LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ducor Union Elementary School District
CDS Code: 54-71894
School Year: 2026-27
LEA contact information:
Angela Maestas
Superintendent
superintendent@ducor.k12.ca.us
559-534-2261

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 Ducor Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ducor Union Elementary School District is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ 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 Ducor Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

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

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

In 2026-27, Ducor Union Elementary School District is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Ducor Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ducor Union Elementary School District plans to spend $ 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 2026-27

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

The text description of the above chart is as follows: In 2026-27, Ducor Union Elementary School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Ducor Union Elementary School District actually spent $ for actions to increase or improve services for high needs students in 2026-27.

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
Ducor Union Elementary School District	Angela Maestas Superintendent	amaestas@ducor.k12.ca.us 559-534-2261

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.

Ducor Union Elementary School District is a small rural, single school TK-8 school district located in South Tulare County.

The school currently enrolls 160 students with 9 teachers and 18 support staff positions. Ducor's student population, according to the 2024 CDE School Dashboard data, is 92.5% Hispanic and 5% White. The district is located in Ducor, California, which is a high poverty district and 70.6% of our students are socio-economically disadvantaged. 44.4% of our students are English Learners. 5.6% of our student population have identified disabilities impeding their academic progress. Many parents work in the region's agricultural fields.

After working with Tulare County Office of Education to ensure that Ducor remains fiscally sound. The interim superintendent Dr. Robert M. Hudson is leaving and the new Superintendent Ms. Angela Maestas was hired in Spring 2025.

Despite the challenges, the district continued to move forward with success for students, as indicated by the dashboard and local assessments.

Reflections: Annual Performance

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

Local performance indicators indicate a significant growth pattern over the last three years, especially in ELA.

CA Dashboard Results December 2023

ACADEMIC PERFORMANCE INDICATORS- OVERALL

English Language Arts- On the 2023 CA Dashboard- Ducor performed in the "Orange" level overall, averaging 95.4 Points below Standard - This is an average increase of 18.6 points from last year. All groups increased in ELA CAASPP performance this past year.
UPDATE: In 2024, the Dashboard showed overall performance in the "Orange" with English Learners and Long Term English Learner subgroups falling into the "Red" category. Ducor averaged 86.1 points below standard overall - an increase of 9.4 points from 2023.

Mathematics- performed in the "Orange" level overall, averaging 139.7 Points below Standard- This is an average increase of 5.1 points from last year. Our Socioeconomically Disadvantaged group scored in the "Red" level in the area of Mathematics. Average Scale Score for this group was 150.8 Points below Standard- which was approximately the same level as last year. All other groups increased slightly in math CAASPP performance this year, however the scores are significantly lower than ELA and an area of focus.
UPDATE: In 2024 Ducor had an overall performance in the "Orange" level with an average of 122.8 points below standard- an improvement of 16.9 points. Long Term English Learners were in the "Red" level.

English Learner Progress- 52.5% of Ducor English Learners made progress towards proficiency- This is a decline of 20.3% from last year, when the district saw a large jump to 72.9% but a 1.9% increase from the pre-COVID rate of 50.6%.
UPDATE: In 2024 Ducor showed 46.4% of students making progress on the ELPAC. This was a decline of 6.1% from the prior year. There were no groups in the "Red" level.

Local Indicator: Implementation of Academic Standards- Continued to meet this standard.

ACADEMIC ENGAGEMENT

Chronic Absenteeism- Ducor performed in the "Yellow" level overall with 31.1% of students chronically absent- This is a decline of 5.3% from last year. It is still significantly higher than the pre-COVID 2019 baseline rate of 16% and Ducor continues to address this area to increase student academic success. The small Students with Disabilities group, in particular, with 50% chronic absenteeism will be a focus.
UPDATE: On 2024, Ducor showed 22.8% of students chronically absent- an improvement of 8.3% from the prior year. Long Term English Learners were in the "Red" Students with Disabilities did not receive a rating due to the small group size (8).

Local Indicator: Access to a Board Course of Study: Continued to meet this standard.

CONDITIONS AND CLIMATE

Suspension Rate: performed in the "Blue" level overall. 0% of Ducor students were suspended 1 or more days in 2022-2023. This level was maintained from the prior year. Ducor is proud of its work in this area, supporting positive student behaviors and utilizing interventions other than suspension whenever possible.
UPDATE: 2024 suspension rate was 3.9%, an increase of 3.9% from the prior year. This put Ducor in the "Red" on the dashboard with the Hispanic student subgroup also in the "Red' category with 4.2% suspended.

