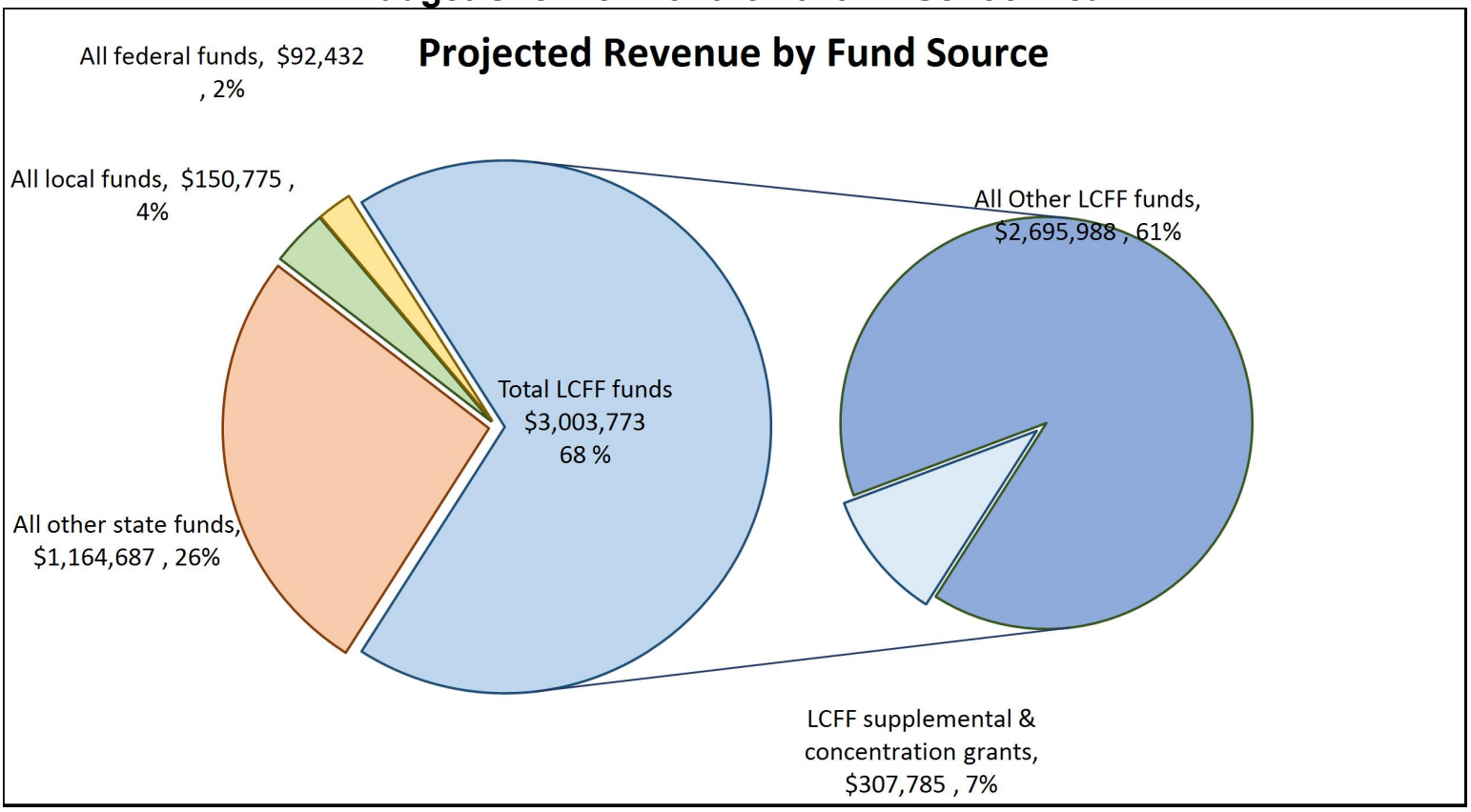
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Fort Sage Unified School District
CDS Code: 18750360000000
School Year: 2026-27
LEA contact information:
Derek Cooper
Superintendent
dcooper@lcoe.org
(530) 827-2129

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

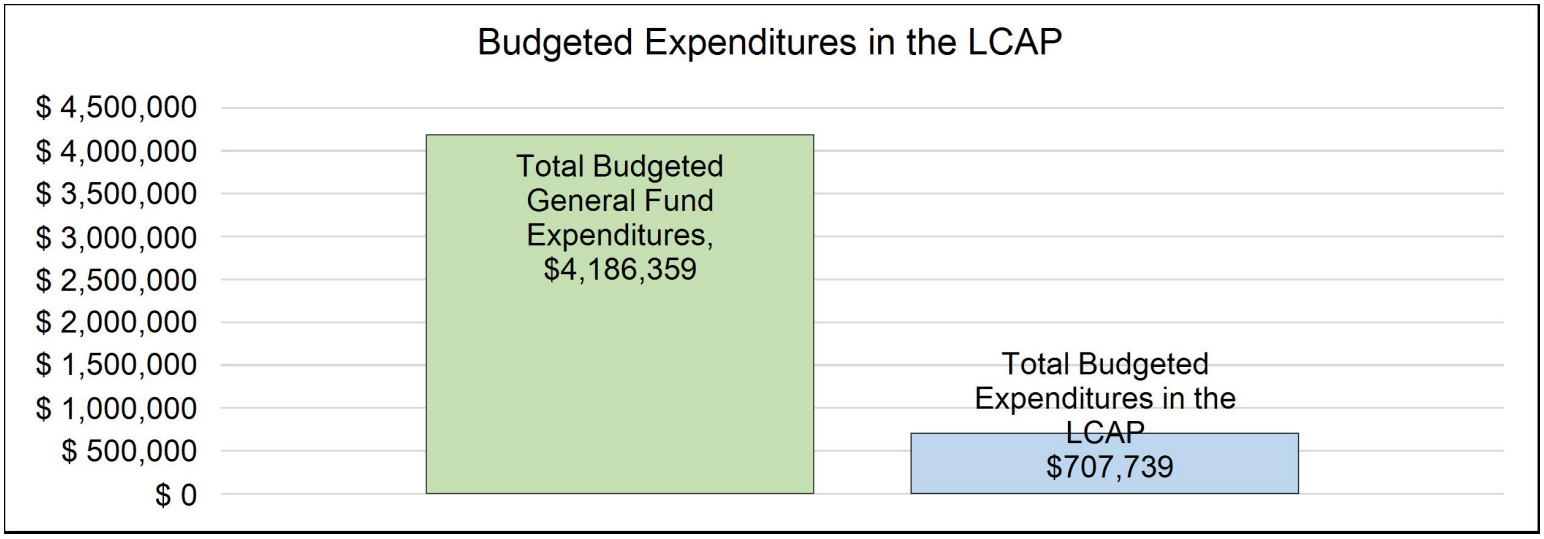


This chart shows the total general purpose revenue Fort Sage Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Fort Sage Unified School District is $4,411,667, of which $3,003,773 is Local Control Funding Formula (LCFF), $1,164,687 is other state funds, $150,775 is local funds, and $92,432 is federal funds. Of the $3,003,773 in LCFF Funds, $307,785 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 Fort Sage Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Fort Sage Unified School District plans to spend $4,186,359 for the 2026-27 school year. Of that amount, $707,739 is tied to actions/services in the LCAP and $3,478,620 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

