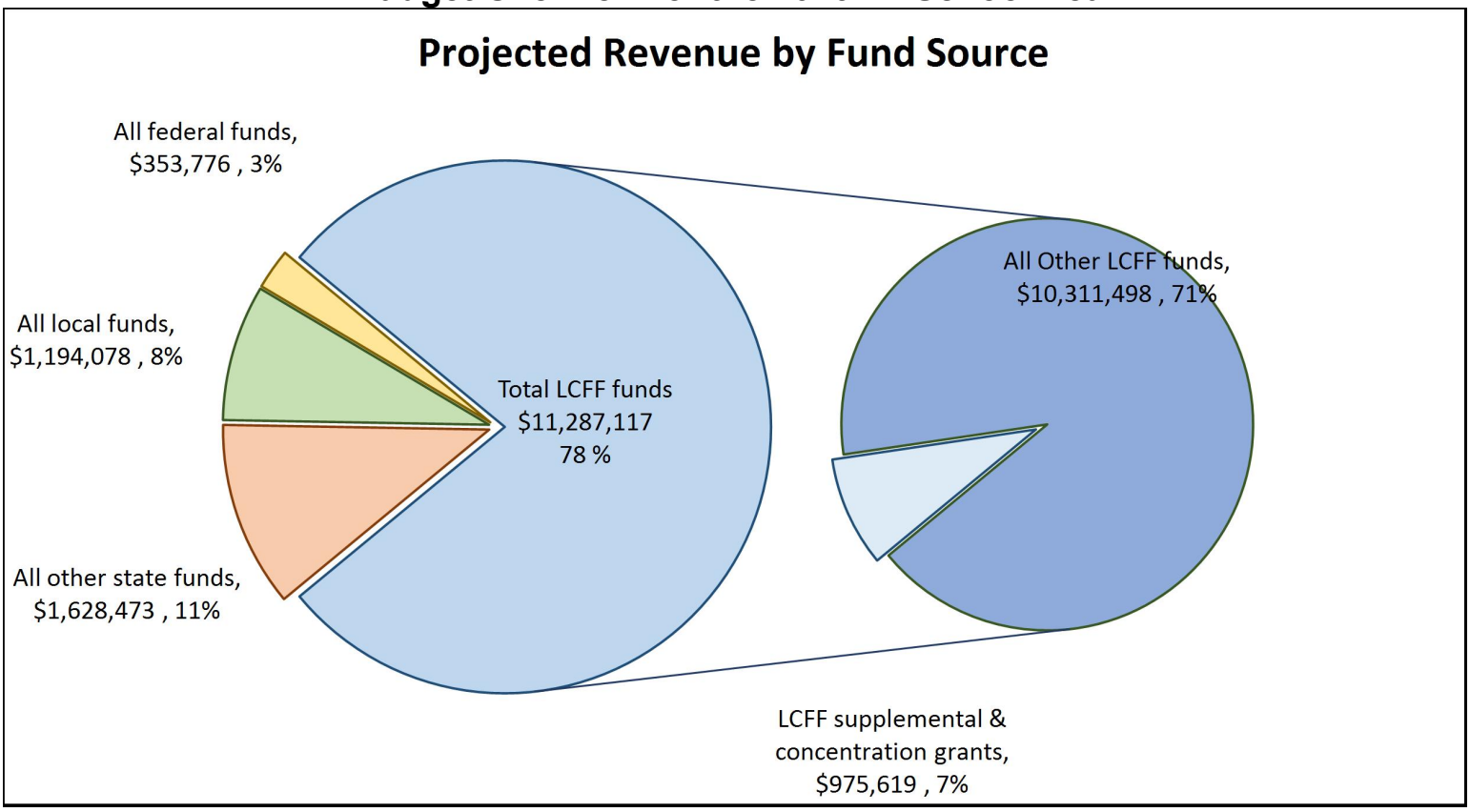
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Liberty Elementary School District
CDS Code: 54719850000000
School Year: 2026-27
LEA contact information:
Dr. Deanna Cardoza
Superintendent
dcardoza@liberty.k12.ca.us
559-686-1675

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

Budget Overview for the 2026-27 School Year

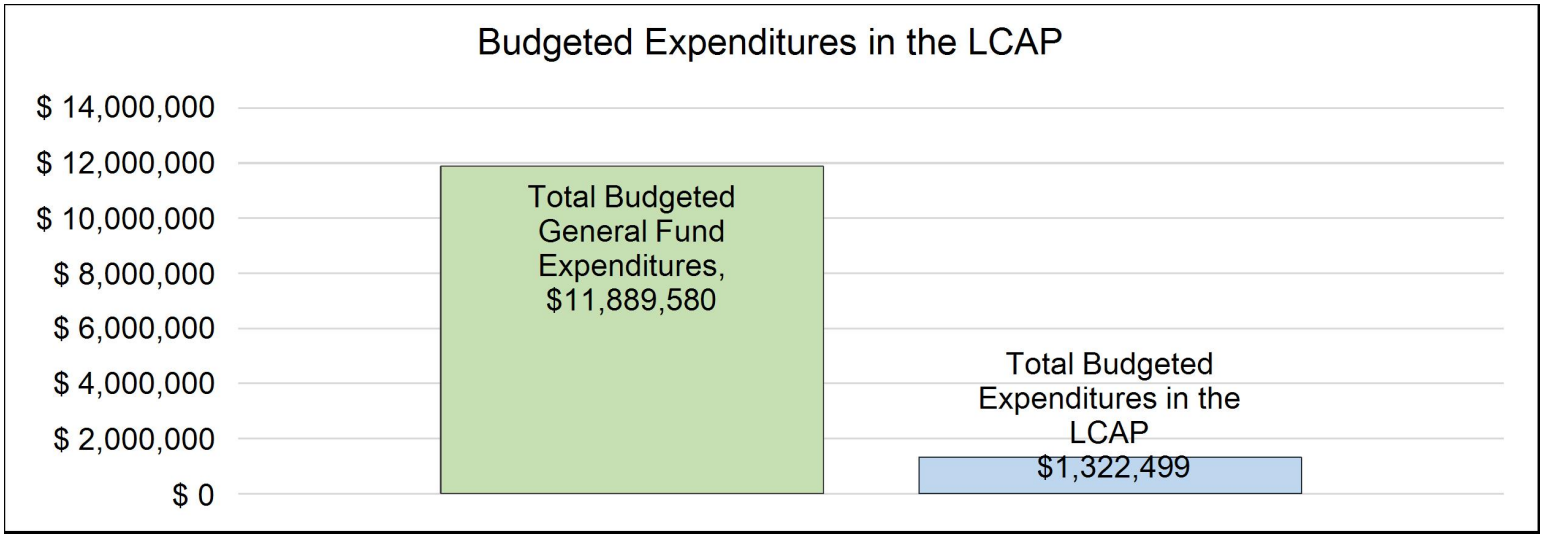


This chart shows the total general purpose revenue Liberty Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Liberty Elementary School District is $14,463,444, of which $11,287,117 is Local Control Funding Formula (LCFF), $1,628,473 is other state funds, $1,194,078 is local funds, and $353,776 is federal funds. Of the $11,287,117 in LCFF Funds, $975,619 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 Liberty Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Liberty Elementary School District plans to spend $11,889,580 for the 2026-27 school year. Of that amount, $1,322,499 is tied to actions/services in the LCAP and $10,567,081 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