Local Indicators: Basics: Teachers, Instructional Materials, Facilities- Continued to meet this standard
Parent and Family Engagement- Continued to meet this standard.
Local Climate Survey- Continued to meet this standard.

2023- Ducor District and Ducor Elementary School had one subgroup perform on the CA Dashboard in the lowest range of "Red" on one indicator.
Our Socioeconomically Disadvantaged group scored in the "Red" level in the area of Mathematics. In examining the results for this subgroup, we determined that there was a need for continuing professional development, focused in this area and on evidence-based strategies targeted to meet the needs of this subgroup. In light of the overall need in mathematics, these trainings will support all staff and the strategies will be used school wide.

2024 UPDATE: Ducor saw significant improvements for the SED group in mathematics, and as a result, that group is no longer in the "Red" on the Dashboard. However, suspension increases last year resulted in the Hispanic Group falling into the "Red" along with schoolwide in the "Red" for 2024 Dashboard results. English Learners did not increase, as anticipated, on the CAASPP and as a result were a "Red' for ELA on the Dashboard.

FINANCIAL DIFFICULTIES AFFECTING PROGRAMS DURING RESTRUCTURING

DUESD was listed as "qualified" in terms of meeting the Multi Year Projections (MYP) for the 23-24 school year. In light of this, Ducor is highly limited due to a loss of funding from CSI, DA, and other one-time monies. The district is in the position of reducing expenditures in terms of programs and staffing. This has a direct impact on the LCAP since these funds will provide income for the few supplemental services that are remaining. The result is an LCAP that is simple, limited, and quite focused on student progress through better instruction teacher effectiveness, specialized services, and enhanced parent participation. Through the shared leadership model, the team has worked through these reductions, and will still retain the necessary services that will most benefit our students and support our academic program.

LEARNING RECOVERY EMERGENCY BLOCK GRANT INFORMATION:

The district will have no unspent Learning Recovery Block Grants at the end of the 2024-25 school year. The district may be receiving additional proposed LREBG funding as outlined as part of the Governor's May Revision 2025-26 budget act. This proposed funding will be identified and addressed as part of the district's 2026-27 LCAP.

Reflections: Technical Assistance

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

Ducor has been identified for Differentiated Assistance for the performance of the Long Term English Learner subgroup in the areas of Academics and Chronic Absenteeism.
This group's performance in English-Language Arts, Math, and Attendance are areas of focus for 2025-26 interventions and planning.

Ducor is working with Tulare County Office of Education to plan for successful intervention with our Long Term English Learners. Our plan includes reducing class sizes, professional development including ELD strategies, and parent engagement/education programs.

This is reflected in our LCAP Goal and Actions: 1.1 (professional development), 1.3 (reduced class sizes and combination classes), 2.1, 2.2 (ELD), and 3.3- engagement

Additionally, our work with TCOE has been to continue bringing Ducor back to a fiscally sound district with systems that maintain this over the long-term. We have worked hand in hand with TCOE over the past three years to balance work for student performance with the fiscal constraints of the district as it regains soundness, and we are proud that we have been able to see success in both areas despite the challenges.

We continue to monitor our student performance and have added the newly reported LTEL group to our data analysis as part of the Differentiated Assistance work. Through the MTSS/ DA site team that is working with TCOE throughout this school year, we are confident that the systems we put into place during prior DA years to assist other groups will bring about improvement for this newly identified group as well.

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
Teachers	DUESD operates with a shared leadership model. Teachers are involved with district decision making, and included as full partners in the process. They directly participate in the developing the learning model and are directly involved in the LCAP development. Teachers are also provided an annual Spring survey sheet to provide direct input into the LCAP document. Information taken from monthly schoolwide staff meetings is collected for the ongoing identification of needs. A meeting specific to LCAP draft and input for 2025-26 adjustments was held on April 30, 2025.
Principals	The principal and superintendent meet several times a week to discuss ongoing needs and educational partner feedback and have continue to meet to prioritize those needs for this LCAP. Ongoing and frequent! The SWIFT assessment was completed by staff on 2-26-2025 as part of the ongoing needs assessment process.
Administrators	There are only two administrators on campus, and they both are deeply involved in this process on a daily basis. The SWIFT assessment was completed by staff on 2-26-2025 as part of the ongoing needs assessment process.
Classified (Other Personnel)	Classified staff were provided an annual survey to complete and their input is integrated into the process participates in the shared leadership model. Classified staff also participate in input meetings throughout the school year as part of our shared leadership model. Information taken from monthly schoolwide staff meetings is collected for ongoing identification of needs. A meetings specific to LCAP input for 2025-26 were held on April 23 and April 30, 2025.