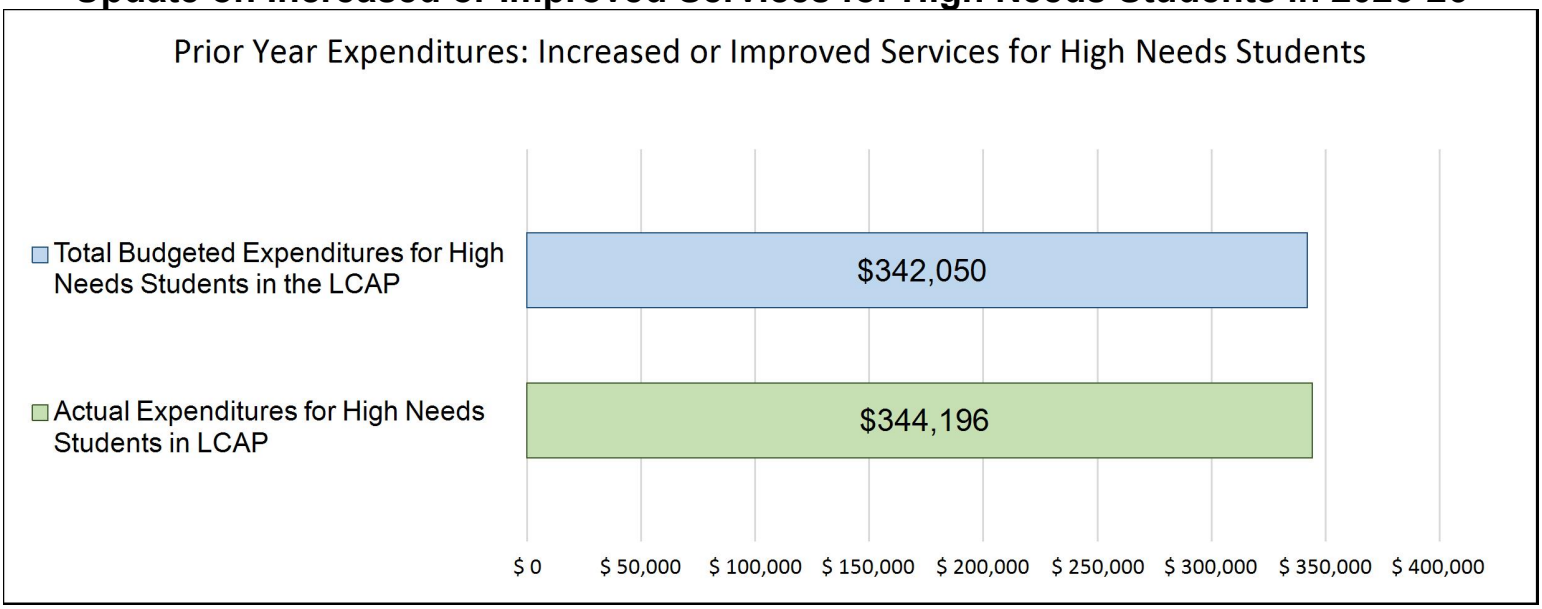
Fort Sage Unified has budgeted $4,186,359 in expenditures for the 2026-27 school year. Of that amount, $707,739 is included in the LCAP and $314,241 is specifically aimed at High Needs students in the LCAP. $3,478,620 is not included. The budgeted expenditures that are not included in the LCAP will be used for the following:
+ $850,237 Certificated Salaries
+ $525,000 Classified Salaries
+ $779,000 Employee Benefits
+ $400,000 Supplies
+ $778,276 Services including utilities
+ $146,107 Capital Expenditures

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

In 2026-27, Fort Sage Unified School District is projecting it will receive $307,785 based on the enrollment of Foster Youth, English learner, and low-income students. Fort Sage Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Fort Sage Unified School District plans to spend $314,241 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 Fort Sage Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Fort Sage Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Fort Sage Unified School District's LCAP budgeted $342,050 for planned actions to increase or improve services for high needs students. Fort Sage Unified School District actually spent $344,196 for actions to increase or improve services for high needs students 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
Fort Sage Unified School District	Derek Cooper Superintendent	dcooper@fortsage.org (530) 827-2129

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 Fort Sage Unified School District ("FSUSD" or "District") is a Transitional Kindergarten through 12th grade school district serving approximately 100 students with 12 certificated teachers and 13 classified staff. Fort Sage Unified School District is transitioning its emphasis to Career and Technical Education to correlate to the needs of the 21st Century. The district consists of three schools Sierra Primary (TK – 6), Fort Sage Middle School (7 – 8) combined with Herlong High School (9 – 12) and a charter school (Mt. Lassen Charter School). The district serves a unique population and blue collar community in rural California at the Southern portion of Lassen County. The district is situated 56 miles from Reno to the East and 40 miles from Susanville to the west. The two largest employers are the Sierra Army Depot and the Federal Corrections Institution Facility.

Our small schools are located in a rural frontier community, without local youth (Primary age) sports or activities. Families have to drive 40 miles to the closest city for youth sports/city league sports and activities. The district offers football, volleyball, and basketball, for 7-12 grade when participation numbers dictate. Herlong High School has an active Future Farmers of America (FFA) program, auto shop and welding program as well as culinary arts and sewing. Herlong High School offers 3 CTE pathways: Agriculture Science, Welding and Auto shop. Sierra Primary offers an after school program with assistance for academics and enrichment activities.

The district is in year 3 of the California Community School Model at both sites, and in 2024 received award a 5 year Community school implementation grant.

Vision Statement: We are a school community committed every day to prepare all students for success in life.

Mission Statement: Fort Sage Unified School District is committed to promoting the success of every student by providing a learning environment that will facilitate intellectual, personal and social growth. We endeavor to help students become lifelong learners and 21st Century Citizens, and to be college or career ready upon graduation.

The District is a diverse, 21st Century School. As of the 2022-23 school year based on the 2023 California School Dashboard ("Dashboard"), the District's enrollment of 101 by student group was as follows: 84.2% socioeconomically disadvantaged ("SED") or low income ("LI") students, 1% English Learners ("ELs"), 0% Reclassified Fluent English Proficient ("RFEP") students, 18.8% students with disabilities ("SWD"), 0% foster youth ("FY"), 4% homeless students. As of the 2023-24 school year, enrollment by race and ethnicity at FSUSD was 4% Black or African American, 15.8% Hispanic, 9.9% two or more races, 64.4% white, and 4% Native American. It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula ("LCFF") are for ELs, SED/LI, and FY. Of these subgroups, only SED students are a significant subgroup; however, FSUSD addresses specific actions and services for all unduplicated student groups & all students to provide equal access to a high-quality program.

Reflections: Annual Performance

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

The District has seen many areas of improvement over the last year and a half. The district office as well as the school sites have been able to run more efficiently due to a major effort in hiring new staff as well as reworking job descriptions and job assignments. Both the primary school and the Jr/Sr high school are staffed with credentialed teachers. Consistent and targeted professional development for all staff such as SEL/Mental Health, Instructional Strategy practices district wide, Universal Design for Learning, Really Great Reading curriculum and student family relationship focused meetings have been prioritized. The addition of a community school grant and coordinator, a full time Wellness Coach and a mental health counselor, as well as new furniture and flooring and signage have all led to a more positive environment and culture.

The California School Dashboard results indicate areas of progress as well as persistent challenges. While some schools demonstrated improvement in attendance and school climate, significant performance gaps remain among identified Equity Multiplier Schools and student groups.

At Sierra Primary School, both the Socioeconomically Disadvantaged (SED) student group and the White student group were in the Red performance level for Chronic Absenteeism, reflecting ongoing barriers to regular attendance. At Herlong High School, the All Students group received a Red performance level for Suspension Rate, indicating an urgent need for improvement in school climate and discipline practices.

These results reinforce the need for intensified, targeted interventions. The district will continue to implement evidence-based strategies such as enhanced attendance monitoring and family engagement, increased access to tiered social-emotional supports, expansion of restorative

practices, and staff professional development focused on positive behavior interventions. These efforts will be aligned with our Equity Multiplier to address root causes and ensure improved outcomes for the identified schools and student groups.

Challenges include are from the dashboard:

According to the 2025 CA Dashboard, FSUSD has seen an increase in chronic absenteeism by 19.5%. Socioeconomically Disadvantaged (SED)student group is in the red at 43.4% chronically absent and White (WH) student group is in the red at 52.1% chronically absent. Suspension rates increased from 6.4% to 12% suspended. SED student group is in the red at 11.3% suspended at least one day and WH student group is in the red with 12% suspended at least one day.

All Students in ELA dropped 154.4 points below standard, SED dropped 153.2 points below standard, WH dropped 172.3 below standard. All students in Math dropped 174.4 points below standard, SED dropped 175.8 points below standard, WH dropped 187.3 below standard.

