupil rate of 96.81% . Services are based on the need to provide social emotional learning support as well as individualized counseling and behavior support . Suspension rate is 4.3% for all students , LI students rate is 4.5%. Foster Youth : *Although there were too few to report publicly, Lakeside UESD reviewed data internally and we will continue to prioritize services for this group. **Scope:** Schoolwide	This action focuses on supporting students with a safe and supportive environment through providing support staff to serve as liaisons, counselors, and mediators when students are faced with various situations including but not limited bullying, anger management, and life skills.	6A suspension rates. 3-year Target for 6A Suspension Rates: All 3% English Learners: 1% Low Income: 3%
1.4	**Action:** Student Health Aide **Need:** LUESD has an unduplicated count pupil rate of 96.81% . Services are based on the need of health and wellness support provided to our students as access to health care is limited	This action focuses on supporting students with services related to health and wellness as well as serving as a resource for parent education and to necessary care to be provided by outside service providers . For example: dental, vision	5A Attendance Rates. 5B Chronic Absenteeism rates . 3-year Target for 5A Attendance Rate: All 95%

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
	within our district boundaries. Chronic Absenteeism rate of 14.4% for all, 14.5% for Low income and 12.1% for English Learners. Data does not show a need for English Learner's but this student group will receive support as well . **Scope:** Schoolwide		3- year Target for 5B Chronic Absenteeism: All 10% Low Income: 10% English Learners: 10%
2.1	**Action:** Supplemental staff and resources to support lifelong student learning and provide expanded learning opportunities. **Need:** LUESD has an unduplicated count pupil rate of 96.81% . Services are based on the need of Statewide Assessments Data in the areas of English Language Arts and Mathematics. All Students- ELA 65.9 points below, Mathematics 82.3 points below. English Learners : ELA 78 points below, Math 96.8 points below . Low Income: ELA 69 points below, Math 83.9 points below. The need represents support needed in the areas of ELA and Math relating to skill building, tutoring, and extended school year. **Scope:** Schoolwide	This action focuses on students support in the areas of teacher capacity building through professional development, support staff in technology, library and intervention as well as supplemental programs to support tiered interventions .	4A. Statewide Assessments. 3-year Target for 4A Statewide Assessments ELA and Math All: Growth of 10 points below standards EL: Growth of 10 points below standards Hispanic: Growth of 10 points below standards LI: Growth of 10 points below standards
3.1	**Action:** Parent Liaison	This action focuses on Parent Improvement Activities and Materials support Parent education	3A. Attendance in parent/community tours and number of events held

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: LUESD has an unduplicated count pupil rate of 96.81% . Attendance at parent/community tour and events represented 72% low income and 43% EL student population Services are based on the need of engaging parents through family involvement activities and ensuring support is provided within their home language . EL rate is 34%. Chronic Absenteeism rate of 14.4%for All , 14.5% for Low income and 12.1% for English Learners. This action supports the need for dialogue with LI families regarding attendance as well as supporting parent education . Data does not show a need for English Learner's but this student group will receive support as well . **Scope:** LEA-wide	related to services provided to students and strategies to support academic and SEL .	. 5B Chronic Absenteeism rates . 3- year Target for 3A. Attendance Representation : LI- 75% EL- 25% 3- year Target for 5B Chronic Absenteeism: All 10% Low Income: 10% English Learners: 10%
3.2	**Action:** Parent Involvement Activities Materials & Supplies **Need:** LUESD has an unduplicated count pupil rate of 96.81% . Attendance at parent/community tour and events represented 72% low income and 43% EL student population Services are based on the need of engaging parents through family involvement activities and ensuring support is provided within their home language . Chronic Absenteeism rate of 14.4%for All , 14.5% for Low income and 12.1% for English Learners. This action supports the need for dialogue with LI families	This action focuses on Parent Improvement Activities and Materials support Parent education related to services provided to students and strategies to support academic and SEL .	3A. Attendance in parent/community tours and number of events held . 5B Chronic Absenteeism rates . 3 -year Target for 3A. Attendance Representation : LI- 75% EL- 25% 3- year Target for 5B Chronic Absenteeism: All 10% Low Income: 10%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	regarding attendance as well as supporting parent education in relation to academic supports as well as school offered programs . Data does not show a need for English Learner's but this student group will receive support as well . **Scope:** LEA-wide		English Learners: 10%

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.

Lakeside Union Elementary School has an unduplicated population of 96.81% . LUESD does not have any limited actions represented in the 2025-26 LCAP .

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.

LUESD will utilize the additional concentration grant add-on funding to support maintaining or decreasing our staff (As seen in Action 2.1) to student ratio with declining enrollment based on 2019-20 to 2021-22 to support student services related to academics and social- emotional needs.

Please note: Lakeside Union Elementary School District not responsible for completing the ratios table, as we do not have comparison schools.