Educational Partner(s)	Process for Engagement
Parents and community members	Spring 2025 parent survey for parents was finalized on April 23, 2025. The parents, which comprise 50% of the school site council, also reviewed the LCAP progress, LCAP draft, and provided input at meetings on February 14, 2025, March 10, 2025, and May 6, 2025. DAC/PAC reviewed the full LCAP draft on May 6, 2025 and provided input. DELAC reviewed the LCAP progress, and provided input for the 2025-26 LCAP at meetings on February 4th, March 10th, and reviewed the full LCAP draft on May 6th, 2025. Superintendent Responded in Writing to the feedback.
Board Members	Board members received information in their packets for the February Board meeting that reviewed LCAP progress and sought ongoing input from the Board and members of the public.. The Draft LCAP is shared at regularly scheduled public meetings in June, 2025 for public hearing, which is open for public comment. The final draft is agendized, and open to public comment again at the last meeting in June 2025.
Students	Students participated in the Healthy Kids survey, and data during the month of March. Data was pulled from the survey on April 23, 2025. The student advisory committee met and provided input to the superintendent at listening sessions throughout the year. The superintendent responded in writing.
SELPA	Consultation with SELPA occurred in April 2025 with TCOE representatives providing on site services to our special education students.
Local Bargaining Units	Both bargaining units were consulted formally at a meeting held on April 30, 2025 though collaboration on the LCAP is an ongoing process in the weekly Huddles.

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

The LCAP is developed in partnership with all our educational community, using feedback to guide allocations for the plan. Not all ideas and input makes it into the LCAP for funding through the LCFF and Title Budgets. The programs, materials, and ideas are evaluated based on available dollars, cost effectiveness, impact on English Learner students/ Foster Youth/ SED students, and other performance indicators to prioritize this particular funding. The following input was received this year from our educational partners. Areas of the LCAP affected by that input are in noted.

All Staff: Agreed that MTSS in the areas of behavior and SEL were needs (according to SWIFT analysis) as well as developing strong educator support systems including communication/ decision making, and educator coaching/learning. Professional development in the area of Writing instruction, Aeries is an interest. (Goal 1, Action 1)

Teachers: Maintaining MTSS and reduced grade combinations within classrooms were identified as focus areas to help teachers meet the needs of unduplicated students. This can be found in Actions 1.2 (MTSS supports) and 1.3 (additional teaching staff). Training in the writing process and Aeries use are also strongly needed (Action 1.1).

Classified Staff: Maintaining MTSS, Information Technology support services and behavioral support services were identified as important. These can be found in Actions 1.2 (MTSS), and 3.1 (Communication). Additional training for paraprofessionals was also an interest (Action 1.1).

Administrators: Maximizing the use of Title funds and LCFF funds to fund the most effective ongoing actions was a priority and can be seen reflected through the entire LCAP document. Continue to invest in smaller class sizes and fewer combo classes. 1.3 (Reducing class sizes and combination classes .)

Principal: ELD and math focus with professional Development were focused on in Actions 1.1 (professional development) and keeping Goal 2 as an explicit area to focus our work.

Parents: Parents indicated that they would like the district to solicit parents and include them decision-making process and that they would like to have additional parent training. This can be found in 3.2 (Family Engagement Events and Workshops). They would like parent education in the form of ESL classes. This was in interest for DELAC as well, and preferred to PIQE

Students: Student concerns, for those that listed one in the survey, focused on school violence/ school shooter potential due to media reports and current events. Other students voiced that they had no concerns. Most surveyed reported positive feelings of belonging to the school community. They were interested in maintaining Sports and STEAM programs as well as Math and math supports. More field trips, additional electives and more hands-on activities were ideas for improvements. Most recently, students have complained about dress code enforcement and limiting cell phones. These items are not addressed through LCAP, however.