Fort Sage Unified School District rates "red" in English Language Arts and Mathematics.
Fort Sage Unified School District rates "red" in chronic absenteeism.
Fort Sage Unified School District rates "red" in suspension rate for all students.
Graduation rate and college/career categories received no rating.

Fort Sage Unified has met standard in the following categories according to the California Dashboard for 2023:
Teacher, instructional materials, and facilities; Implementation of academic standards; Parent and family engagement; Access to broad course of study.

More specifically, the aforementioned strategies address the needs of students that the District serves. The majority of the students in the District are SED. The above strategies that FSUSD utilizes are designed to be effective in meeting the needs of all of the students and all of its subgroups. Specifically, the small class size helps to ensure that no student's needs are overlooked. The District provides encouragement and modeling, authentic teaching, engaging curriculum in a safe environment, while understanding the changes and challenges of the world outside our school community. The widespread use of technology and the device-to-student ratio of 1:1 closes the digital divide and gives every student the opportunity to become proficient in digital skills that are critical in the 21st century.
The district has two school sites, Herlong High & Sierra Primary that qualified for Equity Multiplier Funds. Equity Multiplier Funding: 24/25 LCAP- Sierra Primary and Herlong High qualify for Equity Multiplier. 25/26 LCAP - no school sites qualified, 26/27 Sierra Primary, Fort Sage Middle, and Herlong High School qualified for Equity Multiplier. These funds were moved into "Other State funds, Action 4.1 Staff Hiring and Retention" and fully spent for staff hire and retention of teachers for Sierra Primary and Herlong High.

The LREBG funds for 2025-2026 have not been expended. We have received $7,759. LREBG are allocated to certificated salaries supporting Action 1.1. This action was selected based on a needs assessment indicating that unduplicated pupils may need additional support to improve achievement gaps. The rationale for this action is to provide instruction and intervention during the school day to accelerate learning and ensure these students meet grade-level standards. This action is directly aligned with allowable uses of funds identified in EC Section 32526(c)(2), as it focuses on evidenced-based academic supports designed to close the achievement gaps for high-needs student groups.

FSUSD has had recent success engaging in our local community through our WASC accreditation process, site councils, athletic participation and boosters involvement and the Sierra Alliance meetings as well.

The district will continue to monitor the data on performance on the dash board, local assessments (MAPS), I Ready assessment, chronic absenteeism, suspension rates, and participation & Involvement by the community monthly by:
PLC meetings monitoring local MAPS data as well as student grades.
Chronic absenteeism and Suspension rates at monthly early warning system review meetings.
Participation and perception data from surveys and site council/WASC involvement.

Reflections: Technical Assistance

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

Per the 2025 California Dashboard, Fort Sage Unified School District was identified for Differentiated Assistance based on the performance of the SED and WH student groups in the Chronic Absenteeism and Suspension Rate indicators. A needs assessment was finished during the 24/25 school year and initial planning was developed to address student chronic absenteeism and suspension. Fort Sage will continue to utilize LCOE with review of needs assessment, establish timelines and responsibilities for data collection (looking at specific performance indicators), monitoring, and implementation of progress. Action 2.3 will support the work underway for Technical Assistance as it support decreasing the suspension and chronic absenteeism rate.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrator	The Superintendent-principal meets with the Board monthly to discuss and inform the Board with LCAP priorities.
Students, Sierra Primary and Herlong High Students	Students are surveyed each year in early spring. ASB leadership is consulted about the LCAP.
Parents	Parents were invited to a School Site Council meeting to review the LCAP, its annual performance, goals and actions, justifications for the goals and provided input on strategies that would help to reach the goals.
Teachers	Teachers provide input through surveys, weekly staff meetings, leadership meetings, PLC meetings.
Fort Sage CSEA	CSEA leadership provides input and guidance to administration based on the needs of CSEA members with respect to the LCAP.
Fort Sage CFT	CFT leadership provides input and guidance to administration based on the needs of CFT members with respect to the LCAP.
Site Council members	On May 26th 2026: Both the District Site Council team met to refine even further and finalize FSUSD LCAP
SELPA	The SELPA consulted with the district
Sierra Alliance members/Community	meetings are scheduled quarterly and reports are given
WASC advisory group	On May 26th 2026: WASC advisory group met to refine even further and finalize FSUSD LCAP

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

Throughout the development of the LCAP this year, the focus has been on continuous improvement for all students with comprehensive strategic planning particularly to address and reduce disparities in opportunities and outcomes between student groups at Fort Sage Unified School District.

However, since our most significant student group is SED, which is 29 of our students, All feedback that was influenced by educational partners focused on evidenced based strategies that were proven to increase student outcome for all students with specific attention to SED, Foster Youth, SWD, and those marginalized ethnic groups.

These same evidence based strategies are also aligned to address the equity multiplier funds of the schools in the LEA. These were discussed during meetings to ensure these were reflected in the LCAP

The goals outlined in the LCAP were developed in response to educational partner feedback, which emphasized the need to address low test scores in both English Language Arts (ELA) and Math for all students. Accordingly, the actions and metrics included in the LCAP are designed to drive improvement in these academic areas.

Additionally, FSUSD identified school sites with prior-year student non-stability rates exceeding 25% and socioeconomically disadvantaged student rates over 70% are receiving Equity Multiplier Funds. The student Stability Rate is defined as the percentage of all public school students enrolled throughout the academic year (July 1 to June 30) who remained at the same school for the entire year.

To support these high-need sites, FSUSD will implement evidence-based services, including Integrated Student Support Teams. These teams will consist of a Counselor, Wellness Coach, and Community Schools Coordinator who will work collaboratively to connect students and families with support programs. These efforts aim to address out-of-school challenges, enhance family and community engagement, and ultimately improve student stability.

When engaging with educational partners, FSUSD used input to develop targeted strategies throughout the LCAP that specifically address the needs of Equity Multiplier school sites (Goal 1), ensuring resources are aligned to promote academic success and long-term stability for all students.

May 29,2026 PLC involving teachers from the Elementary Middle and High School, Principal, CSEA Union, CFT Union, Fort Sage Middle (School Equity Multiplier School) and Site Council members met and reviewed LCAP. Students from the Elementary and High School were invited.

Each group reviewed and reflected on annual performance, goals and actions, justifications for the goals and provided input on strategies that would help to reach the goals, especially at their sites, classrooms or with families.

The Board held a public hearing on June 23th 2026
The Board adopted the LCAP on June 25th 2026

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Fort Sage Unified School District students will receive high quality instruction to foster continual student growth as indicated by the California Schools Dashboard in the areas of Academic Performance, Academic Engagement, Conditions and Climate. This is in part an Equity Multiplier goal, Sierra Primary, Fort Sage Middle, and Herlong High School were identified. FSUSD will provide evidence-based services and supports for students at these school sites, such as incorporating Integrated students where the School Counselor, the Wellness Coach and the Community Schools Coordinator will help bring together support programs to address out of school programs as well as increase family and community engagement for adults and family members to serve as partners in their child's education and hopefully increase the stability rate.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Fort Sage Unified recognizes the District needs to continue to focus on increasing the overall percentage of all students who meet or exceed the California State Standards in all core content areas as well as close the achievement gap among the Districts lowest performing subgroups: Socioeconomically disadvantaged, students with disabilities, and homeless and foster youth.
Chronic absenteeism and suspension will be the 26/27 school year focus for Sierra Primary School, Fort Sage Middle, and Herlong High School. Both the Socioeconomically Disadvantaged (SED) student group and the White student group were in the Red performance level for Chronic Absenteeism, reflecting ongoing barriers to regular attendance. At Herlong High School, the All Students group received a Red performance level for Suspension Rate, indicating an urgent need for improvement in school climate and discipline practices.
Areas of continued focus include: 1) Increasing access to rigorous curriculum through the continual adoption of state standards aligned materials to include Social Studies, Mathematics (newly adopted for the 26/27 school year), and Science. 2 Supporting ongoing research based professional development and the implementation of a system of tiered academic, social emotional, and behavioral supports that not only meet the needs of struggling students but also promotes critical thinking, collaboration, creativity, and communication in a twenty-first century classroom that integrates technology and inquiry based focused student learning. 3 Facilitating effective professional learning communities centered around student learning, implementation of best instructional practices, UDL modeling, and other improvement monitoring tools.