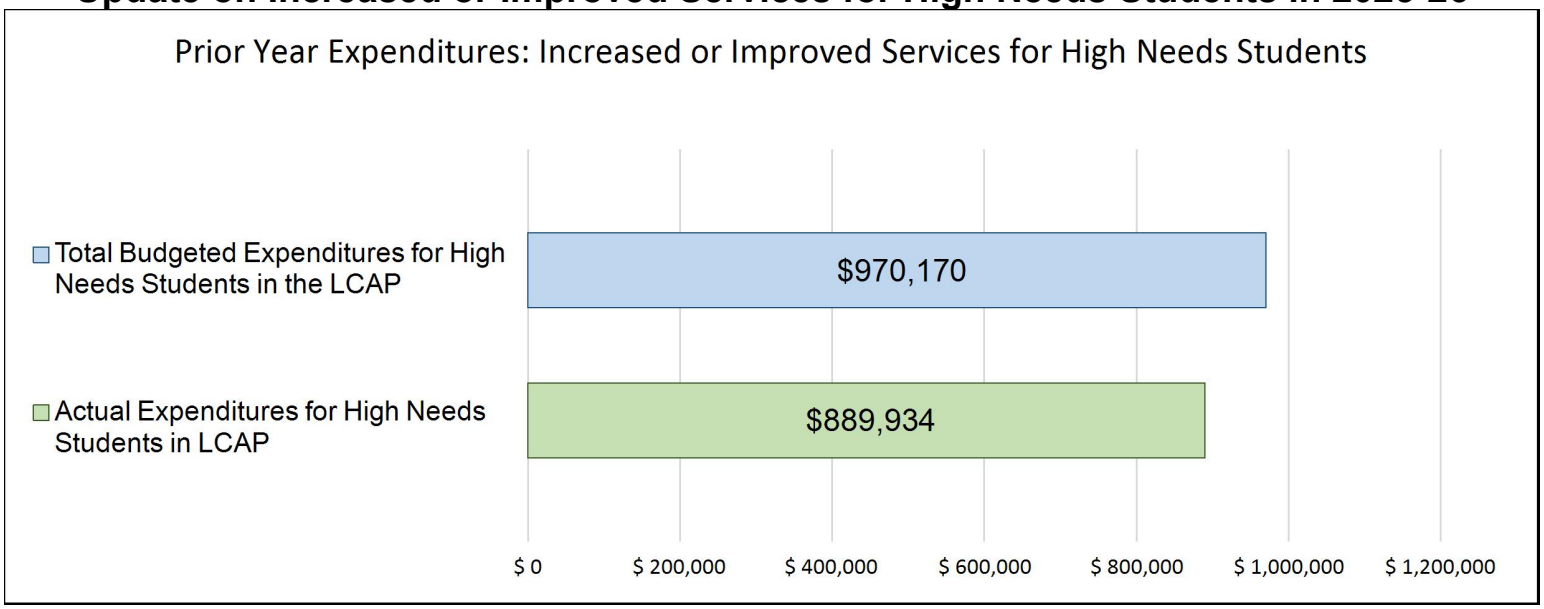
Basic operating expenses such as staff salaries, benefits, utility costs, leases, office supplies, furnishings, and facilities costs are not included in the LCAP details.

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

In 2026-27, Liberty Elementary School District is projecting it will receive $975,619 based on the enrollment of Foster Youth, English learner, and low-income students. Liberty Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Liberty Elementary School District plans to spend $1,087,514 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Liberty Elementary School District's LCAP budgeted $970,170 for planned actions to increase or improve services for high needs students. Liberty Elementary School District actually spent $889,934 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $80,236 had the following impact on Liberty Elementary School District's ability to increase or improve services for high needs students:

The unspent amounts did not affect our ability to carry out actions, and is reflective of our negotiations for services and fiscal prudency in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Liberty Elementary School District	Dr. Deanna Cardoza Superintendent	dcardoza@liberty.k12.ca.us 559-686-1675

Plan Summary [2026-27]

General Information

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

The Liberty Elementary School District has a proud tradition of quality programs, excellent instruction, and superior support services.

Liberty Vision Statement

"We will prepare our students to assume responsibility to plan, design the future by providing a learning environment which is centered on students, directed by teachers and supported by home and community".

Liberty Mission Statement

To Achieve Excellence, we will:

- Challenge students academically by using current instructional practices and curriculum.
- Provide quality education through exemplary programs, services, and activities that empower, and meet the needs, of ALL students in a safe environment.
- Encourage all individuals to maximize their potential by creating a mindset for excellence.
- Create a community that is involved and supportive of the overall success of students.
- Foster an atmosphere of open and effective communication among students, staff, and families.

District Location:

The district is located in the northeast corner of the city of Tulare within Tulare County and California's Central Valley.

School and Enrollment:

Liberty is comprised of one elementary school, which serves transitional kindergarten through eighth grade students. The district's enrollment, per the 2025 CDE School Dashboard, was 861 students. The district's percentage of English learner students is 5.1%, Socioeconomically Disadvantaged students 48.9%, Foster Youth 0.6%, Students with Disabilities 5.8%, Homeless 0.2%. The district has the following student demographic groups represented; Hispanic 53.3%, White 39%, African American 2.1%, Multiple races .08%, American Indian 1.2%, Asian 1.4%, and Filipino and Pacific Islander 1.%. The district participates in the National School Lunch Program (NSLP) through School Nutrition Partners, a food service management company.

Community:

Based on Tulare City population estimates (Census.gov; July 1, 2022), the community of Tulare had a population of 70,693. The population density was 3,378.7 people per square mile in 2020. The racial makeup of Tulare was 63.7% Hispanic, 28% White, 3.9% African American, 1.1% American Indian, 2.3% Asian, 0.2% Pacific Islander, and 13.8% from Two or more races. There were 19,332 households, with approximately 3.52 persons per household.
Approximately 91.6% of Tulare households in Tulare have computers, and 86.8% have broadband internet subscriptions.
Approximately 74.8% of the population aged 25 years+ are high school graduates or higher and 10.1% of persons aged 25+ have a Bachelor's degree or higher.
The median household income in 2021 is $62,050 with 16.0% of individuals in the city of Tulare living below the poverty line.

Reflections: Annual Performance

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

California Dashboard Performance Data (As of December 2023)

ACADEMIC PERFORMANCE

-English Language Arts: Overall, students performed in the "Orange" range with an average of 10.4 points below standard. This was a decline of 5.1 points from last year's performance.
The Students with Disabilities subgroup was in the "Red" or lowest range, with an average score of 103.2 points below standard, which was a decline of 16.5 points from the prior year's performance.
2024 UPDATE: Slight decline of 0.4 points - essentially status maintained with average score of 10.8 points below standard. LTEL and Students with Disabilities subgroups were in the "Red" category.
2025 UPDATE: Increase of 9.8 points - with average score of 1 point below standard. Students with Disabilities subgroups were in the "Red"

category.

-Mathematics: Overall, students performed in the "Orange" range with an average of 47.2 points below standard. This represented a decline of 7.8 points from the prior year.
The Students with Disabilities and English Learner groups were in the "Red" range with average scores of 105.9 points below standard (28.6-point decline) and 131.9 points below standard (a 20.3-point decline) respectively.
2024 UPDATE: 12.1 point increase to average. Overall average score 35.1 points below standard. Long Term English Learner group was in the "Red" category.
2025 UPDATE: 5.2 point increase to average. Overall average score 30 points below standard. English Learners, and Students with Disabilities subgroups were in the "Red" category.

-English Learner Progress: English Learner students performed in the highest "Blue" range with 67.4% making progress towards English Proficiency.
This represented an increase of 3.3% from the prior year.
2024 UPDATE: 36.8% of our English Learners made progress. Decline of 30.6%. English Learner subgroup was in the "Red" category.
2025 UPDATE: 27.5% of our English Learners made progress. Decline of 9.3%. English Learner subgroup was in the "Red" category.

-Implementation of Academic Standards: The district continues to meet this requirement

ACADEMIC ENGAGEMENT

-Chronic Absenteeism: Overall, the students fell into the "Green" category with 9.1% chronically absent. This represented a decline of 2.9% from the prior year.
No group was in the "Red' range. The White student group performed in the "Orange" range which is two levels below all school performance level.
2024 UPDATE: 5% overall chronic absenteeism rate. A decline of 4.1%. No student groups were in the "Red" category.
2025 UPDATE:6.6% overall chronic absenteeism rate. An increase of 1.6%. No student groups were in the "Red" category.

-Access to a Broad Course of Study: The district continues to meet this requirement

CONDITIONS & CLIMATE

- Suspension Rate: Overall, students fell into the highest "Blue" category with 0.4% suspended at least one day. This was a slight decline of 0.2% from the previous year No group was in the "Red" range.

2024 UPDATE: 1.2% of students were suspended one or more days in 2023-24. This was an increase of 0.8%. No student groups were in the "Red" category.
2025 UPDATE: 0.9% of students were suspended one or more days in 2024-25. This was an decline of 0.3%. No student groups were in the "Red" category.

-Basics: Teachers, Instructional Materials, Facilities: The district continues to meet this requirement
-Parent and Family Engagement: The district continues to meet this requirement
-Local Climate Survey: The district continues to meet this requirement

LEARNING RECOVERY EMERGENCY BLOCK GRANT INFORMATION

The district will have $0 in LREBG funding rolling into the 2026-27 school year.

Even though the district has an Unduplicated Pupil percentage under 55%, through 2025-26 analysis of the needs, conditions, and circumstances of Unduplicated students, it was evidenced that many others are in need and would greatly benefit from services targeted at Unduplicated Pupils. The district and its educational partners analyzed how best to meet the needs of Unduplicated Pupils and best effectively and efficiently deliver services to maximize the impact for these students. It was decided that all Actions within this LCAP that are Contributing to increasing or improving services for Unduplicated Pupils can be most effective and most efficiently delivered if implemented LEA-wide.