SELPA: Chronic Absenteeism is an area to focus on as well as services for SED students since the majority of SWD are also identified in that group. This feedback is reflected in Actions 1.1 (Professional Development) and 3.2 (SEL intervention and support staff)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All state content and performance standards will be fully implemented in all classrooms to provide access to a rigorous broad course of study and maximum learning opportunities for all students and all subgroups. Conditions of learning improvements and pupil and parent engagement improvements will result in improved student achievement and reduced risk factors as indicated by student performance. The focus of this goal will be on high quality classroom instruction, supplemental materials, and timely interventions using evidence-based practices to support student performance.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Ducor has made some positive growth in the area of academic achievement with an average increase of 18.6 points in English Language Arts for the 2022-23 school year- with all subgroups increasing more than 14 points on average as well. In the area of mathematics, the increase was 5.1 points in 2022-23 with the EL and Hispanic subgroups also increasing, while the SED group stayed static in results compared to the previous year, but with significant growth in both math and ELA over the three years of the prior LCAP.

Educational Partners repeatedly report that the smaller class sizes allow more differentiation for their student, as well as improved behavior management and relationships between students and staff.
Parents and teacher report that the all-day TK/kindergarten results are becoming noticeable now in grades 1 and 2 with improved literacy and social-emotional development in students.