Fort Sage has three schools with non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent, which is why the district developed the equity multiplier goal. All actions are developed to help improve on those numbers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Chronic Absenteeism Rates 5B California School Dashboard	2023 District 34.2 % District SED: 33.3% Sierra Primary 27.6% Fort Sage Middle: Fewer than 11 students	2024 District 29.9% District SED: 35.7% Sierra Primary 32.7% Fort Sage Middle: Fewer than 11 students	2025 District 49.3% District SED: 43.4% Sierra Primary 50.8% Fort Sage Middle: Fewer than 11 students	Decrease Chronic Absenteeism by 10%	2025 District: Increased 15.1% District SED: Increased 10.1% Sierra Primary Increased 23.2% Fort Sage Middle: Fewer than 11 students
1.2	Suspension Rates 6A California School Dashboard	2023 District 6.7% District SED 7.1% Herlong High School 12.5%	2024 District 6.4% District SED 8.8% Herlong High School 18.9%	2025 District 12% District SED 11.3% Herlong High School 23.6%	Decrease suspension rate by 5%	2025 District: Increased 5.3% District SED Increased 4.2% Herlong High School Increased 11.1%
1.3	Expulsion Rates 6B Aries	2023-2024 0 Expulsions	2024-2025 0 Expulsions	2025-2026 0 Expulsions	0 Expulsions	No Change

Goal Analysis [2025-26]

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

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

All goal 1 actions were substantially implemented. Bringing in additional professional learning to support instruction and intervention was supportive for the certificated staff. Challenges in bringing in outside services to support the professional learning were a barrier at times due to travel distance.

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.

Funds were fully expended in the 25-26 year.
Action 1.2, as it is a 18.6% increase in planned expenditures due to the increase cost of technology expenses.
Action 1.3, as it is a 148.4% increase in planned expenditures due the increase cost of substitute mileage expenses.

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

The addition of new staff members has strengthened PLC data retention and use, supporting more consistent review of student outcomes. Professional development in Universal Design for Learning (UDL) is expanding to twice per month for the 2025–26 school year, which is expected to further build teacher capacity and improve instructional practices. These actions have been effective in increasing collaboration, data-driven decision-making, and teacher access to strategies that support diverse learners. While progress toward the goal is evident, continued focus on implementation fidelity and instructional impact is necessary to close achievement gaps.
Due to the staff turnover and lack of proper attendance training, protocol, and submission, the chronic absenteeism rate did increase. Due to more consistent application of discipline policies, there was an increase in the suspension rate. Though the actions were fully implemented, there were circumstances and other factors that contributed to the increase in chronic absenteeism and suspension.

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.

None

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	Instruction & Intervention	1.1a. Utilize Local Control Funding Formula resources to maintain paraprofessional and other support staff as learning supports to all students to include, socioeconomically disadvantaged, Students with disabilities, foster youth, and homeless students & all students 1.1b. Maintain a culture of continuous improvement by providing professional development opportunities that support the implementation of California State Standards, timely assessment of student performance to strengthen instruction, responses to	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		intervention and other evidenced-based strategies 1.1c. Provide structured school and district PLC time to engage in EWS, UDL and SEL training to support and remove all barriers to student learning LREBG funds will be used for this action.		
1.2	Instructional Materials and Technology	Instructional Materials and Technology to Support Instruction	$30,000.00	No
1.3	Stipends and Salaries	Education stipends and mileage for all sports (athletics) and sub teacher mileage costs	$11,080.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create welcoming and safe learning environments that support the social-emotional & behavioral development of all students while removing barriers in order to increase school connectedness among students, community and families. Priorities 1, 5, 6	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

FSUSD has developed this goal as it is aligned with our strategy of serving the whole child and removing barriers for student success. We want to further invest in the community school model of integrated services and supports for students staff and the community of our district. 2023 Dashboard evidence has shown a decrease in chronic absenteeism as well as a decrease in suspensions district wide but we feel it did not decrease as much as we would like. We want to continue restorative practices, continue to build better relationship building between staff and students and staff and parents. Use Local assessment results indicate the need to also improve district and school site communication strengthening relationships and school connectedness among students families and it's employees.
As listed in the survey, FSUSD is encouraged to keep up and improve the community connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Possip Survey Results & California Health Kids Survey Results 6c	FSMS 42% overall positive with School Sierra Primary 50% positive with school HHS 68% positive with school. for the 2023-2024 school year 2023-2024 CHKS responses were very low, about 10%. FSUSD needs to	2024-2025 Possip data as a sentiment score out of a score of 3 Sierra Primary received 2.89. Positive responses were 88.9% Insights were Admin engagement and	25-26 We continued with CHKS for the 25-26 school year and did not continue with POSSIP 25-26 CHKS responses 81% of students indicated there is an adult at school	FSMS 90% overall positive with School Sierra Primary 90% positive with school HHS 90% positive with school. Increase CHKS participation to 75%	No data due to not continuing POSSIP. New baseline established in 2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		increase this to get a better picture of our climate and culture	contact. High school score was a 2.68. 75.81 positive responses.	they can talk to when they have a problem. 75% reported that there is at least one adult at school who genuinely cares about them. 87% stated that an adult at homes cares about how they are doing in school. 88% of HHS students say they try their best on schoolwork. 86% of HHS students feel hopeful about their future.		
2.2	Facility Improvements - FIT Report 1c	This baseline is a Williams report that was received and reviewed in 2023-24, There waws not a Fit report for the 23-24 school year. Interior: Interior Surfaces X Kitchen/Cafeteria: Doors need replacing and a new coat of paint is needed. Hallways: Ceiling tiles need to be replaced. The SE Hallway has	In 2024-2025 a FIT report was accomplished and reviewed for all three school sites by the maintenance department. Sierra Primary Elementary had ratings from Poor to Good. Out of a three tier rating system of Poor, Fair ,Good. Over all rating for the	25-26 FIT Report Sierra Primary Elementary had a ratings from Poor to Good. Out of a three tier rating system of Poor, fair, and Good. Over all rating for the Elementary School was a 91.35 Good The Helong High School has a	Increase FIT report improvements to 90% met! Doors were replaced floors were replaced tiles were replaced all electrical concerns. Continue to research the best option for a five year plan.	Metric changes in Year 1. Current Difference from Year 1 Outcome: Sierra Primary: no change Herlong High: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		storage items that need to be moved. Classrooms: Stained ceiling tiles need to be repaired or replaced. Water stains around faucet and clutter need to be addressed in Room 1. Room 2 has discolored ceiling tiles and peeling contact paper. Room 4 has some stained wall tiles. Room 6 sink cabinet needs cleaning. Room 7 has a dirty sink. Most areas need paint and a deep clean. Cleanliness: Overall Cleanliness, Pest/Vermin Infestation X Pest inspection occurs regularly. The storage room is showing signs of mice that need to be addressed. Electrical X No electrical repairs were noted. Restrooms/Fountains: Restrooms, Sinks/ Fountains X Restrooms need new paint, tiling in some cases, and deep	Elementary School was a 91.6. Good The Herlong High School has a rating of 90.1. Good. The other Buildings on Fort Sage Unified land are old military building that need to be condemned and are considered (non Student use) They were rated a 14.5 Poor. On going plans to develop plan for the 25-26 school year and beyond.	rating of 95.5 Good The other Buildings on Fort Sage Unified land are old military building that need to be condemned and are considered (non Student use) They were not rated in 2026		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		cleaning. Partitions need replacing. Boy's restroom urinals need drains repaired. Safety: Fire Safety, Hazardous Materials X Safety is an ongoing priority. Structural: Structural Damage, Roofs X External: Playground/School Grounds, Windows/ Doors/Gates/Fences				
2.3	District Suspension California School Dashboard Rate All Students 6a	2023 CA School Dashboard District Suspension: 6.7% District SED: 7.1% District WH: 7.2%	2024 CA School Dashboard District Suspension: 6.4% District SED: 8.8% District WH: 5.8%	2025 CA School Dashboard District Suspension: 12% District SED: 11.3% District WH: 12%	District suspension rate 5%	District Suspension Increased: 5.3% District SED: Increased 4.2% District WH: Increased 4.8%
2.4	District Chronic Absenteeism Rate 5b California School Dashboard	2023 CA School Dashboard District: 34.2% District SED: 33.3% District WH: 36.2%	2024 CA School Dashboard District: 29.9% District SED: 35.7% District WH: 29.5%	2025 CA School Dashboard District: 49.3% District SED: 43.4% District WH: 52.1%	District Chronic Absenteeism Rate 9%	District: Increased 15.1% District SED: Increased 10.1% District WH: Increased 15.9%
2.5	Applied and received Community schools grant Priority 6	Beginning in 2024-2025 established outcome	pre-implementation grant used first year.	2025-26 Discontinued Metric	100% implementation of community school model	Discontinued this metric.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Percentage of Teachers that are appropriately assigned and Fully Credentialed - CalPADS 1a	2023-2024 90% Assigned Correctly 100% fully credentialed	2024-2025 100% Assigned correctly 90% fully credentialed	2025-2026 100% Assigned correctly 90% fully credentialed	100% of teachers are assigned correctly and fully credentialed.	Many teachers on PIP STIP, Waivers through CTC.
2.7	Percentage of students who have sufficient access to the standards-aligned material - SARC 1B	2023-2024 100% students have access to standard-aligned material	2024-2025 100% students have access to standard-aligned material	2025-2026 100% students have access to standard-aligned material	100% students have access to standard-aligned material	No difference from Baseline.