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,531,380.00	1,169,667.00	46.207%	1.512%	47.719%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,217,550.00	$165,174.00	$0.00	$281,317.00	$1,664,041.00	$995,612.00	$668,429.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	School Resource Officer	Low Income	Yes	School wide	Low Income	All Schools		$0.00	$82,000.00	$82,000.00				$82,000.00	
1	1.2	Social Emotional Support Staff	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools	Ongoing	$257,162.00	$157,497.00	$414,659.00				$414,659.00	
1	1.3	Certificated Teacher Retention	All	No			All Schools	Ongoing	$4,848.00	$4,603.00				$9,451.00	$9,451.00	
1	1.4	Student Health Aide	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools	Ongoing	$80,556.00	$2,000.00	$82,556.00				$82,556.00	
1	1.5	Sprigeo Bullying Prevention Program	All	No			All Schools	Ongoing	$0.00	$481.00				$481.00	$481.00	
1	1.6	Homeless Supports	Homeless	No			All Schools	Ongoing	$0.00	$1,068.00				$1,068.00	$1,068.00	
2	2.1	Supplemental staff and resources to support lifelong student learning and provide expanded learning opportunities.	English Learners Low Income	Yes	School wide	English Learners Low Income	All Schools	Ongoing	$443,636.00	$134,138.00	$577,774.00				$577,774.00	
2	2.2	Professional Development: English Learners	English Learners	No			All Schools	Ongoing	$0.00	$11,056.00				$11,056.00	$11,056.00	
2	2.3	Professional Development for ALL staff	All	No			All Schools	Ongoing	$0.00	$13,843.00				$13,843.00	$13,843.00	
2	2.4	Intervention Teacher	All	No			All Schools	Ongoing	$36,377.00	$51,939.00				$88,316.00	$88,316.00	
2	2.5	Supplemental Instructional Programs, Materials & Supplies	All	No			All Schools	Ongoing	$0.00	$36,912.00				$36,912.00	$36,912.00	

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	2.6	Instructional Aides	All	No			All Schools	Ongoing	$67,278.00	$4,588.00				$71,866.00	$71,866.00	
2	2.7	Technology Programs & Devices	All	No			All Schools	Ongoing	$0.00	$2,457.00				$2,457.00	$2,457.00	
2	2.8	LREBG	All	No			All Schools		$50,194.00	$114,980.00		$165,174.00			$165,174.00	
3	3.1	Parent Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$55,561.00	$0.00	$55,561.00				$55,561.00	
3	3.2	Parent Involvement Activities Materials & Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	Parent Communication & Education	All	No			All Schools	Ongoing	$0.00	$45,867.00				$45,867.00	$45,867.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,531,380.00	1,169,667.00	46.207%	1.512%	47.719%	$1,217,550.00	0.000%	48.098 %	**Total:**	$1,217,550.00
								LEA-wide Total:	$60,561.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,156,989.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	School Resource Officer	Yes	Schoolwide	Low Income	All Schools	$82,000.00	
1	**1.2**	Social Emotional Support Staff	Yes	Schoolwide	Foster Youth Low Income	All Schools	$414,659.00	
1	**1.4**	Student Health Aide	Yes	Schoolwide	Foster Youth Low Income	All Schools	$82,556.00	
2	**2.1**	Supplemental staff and resources to support lifelong student learning and provide expanded learning opportunities.	Yes	Schoolwide	English Learners Low Income	All Schools	$577,774.00	
2	**2.8**	LREBG				All Schools		
3	**3.1**	Parent Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,561.00	
3	**3.2**	Parent Involvement Activities Materials & Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,506,464.00	$1,390,257.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	School Resource Officer	Yes	$75,000.00	$82,064.00
1	**1.2**	Social Emotional Support Staff	Yes	$430,210.00	$332,473.00
1	**1.3**	Certificated Teacher Retention	No	$8,848.00	$8,848.00
1	**1.4**	Student Health Aide	Yes	$81,070.00	$78,355.00
1	**1.5**	Sprigeo Bullying Prevention Program	No	$450.00	$495.00
1	**1.6**	Homeless Supports	No	$500.00	$0.00
2	**2.1**	Supplemental staff and resources to support lifelong student learning and provide expanded learning opportunities.	Yes	$605,064.00	$584,630.00
2	**2.2**	Professional Development: English Learners	No	$13,025.00	$10,502.00
2	**2.3**	Professional Development for ALL staff	No	$11,489.00	$6,117.00
2	**2.4**	Intervention Teacher	No	$133,185.00	$143,205.00
2	**2.5**	Supplemental Instructional	No	$34,750.00	$35,822.00

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)
		Programs, Materials & Supplies			
2	**2.6**	Instructional Aides	No	$42,687.00	$45,439.00
2	**2.7**	Technology Programs & Devices	No	$2,300.00	$2,561.00
3	**3.1**	Parent Liaison	Yes	$54,500.00	$51,607.00
3	**3.2**	Parent Involvement Activities Materials & Supplies	Yes	$5,000.00	$4,742.00
3	**3.3**	Parent Communication & Education	No	$8,386.00	$3,397.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,172,637.00	$1,250,844.00	$1,133,871.00	$116,973.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	School Resource Officer	Yes	$75,000.00	$82,064.00		
1	1.2	Social Emotional Support Staff	Yes	$430,210.00	$332,473.00		
1	1.4	Student Health Aide	Yes	$81,070.00	$78,355.00		
2	2.1	Supplemental staff and resources to support lifelong student learning and provide expanded learning opportunities.	Yes	$605,064.00	$584,630.00		
3	3.1	Parent Liaison	Yes	$54,500.00	$51,607.00		
3	3.2	Parent Involvement Activities Materials & Supplies	Yes	$5,000.00	$4,742.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,564,559.00	$1,172,637.00	0.00	45.725%	$1,133,871.00	0.000%	44.213%	$38,766.00	1.512%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024