In order to build on that growth pattern, we are continuing to focus on these areas. We have carefully selected the highest leverage actions from our previous LCAP and added them to the new 3-year plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Degree to which teachers are fully credentialed. CALSASS "Detail Report"	70% 2023-2024 School Year	78% (increase of 8%) 7 / 9 Teachers 2024-25		85%	Increase of 8% from baseline.
1.2	Degree to which teachers are appropriately assigned. CALSASS "Detail Report"	100% (2023-24)	100% 2024-25		Maintain 100%	Met Goal-maintained 100%
1.3	Degree to which students have standards-aligned instructional materials	100% (2023-24)	100% 2024-25		Maintain 100%	Met Goal-maintained 100%
1.4	English Language Arts State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)	5 = full implementation and sustainability 2024-25		Maintain 5=full implementation and sustainability	Met Goal-maintained "5"
1.5	English Language Development State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)	5 = full implementation and sustainability 2024-25		Maintain 5=full implementation and sustainability	Met Goal-maintained "5"
1.6	Mathematics State Standards Implementation	5=full implementation and sustainability (2023-24)	5 = full implementation and sustainability		Maintain 5=full implementation and sustainability	Met Goal-maintained "5"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicators Self Reflection Tool		2024-25			
1.7	Science State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)	5 = full implementation and sustainability 2024-25		Maintain 5=full implementation and sustainability	Met Goal-maintained "5"
1.8	History/Social Science State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)	5 = full implementation and sustainability 2024-25		Maintain 5=full implementation and sustainability	Met Goal-maintained "5"
1.9	Visual and Performing Arts State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)	5 = full implementation and sustainability 2024-25		Maintain 5=full implementation and sustainability	Met Goal-maintained "5"
1.10	Physical Education State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)	5 = full implementation and sustainability 2024-25		Maintain 5=full implementation and sustainability	Met Goal-maintained "5"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Model Library Standards State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)	5 = full implementation and sustainability 2024-25		Maintain 5=full implementation and sustainability	Met Goal- maintained "5"
1.12	Health State Standards Implementation Local Indicators Self Reflection Tool	5=full implementation and sustainability (2023-24)	5 = full implementation and sustainability 2024-25		Maintain 5=full implementation and sustainability	Met Goal- maintained "5"
1.13	CAASPP ELA Ca School Dashboard	95.4 points below standard- All Students 92.2 points below standard- English Learners 105.4 points below standard- SED --Foster Youth (data not reported due to small group size) --Students with Disabilities (not reported- small group size) 2023 CA School Dashboard	86.1 points below standard- All Students (Increase of 9.4 Points) 87 points below standard- Hispanic students (Increase of 10.6 points) 93.1 points below standard- English Learners (Increase of 0.9 points) 88.7 points below standard- SED (Increase of 16.8 Points)		80 points below standard- all students 78 points below standard- English Learners 90 points below standard- SED 90 points below standard- LTEL (new target) 70 points below standard- Hispanic (new target Goals will be set for Foster Youth and SWD if they arise to significant	All Students Increase of 9.4 Points Hispanic students Increase of 10.6 points English Learners Increase of 0.9 points SED Increase of 16.8 Points Long Term English Learners Decrease of 12.6 points --Foster Youth data not reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		87 (new baseline- 2024 data) points below standard- Hispanic students LTEL- 106.7 points below standard (new baseline- 2024 data)	106.7 points below standard-Long Term English Learners (Decrease of 12.6 points) --Foster Youth (data not reported due to small group size) --Students with Disabilities (not reported- small group size) 2024 CA School Dashboard		subgroups in subsequent years.	due to small group size --Students with Disabilities not reported- small group size
1.14	CAASPP Math Ca School Dashboard	139.7 points below standard- All Students 140.1 points below standard- English Learners 150.8 points below standard- SED --Foster Youth (data not reported due to small group size) --Students with Disabilities (not reported- small group size)	122.8 points below standard- All Students (Increase of 16.9 points) 131.7 points below standard- English Learners (Increase of 8.4 points) 126.2 points below standard- Hispanic students (Increase of 15.5 points) 126.5 points below standard- SED		120 points below standard- all students 120 points below standard- English Learners 130 points below standard- SED 90 points below standard- LTEL (new target) 110 points below standard- Hispanic (new target)	All Students Increase of 16.9 points English Learners Increase of 8.4 points Hispanic students Increase of 15.5 points SED Increase of 24.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 CA School Dashboard 126.2 points below standard- Hispanic students (new baseline- 2024 data) LTEL- 170.6 points below standard (new baseline- 2024 data)	(Increase of 24.6 points) 170.6 points below standard - Long Term English Learners (Increase of 2.9 points) --Foster Youth (data not reported due to small group size) --Students with Disabilities (not reported- small group size) 2024 CA School Dashboard		Goals will be set for Foster Youth and SWD if they arise to significant subgroups in subsequent years.	Long Term English Learners - new baseline --Foster Youth data not reported due to small group size --Students with Disabilities not reported- small group size
1.15	Enrollment in Broad Course of Study- including unduplicated students and SWD Student class schedule analysis	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% Students with exceptional needs (2023-24 per enrollment records)	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% Students with exceptional needs (2024-25 per enrollment records)		Maintain 100% district/schoolwide 100% SED 100% SWD	Goal Met- Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Access in Broad Course of Study- including unduplicated students and SWD Master Schedule Analysis	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% students with exceptional needs (2023-24 per teacher survey)	100% district/schoolwide 100% Socioeconomically Disadvantaged 100% students with exceptional needs (2024-25 per teacher survey)		Maintain 100% district / schoolwide. 100% SED 100% SWD	Goal Met- Maintained 100%
1.17	Digital Proficiency- Classroom observations	100% evidenced by students demonstrating proficiency related to digital skills embedded in state standards (2023-24)	100% 2024-25		Maintain 100%	Goal Met- Maintained 100%
1.18	CAASPP ELA % of students meeting or exceeding standards. https://caaspp-elpac.ets.org/caaspp/	21.59% All Students 10.64%- English Learners 15.39%- SED Data not reported for Foster Youth, SWD due to small population size 2023 CAASP Results	15.86%- All Students (Decline of 5.77%) 2.44%- English Learners (Decline of 8.2%) 16.17%- SED (Increase of .78%) 7.69%- LTEL (New Baseline)		54% Meeting or exceeding standards	All Students Decline of 5.77% English Learners Decline of 8.2% SED Increase of .78% LTEL New Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7.69%- LTEL (New Baseline)	2024 CAASPP Results			
1.19	CAASPP Math % of students meeting or exceeding standards. https://caaspp-elpac.ets.org/caaspp/	4.55% All Students 2.13%- English Learners 3.08%- SED Data not reported for Foster Youth, SWD due to small population size 2023 CAASSP Results 0.0%- LTEL (New Baseline)	7.14%- All Students- (Increase of 2.59%) 7.14%- English Learners- (Increase of 5.01%) 14.5%- SED (Increase of 11.42%) 0.0%- LTEL (New Baseline) 2024 CAASPP Results		28% Meeting or exceeding standards	All Students- Increase of 2.59% English Learners- Increase of 5.01% SED-Increase of 11.42% LTEL New Baseline
1.20	CAASP CAST (Science) % of students meeting or exceeding standards. https://caaspp-elpac.ets.org/caaspp/	4.35% All Students 0%- English Learners 0%- SED Data not reported for Foster Youth, SWD due to small population size 2023 CAASPP Results	7.14%- All Students- (Increase of 2.59%) 7.14%- English Learners- (Increase of 5.01%)		38% Meeting or exceeding standards	All Students- Increase of 2.59% English Learners- Increase of 5.01% SED- Increase of 11.42% LTEL New Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.0%- LTEL (New Baseline)	14.5%- SED (Increase of 11.42%) 0.0%- LTEL (New Baseline) 2024 CAASPP Results			

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.