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.

All schools in the Fort Sage Unified continued with surveys. We will continue to us POSSIP as well as different surveys produced by the new Community Coordinator. Facility improvements were prioritized in the 25-26 school year, more improvements are being planned for the 26/27 school year as well as starting the process of a five year plan. In 24/25 school year a full time counselor, wellness coach and Community Schools Coordinator. Continued support with these positions for the 26/27 school year with a focus on chronic absenteeism and district wide suspension.

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.

Expenditures decreased for action 2.3 District Suspension and Absence Rate due to Probation not providing truancy services which were $7,050/year. Incentives came in around $12,225 instead of the budgeted $24,704.

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

Newly hired Community schools coordinator, counselor, and wellness coach have been extremely effective in parent and student contact which has improved creating a welcoming and safe learning environment. However, the chronic absenteeism and suspension rates continue to be an area of concern as they have increased. This could be due to the number of outside factors. We know this is a continued area of concern and we are monitoring it as accurately as we can. The start of the facility five year plan will help with the progress of improvements needed for the Fort Sage Unified schools.

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.

In future, FSUSD would benefit from a facilities plan established. The plan will focus on improvements to landscape with a student focus, facility safety (all walkways, areas where students gather, and common areas, fencing). As previously noted, chronic absenteeism and suspension rates continue to be an area of concern. FSUSD will leverage all resources available within the county to support decreasing the chronic absenteeism and suspensions rates.

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	Communications	Provide pulse checks via Possip. Provide communication via Catapult website and Connect. Stipends to support newsletters and student council.	$14,530.00	No
2.2	Facilities	Facilities Maintenance and Upkeep to improve the school climate and learning. Using the FIT Report to guide, develop, maintain, and correct facilities upgrades and improvement. District working on a 5 year plan.	$265,000.00	No
2.3	District Suspension and Absence Rate All Students	PBIS rewards, students incentives and classroom engagement supplies.	$24,654.00	Yes
2.4	Community School Model	• Integrated student supports, which can support student success by meeting their academic, physical, social-emotional, and mental health needs • Family and community engagement, which involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students. • Collaborative leadership and practices for educators and administrators that establish a culture of professional learning, collective trust, and shared • Extended learning time and opportunities that include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning, TUPE, County programs.)	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage with parent organizations, businesses, County health services and higher learning institutions in the development of meaningful partnerships to support student learning. Expand and enrich learning time and opportunities, Active family and community engagement and Integrated student supports.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Fort Sage Unified School District's established goal 3 and its actions and services aligned to state priority 3, as described below, to emphasize the importance and benefit of strong partnerships with families, community, businesses, the county office of education, and local colleges and universities. The continual focus on partnership development will enable the District to not only strengthen curricular and extracurricular programs, but expanded learning opportunities for its TK-12th students. Our goal is to serve the whole child by removing barriers to student learning. FSUSD will add enrichment activities to emphasize real-world learning and community problem solving. Promote interaction among families, administration, and teachers help families to be more involved in the decisions about their children's education. Provide mental and physical health services to support student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	District and School Parent Advisory Committee/ Site/Council & WASC Attendance Sign-in Sheets 3a	In 2023-2024The District established Parent Advisory Committee /Site Council consisting of 10 members representing each of the District's 3 schools. 2023-2024 average attendance was 60%.	2024-2025 School Site councils meeting were attended. Parent Advisory Committee was included and brought into the SSC because of low attendance. Site Council	2025-2026 School Site Council 5-29-25, 5 attendees 2-6-26, 7 attendees WASC 11-18-25, 10 attendees	Increase participation in the District's WASC Advisory Committee and Site Council by 10%.	Due to leadership, data was not accurately tracked with a consistent standard measure. 76% average attendance from the 10 member committee for WASC.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		WASC review team was established.	12-6-24, attendance was not taken 2-11-25, 7 attendees 3-25-25, 4 attendees 4-11-25. 2 attendees WASC scheduled dates: 12-6-24, 7 attendees 3-25-25 8 attendees	2-10-26, 6 attendees 4-28-26, 6 attendees 5-26-26, 9 attendees		SSC attendance is very low with many reminders as well as invites.
3.2	Parent and community member participation sign-in sheets at District wide events 3b SED EL and Foster Youth	2023-2024 The district set a baseline to increase participation of parents and community members to come to the school.	2024-2025 Through district wide community dinners, we served over 80 dinners.	2025-2026 We served over 100 through various district and community events, including WASC dinner, Black History Month, etc.	Increase participation by 10% per year	Increased by 20 participation of parent and community members.
3.3	Donations and support from community and county organizations 3b	2023/2024 The district partnered family resource center, Sierra Alliance, PTA/boosters, local churches.	2024-2025 Food donations came in from the Family Resource Center weekly.	2025-2026 Lost the Family Resource Center, but gained a Community Schools position to support FSUSD food bank and clothing closet.	Increase the number of community partners by 30%	Maintained
3.4	Parent and community member participation sign-in sheets at District	2023-2024 The district set a baseline to increase participation of parents	2024-2025 Though there was an increase of parent and	2025-2026 Though there was an increase of parent and	Increase participation by 10% per year	Metric not measured.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	wide events Students with Disabilities 3c	and community members of students with disabilities to come to the school.	community involvement, this metric was not measured.	community involvement, this metric was not measured.		

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.

Community outreach increased due to family fun nights, community dinners, surveys. With the help of the Community Schools Coordinator, the parent and community engagement significantly improved and FSUSD was able to serve more community members and obtain their engagement. WASC accreditation was well attended and supported with the parents and community. WASC accreditation was attained until 2027. Site Council attendance is still low, the council is preparing for future recruitment strategies as well as ideas to increase participation for future meetings.

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.

No budget for this goal through LCFF funds. Estimated expenditures will come out of Community Schools grant.

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

Effective actions: Community Schools grant provided a coordinator, full time counselor and a wellness coach which help in the organization and communication with all the community events.
Ineffectiveness: Local Family Resource Center closed, which made FSUSD create their own food bank and clothing closet through the cooperation of Community Schools and wellness coach.