Reflections: Technical Assistance

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

Liberty does not qualify for technical assistance under the Differentiated Assistance Program.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged in LCAP input through individual meetings, focus group meetings, Board Meetings, and community partner surveys in May 2026. Staff meetings were held on 9/3/25, 10/1/25, 10/22/25, 11/5/25, 2/4/26, 3/4/26, 4/8/26, 5/6/26 during the 2025-26 school year. Meetings focused on current programs/services, evaluating student progress data, and ongoing needs assessment that is used for the 2026-27 LCAP planning.
Parents	Parents were engaged in LCAP input through individual meetings, focus group meetings, Board Meetings, and a community partner surveys sent out in February/March, 2025. Parent input meetings were held on 10/2/25, 12/10/25, 1/21/26, 5/13/26 during the 2025-26 school year. The Liberty Parent Teacher Counsel provided input at meetings on 10/2/25, 12/10/25, 1/21/26, 5/13/26 The Parent Advisory Committee (PAC) consists of parents representing all students, including English learners. Given the relatively low enrollment of English learners at Liberty ESD, the PAC and DELAC advisory groups have been merged into a single advisory group.

Educational Partner(s)	Process for Engagement
	The Parent Advisory Committee was engaged on 10/2/25, 12/10/25, 1/21/26, 5/13/26 (LCAP Draft Review) of the 2025-26 school year and the superintendent responded to their input in writing.
Students	Students were engaged in LCAP input through individual meetings, focus group meetings, and a student survey administered at school in February/March 2026. The Student Advisory Committee was engaged 8/12/25, 9/9/25, 10/14/25, 11/18, 25, 12/9/25, 1/13/26, 2/10/26, 3/10/26, 4/14/26, 5/12/26 (Draft Review) at their regular meetings and the superintendent responded to their input in writing.
Other School Personnel	Instructional aides, grounds, transportation, maintenance, and custodial staff were engaged in LCAP input through individual meetings, focus group meetings, and community partner surveys sent out in Spring 2026. Classified Staff meetings were held quarterly. Input from these meetings was utilized for the 2026-27 LCAP.
Principals/ Administrators	Principal/ Administrators were engaged in LCAP input through regular. monthly cabinet meetings and May 2026 survey input. These meetings were held on: 8/20/25, 9/17/25, 10/15/25, 11/19/25, 12/17/25, 1/22/26, 2/25/26, 3/18/26, 4/29/26
Local Bargaining Units	Liberty Teachers Association; 9/16/25, 10/15/25, 11/12/25, 12/10/25, 1/14/26, 2/23/26, 3/16/26, 4/20/26, 5/18/26 of the 2025-26 school year. Liberty does not have a classified Bargaining Unit.
SELPA	SELPA consultation occurred on: 9/4/25, 10/9/25, 11/13/25, 12/11/25, 2/12/26, 3/12/26, 4/9/26 , 5/21/26 of the 2025-26 school year through participation in TCOE Directors of Special Education meetings.
Community Input Opportunities	Board of Education held 12 open meetings during the 2025-26 school year; discussing program plans, student performance data, and ongoing needs assessment with public comment on the agenda providing the opportunity for community members to get information and provide LCAP input.

Educational Partner(s)	Process for Engagement
	Additionally, the a public presentation of LCAP mid-year progress was done at the January Board of Education Meeting, and a public hearing for final input on the 2026-27 LCAP will be held during the first Board meeting in June. The plan will be approved at the second meeting in June, allowing additional public comment before the vote by the trustees.

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

Liberty School District receives input from stakeholders throughout the year in a variety of formats. This includes annual surveys, staff meetings, Parent-Teacher Association Meetings, District Advisory Committee Meetings, Union leader meetings, and Board Meetings with open public comment.
The input of concerns, needs, and programs that are successfully helping our stuff support our unduplicated students, in addition to data showing how our students are progressing in academics and culture, is used to create the Local Control Accountability Plan (LCAP) for the following school year.
Any input is welcome. Information that is not necessarily pertinent to unduplicated student performance may be used in developing other budgets or plans, such as the Comprehensive Safety Plan. Input directly related to unduplicated student needs for academic success is weighed with the outcome data, and budget availability. Unduplicated student group(s) with lower performance areas are prioritized for action. The final result of this planning process is the LCAP for the coming year.

When we originally designed the LCAP for this three year cycle, the educational partners gave the following priorities, and a clear mandate to focus on them over time.
Student Priorities
Stronger support for student social-emotional growth and behavior support.
More student voice in school decisions and programs.

Staff Priorities:
Better behavior and social-emotional support for students.
Additional staffing support for students who are struggling.
More training to help teachers respond to problematic behavior in the general education classroom.

Parent Priorities:
Academic intervention and support for students below grade level.
More behavior and social-emotional support.
Additional staffing and small-group support.
Training for teachers on behavior management and supporting diverse learners.

Stronger English learner support and family communication.
More attendance, engagement, and school climate support.

Administrator Priorities:
Expand MTSS frameworks district-wide for academic, behavioral, and SEL interventions.
Increase access to counselors and mental health supports at all sites.
Prioritize professional development on restorative practices and classroom management.
Align site-level goals with district LCAP for consistent implementation.
Improve data disaggregation and progress monitoring for unduplicated pupils.
Enhance family engagement through workshops, communication tools, and site liaisons.
Support attendance initiatives, including case management for chronic absenteeism.
Ensure adequate staffing for interventions, ELD, and small-group instruction.

Bargaining Unit Priorities:
Additional classroom support staff (paraprofessionals, aides) to reduce teacher workload and support struggling students.
More paid professional development time on classroom management, SEL, and MTSS strategies.
Increased planning and collaboration time during the school day.
Additional intervention staffing for reading/math/ELD.
Enhanced behavior support systems to address student conduct issues.

SELPA Priorities:
Primarily inclusion for students with disabilities
Progress monitoring of SWD academic and behavioral outcomes
Service coordination for related services (speech, OT, counseling)

In the most recent input sessions to analyze 2025-26 progress and actions, this was reiterated by the groups with students focusing in on continuing to increase student voice for programs, the parents and staff interested in the academic interventions and safety procedures, and SEL/ Mental health supports remaining high priorities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will make progress toward proficiency on the state adopted standards and English learners will make progress towards English language proficiency each year, using high quality instructional programs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Liberty Elementary School District is proud of its students and staff and dedicated to student academic success. We believe that all students deserve a rich, quality education and are particularly focused on making sure that at-risk student populations such as English Learners, Students With Disabilities, Socioeconomically Disadvantaged, and Foster Youth have the programs and supports necessary to thrive.

In the examination of our California Dashboard Data from December 2023, the following academic performance was noted:

-English Language Arts: Overall, students performed in the "Orange" range with an average of 10.4 points below standard. This was a decline of 5.1 points from last year's performance.
The Students with Disabilities subgroup was in the "Red" or lowest range, with an average score of 103.2 points below standard, which was a decline of 16.5 points from the prior year's performance.

-Mathematics: Overall, students performed in the "Orange" range with an average of 47.2 points below standard. This represented a decline of 7.8 points from the prior year.
The Students with Disabilities and English Learner groups were in the "Red" range with average scores of 105.9 points below standard (28.6-point decline) and 131.9 points below standard (a 20.3-point decline) respectively.

-English Learner Progress: English Learner students performed in the highest "Blue" range with 67.4% making progress towards English Proficiency.
This represented an increase of 3.3% from the prior year.

-Implementation of Academic Standards: The district continues to meet this requirement

While it is important to continue to strengthen our instructional strategies, classroom rigor, and parent partnerships to maximize student performance, we must pay particular attention to the Students with Disabilities subgroup in the coming year, since they underperformed other groups significantly in results and growth for both Mathematics and English Language Arts. Our English Learners will need additional supports

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Results Distance from Standard (Grades 3-8) CA School Dashboard	10.4 Points Below Standard- All Students 103.2 Points Below - SWD 27.4 Points Below- SED 51.0 Points Below- EL * Foster Youth subgroup data not available due to small group size (0) 2023 Dashboard 84 Points Below- LTEL (established 2024)	10.8 Points Below Standard- All Students (decline 0.4 points) 4.8 Points Below- White (increase 5.4 points) 108.3 Points Below - SWD (decline 5.1 points) 24.6 Points Below- SED (increase 2.8 points) 60.8 Points Below- EL (decline 9.8 points) 84 Points Below- LTEL (new baseline) * Foster Youth subgroup data not	1 Points Below Standard- All Students (increase 9.8 points) 9.5 Points Below- Hispanic (increase 15 points) 11.5 Points Below- White (increase 6.8 points) 6.8 Points Above Standard- Afr. Amer. (Decline 39.7) 110.5 Points Below - SWD (decline 2.2 points) 22.6 Points Below- SED (increase 2 points) 42.7 Points Below- EL (increase 18points) 101.4 Points Below- LTEL (decline 17.4)	0 Points Below Standard- All Students 80 Points Below - SWD 17 Points Below- SED 41 Points Below- EL 20 Points Below- FY	All Students Increase:9.4 points White - Increase 5.4 points SWD- decline 7.3 points SED - increase 4.8 points EL- increase 8.3 points LTEL declined 17.4 from 2024 established baseline * Foster Youth subgroup data not available due to small group size