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 made to planned goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement	3.1a. Increase District communication with all educational partners to maintain a culture of inclusion, respect, and integrity	$0.00	No
3.2	Parent and community member participation at district wide events	3.2a. Identify opportunities for parents and other community-based organizations to support the whole child growth and achievement	$0.00	No
3.3	Donations and support from community and county organizations	3.3a. Increase partnerships with education organizations, the County Office of Education, institutions of higher learning (e.g., University of California, California State and Junior College systems, as well Engaging community partners to promote college and career readiness by providing a career information that includes information regarding College and Career that also includes CTE and Vocational Education 3.3b. Maintain and explore additional state grant funding that supports Career Technical and Vocational Education. 3.3c. Publicly recognize parents and community members for their contributions to FSUSD through various school and district events and media outlets.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Recruit, hire and retain exemplary employees that are committed to being student focused, who recognize the importance of building on the strong foundation of its community, and who hold high expectations for all.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Fort Sage Unified School District's established goal 4 and its actions and services aligned to state priorities 1-6, as described below, to emphasize the importance of maintaining recruiting, hiring, and retaining highly qualified and exemplary classified, certificated, and management
employees that support the educational needs of the districts TK-12th students, families, and school community as a whole. The district put a lot of work into building a full staff with updated job descriptions recently and desires to maintain this action. The District recognizes the importance of maintaining a strategic and comprehensive professional development to all employees in an
effort not only to increase their level of expertise and performance, but also provide a working environment that encourages continuous learning and promotes a sense of family resulting in its employees dedicating their career in service to Fort Sage Unified students and their families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	District Engagement Survey Results 6c	2023-24 50% of employees participated in the survey	2024-25 82% of employees participated in the survey. 75% of surveyed indicated they	2025-26 70% of employees participated in the survey, 40% agree that adults genuinely	100% of employees participated in the survey 80% of participants will indicate they	20% difference of teachers responded to the survey from baseline to year 2.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		32% of surveyed indicated they were fully engaged in their work	strongly or agree with participation and decision-making in the schools.	care about students and 60% strongly agree and are engaged.	are fully engaged in their work.	
4.3	District retention rates for classified, certificated, and management employees 1a	In 2023-2024 The district retention rate for all categories was 75% in the last 3 years	2024-25 The district retention rate for all categories was 100%	2025-26 We had one teacher resign and we did not fill the position, we combined classes.	Maintain a retention rate of 95% among its classified, certificated and management employees.	Implemented a certificated stipend bonus of 5,000 per year for two years for teachers who complete a full year of teaching. No retention stipend for classified.
4.4	Recruitment activities through participation in university, college, and/or career fairs and explore international avenues 1a	2023-24 The District did not participate in any university, college or career fairs.	2024-25 Not needed as the district was fully staffed.	2025-26 The District did not participate in any university, college or career fairs.	The District will participate in regional university/college and/or career fairs annually. and keep in good standing/communication with Amity Institute.	No difference.

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.

It continues to be a challenge to recruit fully credential educators in order to be fully staffed due to various barriers. Being in rural location, FSUSD is striving to attain educators by offering a hiring bonus. Hiring bonus continued to be implemented for the 25-26 school year with staff members participating and will continue into the following school year.

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.

Actual costs for staff hiring and retention action 4.1 came in less than budgeted by $38,439. We expect these costs to increase in the 26-27 year due to new teacher hires.

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

In the 25-26 school year staff members who signed up under the hiring bonus received their bonus. Only one teacher did not continue to teach for the full two years. Resigned after one year teaching to teach in another school district. FSUSD will continue to offer a hiring bonus in an attempt to recruit and maintain staff.

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.

FSUSD will consider participating in nearby job fairs, such as UNR and CSU Chico. No changes to the planned goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staff Hiring/Retention	$5,000 hiring bonus per year for two years for qualified staff. Amity Institute fees. Employee recognition. One FTE Sierra Primary teacher salary/benefits. Para Professionals Salaries/Benefits Partial, Principal Salary Partial.	$272,475.00	No
4.2	District Engagement Survey Results	Provide professional development and SEL training for all staff to ensure they are equipped to meet the needs of all district students	$0.00	No
4.3	District retention rates for classified, certificated, and management employees	4.5a. Develop an employee recognition program that celebrates professional growth, exemplary service, and longevity. 4.5b. Promote activities during classified, certificated and management day/week that demonstrate employee appreciation and celebrate employee contributions to the students of the district.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Recruitment activities through participation in university, college, and/or career fairs and explore international avenues	Ensure the district has a strategic short and long term plan to market, recruit & actively go after the best staff possible to enable quality instruction in every class every day	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Fort Sage Unified will provide all students with a broad course of study and access to standards - aligned instructional materials in order to continue to show academic progress.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal supports our vision, mission, and student groups identified as part of our strategic action planning process to support our LCAP 2025-27 cycle. Our educational partners identified the importance of the following areas when considering the development of broad goal:

1 .Assure the highest level of educational achievement through implementation of the California Standards in ELA/ELD, mathematics, and all content areas.
2. Increase support and improve learning outcomes for all students based on Dashboard data.
5. Increase the annual rate of reclassification of English Learner students to English Proficient, improve our reclassification rate, and continue the implementation of the California English Learner Roadmap.
6. Continue to experience an increase in state and local student assessment data, especially in the area of literacy across all content areas.
7. Provide instructional materials and professional development for content areas such as ELA, Mathematics, History Social Science, and NGSS.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 2a: Local Performance Indicator Self Reflection Tool: Rating on progress implementing state board adopted academic	2023-24 ELA: 4 Mathematics: 4 NGSS: 3 History/Social Science: 4	2024-25 ELA: 4 Mathematics: 2 NGSS: 5 History/Social Science: 4	2025-26 ELA: 4 Mathematics: 2 NGSS: 5 History/Social Science: 4	ELA: 5 Mathematics: 5 NGSS: 5 History/Social Science: 5	ELA: No difference Mathematics: Decrease 2 levels NGSS: Increase 2 levels

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	content and performance standards. Rubric: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	Career Technical Education: 5 Health Education: 5 Physical Education: 3 Visual and Performing Arts: 4 World Language: 4	Career Technical Education: 5 Health Education: 5 Physical Education: 3 Visual and Performing Arts: 4 World Language: 4	Career Technical Education: 5 Health Education: 5 Physical Education: 3 Visual and Performing Arts: 4 World Language: 4	Career Technical Education: 5 Health Education: 5 Physical Education: 5 Visual and Performing Arts: 5 World Language: 5	History/Social Science: No difference Career Technical Education: No difference Health Education: No difference Physical Education: No difference Visual and Performing Arts: No difference World Language: No difference
5.2	Priority 2b: Local Performance Indicator Self-Reflection Tool: Rating on EL access to CCSS and ELD standards Rubric: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	2023-2024 No EL students	2024-2025 EL access: 3	2025-26 EL access: 3	EL access: Full implementation and sustainability	Increased to level 3
5.3	7A: Master Schedule: Percentage of students who have	2023-2024 100%	2024-2025 100%	25-26 100%	2026-2027 100%	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	access and enrollment in to a broad course of study.					
5.4	7B: Master Schedule, rosters, sign-in sheets: Percentage of students with access to and enrollment in programs and services developed and provided to Low Income, English Learner and Foster Youth pupils.	2023-2024 100%	2024-2025 100%	25-26 100%	2026-27 100%	No difference
5.5	7C: SEIS: Percentage of students with access to and enrollment in programs and services developed and provided to students with disabilities.	2023-2024 100%	2024-2025 100%	25-26 100%	2026-2027 100%	No difference
5.6	California Standardized Testing and Reporting Program (CAASPP) - Overall ELA Data Dashboard Priority 4a	2023 FSUSD Students were 105.2 points below standard according to the 2023-2024 CDE Data Dashboard for ELA	2024 Students were 89.4 points below standard an increase of 15.8 points in the positive	2025 Students were 154.4 points below standards. Declined 65 points.	15% increase of students meeting or exceeding grade level standards in ELA from the previous year.	Increase 49.2 points below standard.
5.7	California Standardized Testing and Reporting Program (CAASPP) - Overall math Priority 4a	2023 FSUSD Students were 126.2 points below standard according to the 2023-2024 CDE Data Dashboard for Mathematics	2024 Students were 109.9 points below standard an increase of 15.7 points in the positive	2025 Students were 174.7 points below standards. Declined 63.8 points.	15% increase of students meeting or exceeding grade level standards in Mathematics from the previous year.	Increase 48.5 points below standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.8	District Interim Assessments (MAPS) Priority 8	2024 Baseline for all grades at Sierra Primary: Achievement in spring 2023-2024 57% were low achievement & 17% were high achievement Baseline for FSMS: Achievement in spring 2023-2024 83% were low achievement & 17% were high achievement Baseline for HHS: Achievement in spring 2023-2024 65% were low achievement & 35% were mid to high achievement.	Spring 2025 MAPS Report Sierra Primary Percentile Math Reading Language Usage Science 1st – 20th 55% 50% 60% 52% 21st -40th 16% 38% 15% 26% 41st – 60th 19% 10% 15% 13% 61st – 80th 5% 2% 5% 9% >81st 5% ---- 5% ---- Fort Sage Middle School Percentile Math Reading Language Usage Science 1st – 20th 34% 40% 17% 17% 21st -40th 33% 20% 67% 17% 41st – 60th 33% 20% 16% 33% 61st – 80th ---- 20% ---- 16% >81st ---- ---- ---- 17% Herlong High School Percentile Math	Spring 2026 MAPS Report Fort Sage Unified Spring 2026 MAPS Scores Sierra Primary Percentile Math Reading Language Usage Science 1st – 20th 64% 58% 61% 75% 21st -40th 22% 31% 39% 21% 41st – 60th 11% 9% --- 4% 61st – 80th 3% 2% --- --- >81st 5% ---- --- ---- Fort Sage Middle School Percentile Math Reading Language Usage Science 1st – 20th 50% 40% 55% 34% 21st -40th 7% 22% 9% 33% 41st – 60th 29% 7% 18% 22% 61st – 80th 14% 14% 9% 11% >81st ---- ---- ---- 9% ---	Year 3 outcome for all grades at Sierra Primary: Achievement in spring assessment will be 15% will be low achievement & 85% will be mid-high achievement Year 3 outcome for all grades at FSMS: Achievement in spring assessment will be 15% will be low achievement & 85% will be mid-high achievement Year 3 outcome for all grades at HHS: Achievement in spring assessment will be 15% will be low achievement & 85% will be mid-high achievement	Baseline established in Year 1. Current Difference from Year 1: SIERRA PRIMARY 1st-20th: Math+9%, Reading +8%, Lang. Usage: +1%, Science: +23% 21st-40th: Math+6%, Reading -7%, Lang. Usage: +24%, Science: -5% 41st-60th: Math -8%, Reading -1%, Lang. Usage: no student, Science: -9% 61st-80th: Math -2%, Reading -no change, Lang. Usage: no student, no students >81st: Math- no change, Reading - no students, Lang. Usage: no student, no students FORT SAGE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Reading Language Usage Science 1st – 20th 29% 23% 36% 21% 21st -40th 27% 32% 16% 16% 41st – 60th 26% 19% 24% 26% 61st – 80th 6% 16% 8% 21% >81st 12% 10% 16% 16%	Herlong High School Percentile Math Reading Language Usage Science 1st – 20th 20% 29% 27% 6% 21st -40th 23% 29% 23% 19% 41st – 60th 23% 17% 27% 19% 61st – 80th 11% 17% 9% 44% >81st 23% 8% 14% 12%		1st-20th: Math- 16%, Reading - no change, Lang. Usage: +38%, Science: +17% 21st-40th: Math- 26%, Reading +2%, Lang. Usage: -58%, Science: +16% 41st-60th: Math - 3%, Reading -- 13%, Lang. Usage: +2%, Science: -11% 61st-80th: Math +14%, Reading - 6%, Lang. Usage: +9%, -5% >81st: Math- no change, Reading - no students, Lang. Usage: no student, -8% HERLONG HIGH 1st-20th: Math - 9%%, Reading +6%, Lang. Usage: -9%, Science: -15% 21st-40th: Math - 4%, Reading -3%, Lang. Usage: +7%, Science: +3% 41st-60th: Math -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						3%, Reading -2%, Lang. Usage: +3%, Science: -7% 61st-80th: Math +5%, Reading - +23%, Lang. Usage: +1%, Science +23% >81st: Math- +9%, Reading -8%, Lang. Usage: -2%, Science -4%
5.9	5A: Attendance Rate % Schoolwise SIS/Aries	2023-2024 Sierra Primary 92.6% Fort Sage Middle 93.6% Herlong High 88.2%	2024-2025 Sierra Primary 87.1% Fort Sage Middle 89.7 Herlong High 88.7	2025-2026 Sierra Primary 87.53% FSMS 91.03% HHS 86.34%	Year three goal will be attendance at or above 90% All schools.	For the past two years, district administration and staff have been addressing this issue through PBIS, MTSS, DA and meeting with LCOE.
5.10	5C: Middle School Dropout Rate % CALPADS	2023-2024 No Dashboard data due to under min students	2024-2025 No Dashboard data due to under 11 students	2025-2026 No Dashboard data due to under 11 students	Three year goal/outcome, monitor students in 25-26 school year through daily attendance.	No Dashboard data due to under 11 students.
5.11	5D: High School Cohort Dropout Rate % CALPADS	2023-2024 No Dashboard data due to under min students	2024-2025 No Dashboard data due to under 11 students	2025-2026 No Dashboard data due to under 11 students	Three year goal/outcome, monitor students in 25-26 school year through daily attendance.	No Dashboard data due to under 11 students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.12	5E: High School Cohort Graduation Rate % CALPADS	2023-2024 No Dashboard data due to under min students	2024-2025 No Dashboard data due to under 11 students	2025-2026 No Dashboard data due to under 11 students	Three year goal/outcome, monitor students in 25-26 school year through daily attendance.	No Dashboard data due to under 11 students.
5.13	4B: Pupil Achievement Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.	2023-2024 Fewer than 11 students - data not displayed for privacy	2024-2025 Fewer than 11 students - data not displayed for privacy	2025-2026 Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
5.14	4C: Pupil Achievement Percentage of students who have successfully completed courses to satisfy the requirements for career technical sequences (CTE) programs.	2023-2024 Fewer than 11 students - data not displayed for privacy	2024-2025 Fewer than 11 students - data not displayed for privacy	2025-2026 Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
5.15	4D: Pupil Achievement Percentage of pupils who have successfully completed both types of courses described in 4B and 4C.	2023-2024 Fewer than 11 students - data not displayed for privacy	2024-2025 Fewer than 11 students - data not displayed for privacy	2025-2026 Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
5.16	4E: Pupil Achievement ELPAC Data	2023-2024	2024-2025 Fewer than 11 students - data not	2025-2026 Fewer than 11 students - data not	Fewer than 11 students - data not	Fewer than 11 students - data not

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of students who have improved by one level.	Fewer than 11 students - data not displayed for privacy	displayed for privacy	displayed for privacy	displayed for privacy	displayed for privacy
5.17	4F: Pupil Achievement Dataquest English Learner Reclassification rate.	2023-2024 No Dashboard data due to under min students	2024-2025 No Dashboard data due to under min students	2025-2026 No Dashboard data due to under min students	If we have any EL's our goal is 100% reclassification.	No Dashboard data due to under min students
5.18	4G: Percentage of students who have passed an advanced placement exam with a score of 3 or higher	2023-24 0%	2024-25 0%	2025-2026 0%	Our goal is to have students want to take AP classes.	We did not have any students taking the AP classes.
5.19	4H: The percentage of students who demonstrated college preparedness pursuant to the Early Assessment Program or other assessment of college preparedness.	2023-24 0%	2024-25 22%	2025-26 0%	Our goal is to have 25% of seniors take a AP class.	We offered assessments in 24-25 school year and two seniors took advantage. We did not have any students take the college Early Assessments last year.

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.