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			available due to small group size 2024 Dashboard	* Foster Youth subgroup data not available due to small group size 2025 Dashboard		
1.2	CAASPP ELA Results % of student meeting or exceeding standard (Grades 3-8) https://caaspp-elpac.ets.org/caaspp/	48.48% of All Students 10% of SWD 42.67% of SED 20% of EL * Foster Youth subgroup data not available due to small group size (0) 2023 Data	50.19%- All Students (increase 2.71%) 23.33% of SWD (increase 13.33%) 42.27% of SED (decline .4%) 6.26% of EL (decline of 12.74%) LTEL, Foster Youth subgroup data not available due to small group size (0) 2024 Data	50.39%- All Students (increase .2%) 15.39% of SWD (decrease 7.94%) 38.76% of SED (decrease 3.51%) 6.46% of EL (increase of .20%) LTEL, Foster Youth subgroup data not available due to small group size (0) 2025 Data	60%- All Students 20% - SWD 50%- SED 30%- EL 50%- FY	All Students - Increase 1.91% SWD - Increase 5.39% SED - decline 3.91% EL - decline of 13.54% LTEL, Foster Youth subgroup data not available due to small group size (0)
1.3	CAASPP Math Results Distance from Standard (Grades 3-8) CA School Dashboard	47.2 Points Below Standard- All Students 131.9 Points Below - SWD 66.4 Points Below- SED	35.1 Points Below Standard- All Students (increase 12.1 points) 128.8 Points Below - SWD	30 Points Below Standard- All Students (increase 5.2 points) 130.2 Points Below - SWD (decrease 1.4 points)	35 Points Below Standard- All Students 100 Points Below - SWD 56 Points Below- SED	All Students - increase 17.2 points SWD - Increase 1.7 points SED - Increase 11.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		105.9 Points Below- EL 138.1 Points Below- LTEL (new baseline from 2024 Dashboard) * Foster Youth subgroup data not available due to small group size (0) 2023 Dashboard	(increase 3.1 points) 42.8 Points Below- SED (increase 23.7 points) 94 Points Below- EL (increase 11.8 points) 138.1 Points Below- LTEL (new baseline) * Foster Youth subgroup data not available due to small group size 2024 Dashboard	55 Points Below- SED (decrease 12.2 points) 95.1 Points Below- EL (increase 1.1 points) 152.4 Points Below- LTEL (Decrease 14.4 points) * Foster Youth subgroup data not available due to small group size 2025 Dashboard	90 Points Below- EL 56 Points Below- FY	EL- Increase 10.8 points LTEL- decreased 14.3 from 2024 established baseline * Foster Youth subgroup data not available due to small group size
1.4	CAASPP Math Results % of student meeting or exceeding standard (Grades 3-8) https://caaspp-elpac.ets.org/caaspp/	32.31% of All Students 6.66% of SWD 24.24% of SED 8.57% of EL 0% of LTEL (new baseline in 2025) * Foster Youth subgroup data not	36.73% -All Students (increase 4.42%) 13.33% of SWD (increase 6.67%) 33.21% of SED (increase of 8.97%) 3.13% of EL (decline of 5.44%)	38.85% -All Students (increase 2.12%) 18.42% of SWD (increase 5.09%) 27.63% of SED (decrease of 5.58%) 3.23% of EL (increase of .10%)	45 %- All Students 15% - SWD 34 %- SED 20 %- EL 34 %- FY	All Students - increase 6.54% SWD - increase 11.76% SED - increase of 3.39% EL - decline of 5.34% LTEL - New baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		available due to small group size (0) 2023 Data	* LTEL, Foster Youth subgroup data not available due to small group size (0) 2024 Data	0% of LTEL (new baseline) * Foster Youth subgroup data not available due to small group size (0) 2025 Data		established in 2025; comparison not yet available. Foster Youth subgroup data not available due to small group size (0)
1.5	CAASPP Science (CAST) Results Average Science Points, (Grades 5 and 8 Only) Locally Calculate from ETS Reports (2023) CA School Dashboard (beginning 2024)	12.4 Points Below Standard All Students 17 Points Below Standard SED * EL *SWD * FY *Subgroup data not available due to small group size 2023 Data 13 Points Below- Hispanic (new baseline- 2024 data) 6.7 Points Below- White (new baseline- 2024 data)	10.8 Points Below Standard- All Students (increase 0.6 points) 13 Points Below- Hispanic (increase 3.3 points) 6.7 Points Below- White (increase 18.3 points) 35.5 Points Below - SWD (decrease 12.3 points) 10.5 Points Below- SED (increase 5.6 points) 24.8 Points Below- EL (increase 5.6 points)	53.1 science Points- All Students 50 science Points- Hispanic (new baseline) 57.3 science Points - White (new baseline) 45.8 science Points - SWD (new baseline) 50.1 science Points- SED (new baseline) 47.6 science Points - EL (new baseline) * Afr. Americ. LTEL, Foster Youth subgroup data not available due to small group sizes	58.1 science points - All Students 55 science Points- Hispanic (new baseline) 62.3 science Points - White (new baseline) 50.8 science Points - SWD (new baseline) 55.1 science Points- SED (new baseline) 52.6 science Points - EL (new baseline) * Afr. Americ. LTEL, Foster Youth subgroup data not available due to small group sizes	New Science Points baseline established using 2025 Dashboard results; comparison with historical DFS outcomes is not applicable.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			* Afr. Americ. LTEL, SWD, Foster Youth subgroup data not available due to small group sizes 2024 Dashboard	2025 Dashboard Beginning with the 2025 Dashboard, this metric uses Science Points. The 2025 outcomes establish the baseline for the revised measure. Historical Distance from Standard results are retained for reference and are not directly comparable.		
1.6	CAASPP Science (CAST Results) % of students meeting or exceeding standards (Grades 5 and 8 Only) https://caaspp-elpac.ets.org/caaspp/	30.92% of All Students 23.07% of SWD 26.15% of SED *% of EL *% of FY *Subgroup data not available due to small group size 2023 Data	30.77% of All Students (decrease .15%) 0% of SWD (decrease 23.07%) 32.29% of SED (increase 5.14%) 0% of EL (new baseline) FY, LTEL Subgroup data not available due to small group size	30.24% of All Students (decrease .53%) 25% of SWD (increase 25%) 22.98% of SED (decrease 9.31%) EL, FY, LTEL Subgroup data not available due to small group size 2025 Data	40%- All Students 33% - SWD 37%- SED 33%- EL 37%- FY	All Students - decrease .68% points SWD - decrease 1.93% points SED - increase 3.17% points EL not reported in 2025 due to small group size

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 Data			
1.7	English Learner Reclassification Rate CALPADS Report	16.33% of EL students reclassified. 2023-24 Data used as baseline.	45% of students (locally calculated) reclassified in 2024-25	45% of students (locally calculated) reclassified in 2025-26	40% of EL Students Reclassified	No change from 2025. +28.67 from baseline.
1.8	English Learner Proficiency Indicator % of EL students making progress CA School Dashboard	67.4% of English Learners Made Progress * LTEL Rates not reported until 2024 Dashboard. Those results will be used for new baseline data. 2023 Dashboard	36.8% of English Learners made progress. (decline 30.6%) LTEL: 45.5% made progress; baseline established using the 2024 Dashboard. 2024 Dashboard	27.5% of English Learners made progress. (decline 9.3%) 41.7% of LTEL made progress (decline 3.8%) 2025 Dashboard	75% of EL Students Make Progress 75% of LTEL Students Make Progress	All English Learners: 39.9% decline LTEL: 3.8% decline from 2024
1.9	English Learner Proficiency Exam (ELPAC) Summative Assessment % of students scoring proficient (level 4) (EL Students Only) https://caaspp-elpac.ets.org/caaspp/	28.57% of English Learners * of LTEL *subgroup data not available due to small group size 2023 Data	15.56% of EL (decline 13.01%) LTEL data not reported due to small group size 2024 Data	EL, LTEL data not reported due to small group size 2025 Data	40% of EL Students Score 4/ Proficient 40% of LTEL Students Score 4/ Proficient	Data not reported in 2025 due to small group size
1.10	Programs and services have been developed and provided to meet the needs of unduplicated students (FY, SED, EL)	100% of Students 2023-24	100% of Students 2024-25	100% of Students 2025-26	Maintain 100%	Goal Met: Maintain 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Student access to art, music/band, PE and other elective offerings that they self-select based on their interests. Student Schedule Evaluation					
1.11	Programs and services have been developed and provided to meet the needs of Students with Disabilities (SWD). Student access to art, music/band, PE and other elective offerings that they self-select based on their interests. Student Schedule Evaluation	100% of students 2023-24	100% of Students 2024-25	100% of Students 2025-26	Maintain 100%	Goal Met: Maintain 100%
1.12	Implementation of State Standards for all pupils, including unduplicated, ELs and special needs students. CA School Dashboard Local Indicators	Standard Met 2023 Dashboard	Standard Met 2024 Dashboard	Standard Met 2025 Dashboard	Maintain Met Status	Goal Met: Maintained Status
1.13	Degree to which students have standards-aligned instructional materials, including unduplicated students and students with special needs,	100% of Students have access. 2023-2024 Fall Board Records	100% of Students 2024-25	100% of Students 2025-26	Maintain 100%	Goal Met: Maintain 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	according to Board adopted Textbook Sufficiency Report. Annual Evaluation and Board Resolution					
1.14	All Students, including EL, SED, SWD, and Foster Youth have access to a broad course of study. CA School Dashboard Local Indicator	Standard Met 2023 Dashboard	Standard Met 2024 Dashboard	Standard Met 2025 Dashboard	Maintain Met Status	Goal Met: Maintained Status
1.15	% of teachers fully credentialed CALSAAS Report	91% of teachers were fully credentialed 2023-2024 School year	82% 2024-25	95.24% 2025-26	100% of teachers fully credentialed	Increased 4.24%
1.16	% of teachers appropriately assigned CALSAAS Report	100% of teachers were appropriately assigned 2023-2024 School year	100% 2024-25	100% 2025-26	Maintain 100%	Goal Met: Maintain 100%

Goal Analysis [2025-26]

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

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

Action 1- Standards Aligned Instructional Materials: Implemented as planned with additional materials to support mathematics due to identified gaps

Action 2- Instructional Programs and Assessments: Implemented as planned with no unusual challenges or successes

Action 3- Instructional Support Staff: Implemented as planned with no unusual challenges or successes. Vacant positions did not impact implementation, as other team members picked up actions and services.

Action 4- Technology Access for Students: Implemented as planned with a little bit of challenge keeping aide positions filled and no unusual successes

Action 5- Professional Development: We successfully implemented this with limited cost to the district thanks to taking advantage of Tulare County Office of Education provided trainings and our Title III Consortium.

Action 6- Professional Learning Community Supports: Successfully implemented, but done during the duty day, so there was no extra duty pay associated with it.

Action 7- Highly Qualified Teaching Staff: We did not implement this as the anticipated need wasn't there. None of our teachers were eligible for this mentoring in 2025-26

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

Action 1- Standards Aligned Instructional Materials: Underspent by 83% due to less than anticipated needs and use of surplus materials from the prior school year.

Action 2- Instructional Programs and Assessments: Overspent by approximately $48,700 due to renewal of subscriptions for online resources and interventions

Action 3- Instructional Support Staff: Underspent due to some vacant positions

Action 5- Professional Development: Overspent by $8521 due to increases in health and welfare/ salaries for extra duty to attend trainings and increased PD fees

Action 6- Professional Learning Community Supports: Underspent by 100% due to use of contracted time rather than extra duty for PLC's

Action 7- Highly Qualified Teaching Staff: Underspent by 100% due to no interns or induction needs for current staff this year.

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

Actions 1.1—Standards-Aligned Instructional Materials; 1.2—Instructional Programs and Assessments; and 1.3—Instructional Support Staff: These coordinated supports demonstrated mixed effectiveness. Metrics 1.1 and 1.3 show overall improvement from baseline of 9.4 points in ELA and 17.2 points in mathematics. However, ELA declined for students with disabilities and LTEL students, and mathematics declined from Year 1 for several student groups. Materials, assessment-informed instruction, and interventions require continued review to address these needs.

Action 1.4—Technology Access for Students: Technology access and device maintenance continued, demonstrating implementation. However, Metric 1.13 measures instructional-material sufficiency rather than technology outcomes.

Action 1.5—Professional Development: Effectiveness was mixed. Metrics 1.1 and 1.3 show overall ELA and mathematics improvement from baseline, but subgroup declines indicate that training is still needed to close gaps.

Action 1.6—Professional Learning Community Supports: Effectiveness was mixed. Overall ELA and mathematics improved, but subgroup results remained uneven. Metric 1.8 shows English learner progress declined by 39.9 percentage points from baseline and LTEL progress declined by 3.8 percentage points from the 2024 baseline. These results support further review of ELD instruction and intervention practices.

Action 1.7—Highly Qualified Teaching Staff: Effectiveness could not be evaluated because no teachers required the planned mentoring or induction services and the action was not implemented. Improvements in credentialing and maintained appropriate assignment cannot be attributed to this action.

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.

No changes were made to the overall goal, as the conditions from 2023 have not substantially changed and we need to continue to focus on academic success in these areas for unduplicated students.
Metric 1.5 was revised to use Science Points, with 2025 Dashboard results establishing a new baseline. Historical Distance from Standard results are retained for reference and are not directly comparable.
Action budgets were adjusted to reflect prior expenditure patterns, anticipated service costs, and inflation.
Year 3 science targets were revised to use Science Points, applicable subgroup baselines and targets were completed, and current-difference calculations were corrected.

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	Standards-Aligned Instructional Materials	Provide supplemental instructional materials that are culturally representative and support the instruction and student progress towards standards achievement. Evaluate core materials to determine additional materials needed to meet the needs of English Learner, SED, FY, and Students with Disabilities. This goal addresses the CDE Dashboard indicator for Students with Disabilities in ELA and English Learners in Mathematics- which were both "Red" on the 2023 CA School Dashboard.	$99,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Instructional Programs and Assessments	Provide data support programs that assist teachers in evaluating student progress, creating reports to analyze instructional effectiveness, target state standards proficiency, and develop groups for differentiation based on student needs. Programs include: Lexia/ Reading PLUS TK-8, IXL TK-8 Math and ELA, Accelerated Reader (STAR), NWEA, Typing Club in TK-6, and TCOE ERS Library services membership. This goal addresses the CDE Dashboard indicator for Students with Disabilities in ELA and English Learners in Mathematics- which were both "Red" on the 2023 CA School Dashboard.	$85,000.00	Yes
1.3	Instructional Support Staff	Hire, Train, and maintain highly qualified Intervention Instructional Aides to assist in classroom supports, differentiation, and interventions for at risk students, particularly targeted at Foster Youth, EL, SED, and SWD students. This goal addresses the CDE Dashboard indicator for Students with Disabilities in ELA and English Learners in Mathematics- which were both "Red" on the 2023 CA School Dashboard. Title I will be used as well	$180,000.00	Yes
1.4	Technology Access for Students	Provide technology devices and support for instructional use by students as well as standards aligned digital content. Expenses include Chromebooks, software licenses, computer technician services, GoGuardian safety licenses. Students in grades 2-8 will have Chromebooks and students in grades TK-1 will have access to their standards aligned content via I-Pads.	$100,000.00	Yes
1.5	Professional Development	Provide instructional staff with training and coaching support in the areas of English Language Development Instructional strategies and design, Designated Language Acquisition programs, Inclusion strategies for SWD,	$15,129.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Universal Design for Learning, and evidence-based math instructional strategies and supports. Title II		
1.6	Professional Learning Community Supports	Provide data maintenance, instructional results/ assessment reporting, and training support for Professional Learning Communities with the Learning Director position.	$10,000.00	Yes
1.7	Highly Qualified Teaching Staff	Provide new teachers with a solid induction program designed to support instruction, classroom management, and help them meet all state requirements for clearing their credentials if needed. Costs include program fees and supplies.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will learn in a safe, positive learning environment where they feel supported, engaged, and connected to their school.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We are proud of the work the Liberty team of educators, parents, and students have done in this area, during the last 3 year LCAP. Attendance is near Pre-COVID rates, suspensions are low for all student groups, and connectedness is rising again. We would like to continue to support these positive results and also increase the overall percent of parents (82%) and students (78.5%) feeling safe at school. Additionally, we want to increase the % of parents feeling engaged in decision making processes and feeling their input is valued (currently 83%)