This was a new goal identified for the 25-26 School Year. This goal was fully implemented through a grant from Placer County Office of Education. It was successful to bring attention to UDL practices and strategies that the educators could implement. Barriers were travel distances and beginning teachers learning foundational strategies and skills, such as lesson planning, time management, and classroom management.

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.

No costs are associated with this goal due to Placer COE grant.

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

This goal and action was effective in bringing awareness and implementation of UDL to the FSUSD staff.

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.

Due to grant ending, this action will not continue into the 2026-27 school year.

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
5.1	UDL Professional Development	UDL Professional Development for all teachers	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$307,785	$30,078

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.929%	0.000%	$0.00	11.929%

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:** Instruction & Intervention **Need:** Additional instructional support is needed to prevent combination classes, which can reduce individualized attention and engagement, factors that disproportionately affect the district's unduplicated pupils (foster youth, English learners, and low-income students), who often require more consistent,	Extra teacher FTE provided to prevent combination classes thus supporting student engagement and performance in the classroom and school wide culture. This action funds additional teacher FTE to maintain grade-level class configurations and prevent combination classes. Smaller, single-grade classrooms give teachers more capacity to provide the consistent, individualized attention that foster youth, English learners, and low-income students disproportionately need to stay engaged	MAP scores, Possip survey results, absenteeism rates.

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
	individualized instructional attention to stay on pace academically and remain engaged in school. **Scope:** LEA-wide	and academically on pace. Because enrollment shifts that create combination classes can occur at any site or grade level, and unduplicated pupils are enrolled throughout the LEA, this action is provided LEA-wide to ensure consistent conditions wherever these students are enrolled. While all students benefit, the action is principally directed at improving outcomes for unduplicated pupils by addressing the engagement and individualized-attention barriers identified in their Need.	
2.3	**Action:** District Suspension and Absence Rate All Students **Need:** Methods to monitor district suspension and absentee rates are needed for intervention purposes, particularly for the district's unduplicated pupils (foster youth, English learners, and low-income students), who often experience higher rates of chronic absenteeism and suspension than their peers and benefit from early identification and targeted intervention to stay engaged and on track academically. **Scope:** LEA-wide	Research based methods to track and intervene with suspension and absentee rates. This action uses Aeries analytics to track suspension and absentee data at the student level, enabling staff to identify patterns early and intervene before chronic absenteeism or repeated suspensions undermine academic progress. Because foster youth, English learners, and low-income students experience higher rates of absenteeism and suspension than their peers, this monitoring allows the district to target outreach and support toward the students who need it most. Suspension and attendance data exist across all schools and grade levels, so this action is provided LEA-wide to ensure early identification and intervention reach unduplicated pupils regardless of the site they attend.	Behavior Alert discipline actions reporting; Aeries Analytics reports for suspensions and absences.
4.1	**Action:** Staff Hiring/Retention **Need:** Teacher staffing stability is needed to ensure students have access to qualified, experienced	Provide qualified teachers who remain at the schools for multiple years. This action supports competitive hiring and retention practices to attract qualified teachers and keep them at their sites for multiple years, reducing the staffing turnover that disrupts	MAP testing, dashboard absentee and suspension rates.

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
	teachers who remain at the schools for multiple years. Staffing instability can be especially disruptive for the district's unduplicated pupils (foster youth, English learners, and low-income students), who often rely more heavily on consistent relationships with teachers who understand their individual needs and can provide continuity of support across school years. **Scope:**	instructional continuity. Foster youth, English learners, and low-income students often depend more heavily on stable relationships with teachers who know their individual needs, so consistent staffing directly supports their academic progress and sense of belonging, as reflected in MAP testing results and dashboard absentee and suspension data. Because teacher recruitment and retention challenges affect all school sites within the district, this action is provided LEA-wide to ensure staffing stability benefits unduplicated pupils regardless of which school they attend.	

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.

N/A

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.

Additional Concentration Grant Funding is used to support Action 4.1, staff hiring and retention.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:38
Staff-to-student ratio of certificated staff providing direct services to students		1:13

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	2,580,162	307,785	11.929%	0.000%	11.929%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$399,505.00	$237,905.00	$0.00	$70,329.00	$707,739.00	$638,185.00	$69,554.00

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	Instruction & Intervention	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	annually	$90,000.00	$0.00	$82,241.00	$7,759.00			$90,000.00	
1	1.2	Instructional Materials and Technology	Students with Disabilities	No			All Schools	on-going	$0.00	$30,000.00		$30,000.00			$30,000.00	
1	1.3	Stipends and Salaries	All	No			All Schools	annually	$4,080.00	$7,000.00		$11,080.00			$11,080.00	
2	2.1	Communications	All	No			All Schools	on-going	$7,630.00	$6,900.00	$7,630.00	$1,700.00		$5,200.00	$14,530.00	
2	2.2	Facilities	All	No			All Schools	annually and on-going	$265,000.00	$0.00	$265,000.00				$265,000.00	
2	2.3	District Suspension and Absence Rate All Students	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Sierra Primary, Fort Sage Middle, Herlong High K-12	annually	$0.00	$24,654.00	$23,000.00			$1,654.00	$24,654.00	
2	2.4	Community School Model	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
3	3.1	Educational Partner Engagement	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
3	3.2	Parent and community member participation at district wide events	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
3	3.3	Donations and support from community and county organizations	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	4.1	Staff Hiring/Retention	All	No			All Schools	annually	$271,475.00	$1,000.00	$21,634.00	$187,366.00		$63,475.00	$272,475.00	

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
4	**4.2**	District Engagement Survey Results	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	**4.3**	District retention rates for classified, certificated, and management employees	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
4	**4.4**	Recruitment activities through participation in university, college, and/or career fairs and explore international avenues	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
5	**5.1**	UDL Professional Development	All	No			All Schools	Annually	$0.00	$0.00	$0.00				$0.00	

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
2,580,162	307,785	11.929%	0.000%	11.929%	$105,241.00	0.000%	4.079 %	**Total:**	$105,241.00
								LEA-wide Total:	$105,241.00
								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**	Instruction & Intervention	Yes	LEA-wide	Foster Youth Low Income	All Schools	$82,241.00	
2	**2.3**	District Suspension and Absence Rate All Students	Yes	LEA-wide	Foster Youth Low Income	All Schools Specific Schools: Sierra Primary, Fort Sage Middle, Herlong High K-12	$23,000.00	
4	**4.1**	Staff Hiring/Retention				All Schools	$21,634.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$714,314.00	$687,906.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instruction & Intervention	Yes	$90,000.00	91,411
1	**1.2**	Instructional Materials and Technology	No	$30,000.00	35,590
1	**1.3**	Stipends and Salaries	No	$11,080.00	27,524
2	**2.1**	Communications	No	$14,530.00	15,596
2	**2.2**	Facilities	No	$265,000.00	265,000
2	**2.3**	District Suspension and Absence Rate All Students	Yes	$24,704.00	12,225
2	**2.4**	Community School Model	No	$0.00	0
3	**3.1**	Educational Partner Engagement	No	$0.00	0
3	**3.2**	Parent and community member participation at district wide events	No	$0.00	0
3	**3.3**	Donations and support from community and county organizations	No	$0.00	0
4	**4.1**	Staff Hiring/Retention	Yes	$279,000.00	240,560

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)
4	**4.2**	District Engagement Survey Results	No	$0.00	0
4	**4.3**	District retention rates for classified, certificated, and management employees	No	$0.00	0
4	**4.4**	Recruitment activities through participation in university, college, and/or career fairs and explore international avenues	No	$0.00	0
5	**5.1**	UDL Professional Development	No	$0.00	0

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)
274,770	$342,050.00	$344,196.00	($2,146.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Instruction & Intervention	Yes	$90,000.00	91,411		
2	**2.3**	District Suspension and Absence Rate All Students	Yes	$23,050.00	12,225		
4	**4.1**	Staff Hiring/Retention	Yes	$229,000.00	240,560		

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)
2,133,565	274,770	0	12.878%	$344,196.00	0.000%	16.132%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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