By continuing the course and making minor adjustments to actions, we believe we can make Liberty an even better environment for all.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism Rate CA School Dashboard	9.1% All Students 11.1% EL Student Group 11.8% SED Student Group 11.5% SWD Group 9.9% White Student Group	5% All Students (improved 4.1%) 7.7% EL (improved 3.4%) 16.7% LTEL (new baseline) 7.1% SED (improved 4.7%)	6.6% All Students (increase 1.6%) 9.8% EL (increase 2.1%) 7.1% LTEL (decrease 9.5) 10% SED (increase 2.8%)	2% All Students 3% EL Student Group 3% SED Student Group 3% SWD Group 2% White Student Group	All Students - Improved 2.5% EL - Improved 1.3% LTEL - Improved 9.6% over 2024 baseline SED - Improved 1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Dashboard 16.4% LTEL 2024 Baseline established 2024 Dashboard	7.5% SWD (improved 4%) 2.7% White (improved 7.2%) 2024 Dashboard	8.5% SWD (increase 1%) 4.7% White (increase 2%) 2025 Dashboard	8% LTEL Group (New as of 2024)	SWD - Improved 3% White -Improved 5.2%
2.2	Student Suspension Rate % of students suspended 1 day or more during the school year. CA School Dashboard	0.4% All Students 0% EL Student Group 0.3% SED Student Group 0% SWD Group 2023 Dashboard 5.6%- LTEL 2024 Baseline established	1.2% All Students (increase 0.8%) 1.5% EL (increase 1.5%) 5.6% LTEL- (New Baseline) 1.8% SED (increase 1.5%) 1.9% SWD (increase 1.9%) 2024 Dashboard	0.9% All Students (decrease .03%) 5% EL (increase .5%) 7.1% LTEL (increase 1.6%) 1.8% SED (decrease 0.4%) 1.2% SWD (decrease 0.6%) 2025 Dashboard	0% All Students 0% EL Student Group 0% SED Student Group 0% SWD Group 0% LTEL Group (New as of 2024)	All Students - Increase 0.5% EL - Increase 3.5% LTEL - increased 1.6% over 2024 baseline SED - Increase 1.5% SWD - Increase 1.2%
2.3	School Attendance Rate (Average Daily %) P-2 Report	96.1% 2023-24 P-2 Report	93.31% Through P2 Reporting Locally Calculated 2024-25	96.5% Through P2 reporting Locally Calculated 2025-26	97% Attendance Rate	Increased 0.4%
2.4	Promotion of Parent involvement including parents of unduplicated students and Students with Disabilities.	100% Attendance at IEP Meetings 97% Attendance rate at Teacher Conferences 2023-2024 School Year	100% IEP attendance 98.5% Teacher Conference attendance	100% Attendance at IEP Meetings 97.4% Attendance rate at Teacher Conferences	Maintain 100% at IEP Meetings 98% Attendance at Teacher Conferences	Goal Met: Maintained 100% for IEP attendance and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024-25	2025-26 School Year		Increased 0.4% Parent Conference attendance
2.5	Students, Teachers, and Parents feel school is a safe environment. Annual Survey	87% of Parents agree/ strongly agree 89% of Teachers 77% of Students 2023-2024 School Year	Parent: 86% Teachers: 99% Students: 98% 2024-25	93.8% of Parents agree/strongly agree 96.5% of Teachers 84.5% of Students 2025-2026 School Year	95% of Parents agree/ strongly agree 95% of Teachers 90% of Students	Goal Met for teachers Parents increased 6.8% Teachers: 7.5% Students: 7.5%
2.6	Students, Teachers, and Parents feel connected to the school. Annual Survey	92% of Parents agree/ strongly agree 84% of Teacher 68% of Students 2023-2024 School Year	Parents: 84% Teachers: 99% Students: 96.9% 2024-25	97.9% of Parents agree/strongly agree 100% of Teachers 75.3% of Student 2025-2026 School Year	95% of Parents agree/ strongly agree 95% of Teachers 80% of Students	Goal met for parents/ teachers. Parents increased 5.9% Teachers: 16% Students: 7.5%
2.7	Middle School Dropout Rate CALPADS	0% 2022-2023 School Year	0% 2023-24	0% 2024-25	Maintain 0%	Goal Met: 0% Maintained
2.8	Maintenance of School Facilities Annual FIT Report	"Exemplary" Score 2022-2023 FIT Report	Exemplary Maintained 2024-25	Exemplary Maintained 2025-26	Maintain Exemplary Score	Goal Met: Exemplary Maintained
2.9	School Effort to seek parent input for the school and the district programs.	93.9% of Parents Agree/Strongly Agree they receive adequate information regarding	94% 2024-25	89.6% of Parents agree/strongly agree they receive adequate	99% of Parents Agree/Strongly Agree	Decreased 4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent Survey	parent meetings/activities, and workshops. 2023-2024 School Year		information regarding parent meetings/activities, and workshops. 2025-2026 School Year		
2.10	Student Expulsion Rate CALPADS annual report	0% of students expelled 2023-2024	0% 2023-24	0% 2024-25	Maintain 0% of students expelled	Goal Met: 0% Maintained

Goal Analysis [2025-26]

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

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

Overall, we successfully implemented the actions in Goal 2.

Action 1: Coordination of Student Support Services: Successfully implemented as planned. No relevant challenges.
Action 2: Intervention Classroom: Successfully implemented as planned and successfully providing behavioral interventions. No relevant challenges.
Action 3: Health Services: Successfully implemented as planned. No relevant challenges.
Action 4: Parent Engagement: Successfully implemented as planned. No relevant challenges.
Action 5: Safety Training/equipment/ facilities/ improvements/ materials: Successfully implemented as planned. Challenges include increased costs for services and materials.

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

Action 1- Coordination of Student Support Services: Overspent by approximately $62,093 due to additional classroom support staff provided
Action 2- Intervention Classrooms: Overspent by 33.4% due to higher salary costs
Action 3- Health Services- Underspent by10.5% due to less need than anticipated for intensive medical support services
Action 4- Overspent by 81.6% due to increased use of events to attract parents and less donated items than anticipated
Action 5- Overspent by 13.4% due to more need than anticipated for updating equipment and trainings.

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

Action 1: Coordination of Student Support Services: This action was effective in year one, reducing chronic absenteeism significantly overall and for all subgroups. In year, two, the rate inched back up, but remains significantly lower than baseline. Connectedness increased greatly this year for parents, and teachers were at an all time high of 100%, but students fell and we will need to examine the cause of that drop.
Action 2: Intervention Classroom: This action was effective in reducing chronic absenteeism year one, but in year two the figures inched up slightly and will need to be monitored.
Action 3: Health Services: This action was effective in reducing chronic absenteeism year one, but in year two the figures inched up slightly and will need to be monitored.
Action 4: Parent Engagement: Effectiveness was mixed. Parent connectedness increased to 97.9% under Metric 2.6. However, Metric 2.9 shows that parents reporting adequate information declined from 93.9% at baseline to 89.6%. Metric 2.4 shows maintained 100% IEP attendance, while conference attendance reached 97.4%, below the 98% target.
Action 5: Safety Training/equipment/ facilities/ improvements/ materials: Metric 2.5 shows safety perceptions improved from baseline for all groups. However, only teachers met the target: parents reported 93.8% against a 95% target, teachers 96.5% against 95%, and students 84.5% against 90%. Teacher and student safety perceptions declined from Year 1. Overall successful in maintaining high feelings of security/ safety.

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.

No changes were made to this goal, action, and metrics- as the conditions that existed in 2023 when we created the three year plan are still present and we will continue to focus on this area as a district.

Budgeted amounts were changed to align with 2026-27 anticipated budget. Metric entries were corrected to reconcile baseline values, reporting periods, calculated differences, and target-attainment statement.3.

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	Coordination of Student Support Services	Provide designated staff to connect families with community resources to support student health, wellness, attendance and education. Ensure that there is a continuum of social-emotional, behavioral and mental health supports/resources, and the process for accessing it is clear so that all schools and families, including those with students experiencing homelessness and foster youth, know how to access them.	$429,820.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Principal to conduct home visits, phone calls, and support to students, parents, and families. Social Worker to support and assist with improving parent and family involvement. School Climate, Child Welfare, and Attendance Clerk to provide to the school in the development of programs that improve school attendance and reduce chronic absenteeism.		
2.2	Intervention Classroom	Support an intervention classroom program that provides academic, behavioral, and mental health services for high needs students.	$179,850.00	Yes
2.3	Health Services	Provide health services to students including screenings, condition monitoring, liaison with medical professionals for in-school care, consultation with parents for attendance supports and medical history information that may affect students in the school environment. Include mental health services via counseling and other support staff.	$180,000.00	Yes
2.4	Parent Engagement	Provide informational and educational materials, resources, and workshops for parents to support student success in school. Provide social worker outreach program to connect families to resources in the community that can assist in eliminating barriers to good attendance. Hold events recognizing student achievements, so families can partner with school staff to celebrate success.	$2,000.00	Yes
2.5	Safety Training, equipment, facilities improvements, and materials.	Maintain campus safety. Invest in additional safety training, such as Stop the Bleed, and other measures and devices to ensure all students, staff, and families feel safe on campus.	$36,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$975,619	$0

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
9.495%	1.078%	$105,713.04	10.573%

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:** Standards-Aligned Instructional Materials **Need:** CAASPP ELA Data 2023-24 10.4 Points Below Standard- All Students 103.2 Points Below - SWD 27.4 Points Below- SED 51.0 Points Below- EL	This goal addresses the CDE Dashboard indicator for Students with Disabilities in ELA and English Learners in Mathematics- which were both "Red" Supplemental materials allow teachers to add from sources that meet students identified needs for differentiated instruction and diversity representation, particularly needed among our rural SED and English Learner populations.	#1.1- CAASPP ELA - SED, SWD, and EL Scores #1.3 -CAASPP Math- SED, SWD and EL Scores

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
	* Foster Youth subgroup data not available due to small group size (0) Math Data 47.2 Points Below Standard- All Students 131.9 Points Below - SWD 66.4 Points Below- SED 105.9 Points Below- EL * Foster Youth subgroup data not available due to small group size (0) As teachers re-examine the needs of SED, and EL learners, new needs arise, and the current curriculum is extremely out of date due to state deferments of adoptions. Unable to utilize the core materials at times, to meet diverse student needs and differentiation, supplemental materials are identified to address specific standards, skills, and diversity representations for instruction. **Scope:** LEA-wide	Additionally, the EL and SED students further benefit from their peers having wider exposure to diverse experiences and needs - to gain a better understanding, compassion, and wider world view. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
1.2	**Action:** Instructional Programs and Assessments **Need:** CAASPP ELA Data 2023-24 10.4 Points Below Standard- All Students 103.2 Points Below - SWD 27.4 Points Below- SED 51.0 Points Below- EL	Provides data systems allow everyone to assess quickly, access data reports, and create grouping reports to differentiate Tier II and Tier III instruction. They also allow PLC's the necessary common data reports to analyze instructional effectiveness and plan interventions/ reteaching within their teacher group(s). In order to most effectively and efficiently implement this action to address the need of	#1.1- CAASPP ELA - SED, SWD, and EL Scores #1.3 -CAASPP Math- SED, SWD and EL Scores

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
	* Foster Youth subgroup data not available due to small group size (0) Math Data 47.2 Points Below Standard- All Students 131.9 Points Below - SWD 66.4 Points Below- SED 105.9 Points Below- EL * Foster Youth subgroup data not available due to small group size (0) Professional Learning Communities and MTSS, two evidence based educational practices, rely on current, actionable data to drive instruction and plan differentiation. The gaps in performance for our SED and EL students require focused differentiation based on current data for classroom teachers to respond and interventionists to communicate with core instructors for partnered and customized services for each student. **Scope:** LEA-wide	Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.3	**Action:** Instructional Support Staff **Need:** CAASPP ELA Data 2023-24 10.4 Points Below Standard- All Students 103.2 Points Below - SWD 27.4 Points Below- SED 51.0 Points Below- EL	Provides highly qualified staff to support teachers in providing interventions and Tier One scaffolding during instruction for unduplicated students. Our unduplicated learners have very diverse learning needs that are a challenge for our staff to meet without additional classroom instructional staffing. Additional instructional staff is necessary to increase the targeted instructional interventions	#1.1- CAASPP ELA - SED, SWD, and EL Scores #1.3 -CAASPP Math- SED, SWD and EL Scores

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
	* Foster Youth subgroup data not available due to small group size (0) Math Data 47.2 Points Below Standard- All Students 131.9 Points Below - SWD 66.4 Points Below- SED 105.9 Points Below- EL * Foster Youth subgroup data not available due to small group size (0) Our unduplicated learners have very diverse learning needs that are a challenge for our staff to meet without additional classroom instructional staffing. Additional instructional staff is necessary to increase the targeted instructional interventions with small group and 1:1 supports as well as in-classroom support during Tier One instruction. As a small school in a rural, poorer area, we struggle to hire and retain highly qualified instructional staff. Socioeconomically disadvantaged and English Learners are among the groups most often represented in these settings, and that is true at Liberty as well. **Scope:** LEA-wide	with small group and 1:1 supports as well as in-classroom support during Tier One instruction. Ensuring aides meet the highly qualified state standards, remain in their positions after training in intervention programs, and feel supported by the school is important to effective intervention programs. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.4	**Action:** Technology Access for Students **Need:**	Ensuring all students have technology devices that can access online curriculum, Google Classroom, and allow them to complete writing and other assignments is fundamental to equity for all	#1.13- Degree to which students have standards-aligned instructional materials

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
	100% of Students have access to standards-aligned instructional materials 2023-2024 Fall Board Records SED and English Learner families report less reliable access to WiFi services and computers. Many access the internet from their cell phones as a regular source, which doesn't allow students equity for homework assignments and technology-based learning applications due to the size of the screen, keyboarding limitations, etc. Our instructional materials are often supported with cloud-based applications and are sometimes wholly on the computer. Staff notes the need to continue ensuring all students have adequate access on appropriate technology to instructional materials. **Scope:** LEA-wide	students and is targeted specifically to the needs of the SED and EL student groups. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
1.5	**Action:** Professional Development **Need:** CAASPP ELA Data 2023-24 10.4 Points Below Standard- All Students 103.2 Points Below - SWD 27.4 Points Below- SED 51.0 Points Below- EL * Foster Youth subgroup data not available due to small group size (0)	Provides quality professional development to our instructional team, to strengthen their supports for unduplicated student needs in Tier One, Tier Two, and Tier Three academic programs. Teacher quality and professional development have been shown through research to have the strongest effect on student performance. By selecting evidence-based instructional practices designed to meet the needs of unduplicated students, and reinforcing those learnings with coaching and classroom walkthroughs, we will be	#1.1- CAASPP ELA - SED, SWD, and EL Scores #1.3 -CAASPP Math- SED, SWD and EL Scores

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
	Math Data 47.2 Points Below Standard- All Students 131.9 Points Below - SWD 66.4 Points Below- SED 105.9 Points Below- EL * Foster Youth subgroup data not available due to small group size (0) Teachers and administrators report a need for targeted trainings to help them support at-risk student needs and particularly focused on the very diverse needs of unduplicated students, particularly English Learners and SED as well as Students with Disabilities. As a small, rural school district our teachers have less exposure to instructional strategy expertise and development, without targeted funding and planning by the district. **Scope:** LEA-wide	providing staff with quality professional development and supports to meet student needs. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.6	**Action:** Professional Learning Community Supports **Need:** CAASPP ELA Data 2023-24 10.4 Points Below Standard- All Students 103.2 Points Below - SWD 27.4 Points Below- SED 51.0 Points Below- EL	Provides support staff to maintain the data and technology systems needed to address unduplicated student needs. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#1.8- ELPI results #1.1- CAASPP ELA - SED, SWD, and EL Scores #1.3 -CAASPP Math- SED, SWD and EL Scores

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
	* Foster Youth subgroup data not available due to small group size (0) Math Data 47.2 Points Below Standard- All Students 131.9 Points Below - SWD 66.4 Points Below- SED 105.9 Points Below- EL * Foster Youth subgroup data not available due to small group size (0) ELPI Results 2023-24 67.4% of English Learners Made Progress Professional Learning Communities and MTSS, two evidence based educational practices, rely on current, actionable data to drive instruction and plan differentiation. The gaps in performance for our SED and EL students require focused differentiation based on current data for classroom teachers to respond and interventionists to communicate with core instructors for partnered and customized services for each student. The necessary data systems require additional knowledge, training, and manpower to make them easily accessible to staff, train the staff to access them, and ensure data is accurate and current so PLC's can get what they need, when they need it. Additional staffing is needed for this. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	**Action:** Highly Qualified Teaching Staff **Need:** 91% of teachers were fully credentialed 2023-2024 School year As a small, rural school district, we often struggle to hire fully credentialed teacher in this current state-wide teacher shortage. While we do hire strong candidates, they are often completing their credential coursework while starting as an intern or other category lower than fully credentialed. Teacher quality is the primary, research-based indicator of student performance. In order to support our new teachers in developing the skills in diverse teaching practices that are needed by our unduplicated students and their interventions, we must support their ongoing learning. **Scope:** LEA-wide	Provides support for new teachers to increase understanding and use of instructional strategies, curriculum tools, parent engagement strategies, and assist the site in meeting state requirements for teacher standards when needing to hire intern and other teachers still completing their credentials. Having fully credentialed teachers benefits SED and EL students and data shows it can make the difference in closing the equity gaps for these student groups. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#1.15- % of teachers fully credentialed
2.1	**Action:** Coordination of Student Support Services **Need:** Chronic Absenteeism Rates	This action includes staff that can bridge the home to school partnership by offering resources and eliminating barriers to school attendance as well as supporting the entire family through services to promote wellness and success in our community overall.	#2.6- % of parents feeling connected to school #2.1- Chronic Absenteeism rate (SED/ EL/ SWD)

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
	9.1% All Students 11.1% EL Student Group 11.8% SED Student Group 11.5% SWD Group 9.9% White Student Group 2023 Dashboard In analyzing the results, it was found that more supports are needed for our unduplicated students to support their families and eliminate attendance barriers. Additionally, communication of the importance of school attendance, absence effects on student achievement, and legal requirements was seen as a need, with additional staffing required to accomplish this in a meaningful way with families. Studies show the benefits of effective home-school communication include improved academic achievement, a more positive attitude toward learning, feelings of empowerment/confidence, regular class attendance, and higher parental expectations. **Scope:** LEA-wide	In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
2.2	**Action:** Intervention Classroom **Need:** Chronic Absenteeism Rates 9.1% All Students	Provides onsite services designed to support increased reports of anxiety, mental health issues, behavioral health issues, and intensive academic gaps.	#2.1- Chronic Absenteeism rate (SED/ EL/ SWD)

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
	11.1% EL Student Group 11.8% SED Student Group 11.5% SWD Group 9.9% White Student Group 2023 Dashboard A majority of our special education students are also identified as Socioeconomically disadvantaged. Post COVID there has been a severe rise in social, emotional, behavioral, and academic challenges that require more intensive services. These unduplicated families have shared a need for additional counseling and behavioral supports and a lack of access to these services based on income, transportation issues, etc. **Scope:** LEA-wide	In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
2.3	**Action:** Health Services **Need:** Chronic Absenteeism Rates 9.1% All Students 11.1% EL Student Group 11.8% SED Student Group 11.5% SWD Group 9.9% White Student Group 2023 Dashboard	Provides staff for on-site medical supports, liaison with off-site medical offices to manage student care/ health plans on campus, and keeps students in school during minor health issues (colds, allergies, asthma, diabetes, etc.) In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#2.1- Chronic Absenteeism rate (SED/ EL/ SWD)

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
	SED and EL families report barriers to attaining basic health consultations and advice that would help manage student care at school and reduce absenteeism. **Scope:** LEA-wide		
2.4	**Action:** Parent Engagement **Need:** Report feeling connected to school 92% of Parents agree/ strongly agree 84% of Teacher 68% of Students 2023-2024 School Year Teachers and unduplicated families indicate the need for SED and EL families to feel welcome on the school campus and to develop trusting and positive relationships that promote partnering for student achievement. **Scope:** LEA-wide	By increasing the contact time with parents, we increase communication and positive relationships with staff, letting parents know they are welcome and important educational partners. In addition, we provide information that helps them support their child through various stages of development and learning needs. Reduces hesitancy for SED and EL parents in interactions with school staff by increasing relationship opportunities. Improves relationships and communication to advance partnerships for student achievement. Provides time together and shared experiences between students, teachers, and parents to promote positive relationships. Provides education for parents on topics such as safety, literacy, and supporting their student's social-emotional needs.	#2.6 Percent of parents, staff, and students who report feeling connected to school.
2.5	**Action:** Safety Training, equipment, facilities improvements, and materials. **Need:** Reported feeling "safe" at school: 82% of Parents agree/ strongly agree	Provides additional safety equipment, training, and services to address the needs identified by the unduplicated students and parents regarding feelings of safety on campus. In order to increase student and parents feeling of safety on campus, and maintain teacher feelings	#2.5- Parent, student, teacher feelings of safety on campus.

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
	100% of Teacher 78.5% of Students Identified as an area of concern, particularly for our SED parents and EL parents, this allows continued improvement of the feelings of safety in order to allow students to focus on learning and parents to focus on positive engagement with the school. **Scope:** LEA-wide	of safety at work- continuing to update and maintain safety equipment, services, and training is needed. Areas identified by the safety committee include updated server equipment for camera systems, staff trainings, and additional security materials. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	

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.

This LCAP plan does not contain an action with a planned percentage of improved services.

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.

Liberty Elementary has an unduplicated pupil percentage below 55% and thus does not receive the additional concentration grant add-on funding.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10,274,622	975,619	9.495%	1.078%	10.573%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,087,514.00	$50,000.00	$0.00	$184,985.00	$1,322,499.00	$881,676.00	$440,823.00

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	Standards-Aligned Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$0.00	$99,700.00	$99,700.00				$99,700.00	
1	1.2	Instructional Programs and Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$82,500.00	$2,500.00	$75,000.00			$10,000.00	$85,000.00	
1	1.3	Instructional Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$124,356.00	$55,644.00	$51,644.00	$50,000.00		$78,356.00	$180,000.00	
1	1.4	Technology Access for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$55,000.00	$45,000.00	$100,000.00				$100,000.00	
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$0.00	$15,129.00	$8,500.00			$6,629.00	$15,129.00	
1	1.6	Professional Learning Community Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$10,000.00	$0.00	$10,000.00				$10,000.00	
1	1.7	Highly Qualified Teaching Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.1	Coordination of Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2027	$429,820.00	$0.00	$379,820.00			$50,000.00	$429,820.00	
2	2.2	Intervention Classroom	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2027	$0.00	$179,850.00	$179,850.00				$179,850.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2027	$180,000.00	$0.00	$140,000.00			$40,000.00	$180,000.00	
2	2.4	Parent Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.5	Safety Training, equipment, facilities improvements, and materials.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2025-2027	$0.00	$36,000.00	$36,000.00				$36,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10,274,622	975,619	9.495%	1.078%	10.573%	$1,087,514.00	0.000%	10.584 %	**Total:**	$1,087,514.00
								LEA-wide Total:	$1,087,514.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Standards-Aligned Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,700.00	
1	**1.2**	Instructional Programs and Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
1	**1.3**	Instructional Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,644.00	
1	**1.4**	Technology Access for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	**1.5**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,500.00	
1	**1.6**	Professional Learning Community Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	**1.7**	Highly Qualified Teaching Staff	Yes	LEA-wide	English Learners Foster Youth	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.1**	Coordination of Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$379,820.00	
2	**2.2**	Intervention Classroom	Yes	LEA-wide	Low Income	All Schools	$179,850.00	
2	**2.3**	Health Services	Yes	LEA-wide	Low Income	All Schools	$140,000.00	
2	**2.4**	Parent Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$2,000.00	
2	**2.5**	Safety Training, equipment, facilities improvements, and materials.	Yes	LEA-wide	English Learners Low Income	All Schools	$36,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,240,170.00	$1,323,279.91

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**	Standards-Aligned Instructional Materials	Yes	$20,000.00	$7,002
1	**1.2**	Instructional Programs and Assessments	Yes	$85,000.00	$133,700
1	**1.3**	Instructional Support Staff	Yes	$216,000.00	$163,037
1	**1.4**	Technology Access for Students	Yes	$75,000.00	$72,960
1	**1.5**	Professional Development	Yes	$8,500.00	$17,021
1	**1.6**	Professional Learning Community Supports	Yes	$10,000.00	0
1	**1.7**	Highly Qualified Teaching Staff	Yes	$5,000.00	0
2	**2.1**	Coordination of Student Support Services	Yes	$429,820.00	$491,913.13
2	**2.2**	Intervention Classroom	Yes	$179,850.00	$240,000
2	**2.3**	Health Services	Yes	$180,000.00	$161,137
2	**2.4**	Parent Engagement	Yes	$2,000.00	$3,632.78

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Safety Training, equipment, facilities improvements, and materials.	Yes	$29,000.00	$3,2877

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$909,191	$970,170.00	$889,934.78	$80,235.22	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	Standards-Aligned Instructional Materials	Yes	$20,000.00	$7,002.89		
1	1.2	Instructional Programs and Assessments	Yes	$75,000.00	$32,374.18		
1	1.3	Instructional Support Staff	Yes	$46,000.00	$48,037.80		
1	1.4	Technology Access for Students	Yes	$75,000.00	$72,960		
1	1.5	Professional Development	Yes	$8,500.00	0		
1	1.6	Professional Learning Community Supports	Yes	$10,000.00	0		
1	1.7	Highly Qualified Teaching Staff	Yes	$5,000.00	0		
2	2.1	Coordination of Student Support Services	Yes	$379,820.00	$291,913.13		
2	2.2	Intervention Classroom	Yes	$179,850.00	$240,000		
2	2.3	Health Services	Yes	$140,000.00	$161,137		
2	2.4	Parent Engagement	Yes	$2,000.00	$3,632.78		
2	2.5	Safety Training, equipment, facilities improvements, and materials.	Yes	$29,000.00	$32,877		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$9,802,360	$909,191	0.882	10.157%	$889,934.78	0.000%	9.079%	$105,713.04	1.078%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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