The district saw significant success, again, in the areas of mathematics and ELA improvement, as shown by the increases in CAASPP results and the CA Dashboard report.

Action 1 was implemented as planned
Action 2 was implemented as planned
Action 3 was implemented as planned
Action 4 was implemented as planned
Action 5 was implemented as planned

All actions within Goal One were successfully carried out, with no notable challenges.

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

Action 1.4- $19,137 overage due to actual salaries/ benefit costs for staff hired, including cost of living increases for 2024-25

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

All actions were effective, with growth in ELA and Math scores overall. Our EL group was fairly stagnant, though on ELA. ELPI results were solid, although not as high as last year due to the high number of EL students reclassified as part of our data cleanup in 2024. We look forward to comparing 2025 results for this group, as a more accurate indicator of growth with this data set.

Actions 1 and Actions 3 saw success in significant increased for all groups in mathematics.

Action 2 addressed both math and ELA, and as such was successful with continued plans for MTSS.

Action 3 saw significant growth for all student group in ELA, and the SED group, but not for EL students, who maintained.

Action 4 saw significant growth for all student group in ELA, and the SED group, but not for EL students, who maintained.

Action 5 was successful in maintaining Model Library Standards.

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.

Metrics 13, 14, 18, 19 and 20 had LTEL baseline information added. Target information for LTEL was also added where applicable within these metrics.
Metrics 13 and 14 also had Baseline and target information added for the Hispanic subgroup.
All action expenditures were updated based on historical costs to implement, increases in contract/ inflation, and current LCFF, Title and LREBG budgets for 2025-26.

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	Professional Development	Provide staff training for effective standards implementation and curriculum focused on Math, Science, History, Technology, and transitional Kindergarten. Early Childhood Education. This will include induction mentoring and support services for new teachers.	$19,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The focus of this training will be on instructional strategies designed to meet the needs of unduplicated students - particularly Socioeconomically Disadvantaged students in the area of Mathematics. In 2023- Our Socioeconomically Disadvantaged group scored in the "Red" level in the area of Mathematics. Average Scale Score for this group was 150.8 Points below Standard- which was approximately the same level as last year. This Action addresses the Red performance level Dashboard result in Math for socioeconomically disadvantaged students Title II		
1.2	MTSS	Multi-Tiered Systems of support will be continued to provide interventions for students at Tier I, Tier II, and Tier III levels of need in the area of math and English/language arts. Federal Title Funding pays for 4 part-time-instructional aide salaries and benefits. A focus area for MTSS work will be socioeconomically disadvantaged students needing math intervention. Our Socioeconomically Disadvantaged group scored in the "Red" level in the area of Mathematics. Average Scale Score for this group was 150.8 Points below Standard- which was approximately the same level as last year. This Action addresses the Red performance level Dashboard result in Math for socioeconomically disadvantaged students Title I	$101,220.00	No
1.3	Reducing class sizes and combination classes	Provide additional teachers to lower class sizes and reduce the number of combination classes needed. To maintain the legally required class size maximums outlined in California Education Code (EC) sections 41376 and 41378, Ducor would require 5 full time teachers. However, this would produce many combination classes with either two or three grade levels represented in each room.	$385,443.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To provide teachers with better California State Standards foci for their instruction, we will pay for 3 additional full-time teachers. While 2 classes will still be multi-grade level when needed, the number of combination classes, overall, will be reduced.		
1.4	Prekindergarten- Full Day	Offer access to full-day Kindergarten and Transitional Kindergarten to students within the Ducor School District. Staff, supplies, and services will be provided to maintain the program.	$88,206.00	Yes
1.5	School LIbrary Services	Maintain library staff to support student literacy skills and teacher instruction. Title IVA	$44,750.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	High quality English Language Development and exemplary practices for teaching English learners in all classrooms to provide access to a rigorous broad course of study and maximum learning opportunities. To accomplish this, we will focus on professional development and instructional strategies that have been demonstrated through research to support English learner academic growth.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Ducor has experienced success with English Learner population academic advancement, although gaps do continue in several areas.

In the 2022-23 year, English Learner average scores increased 15.8 Points on the CAASPP ELA and 3.6 points on the CAASPP Math. The percentage of English Learners advancing in English Proficiency is a healthy 52.5% per 2022-23 data.

While we have made improvements in results for English Learners, there are still issues to address and work to be done. Chronic Absenteeism remains nearly double the pre-COVD rate of 16.1% and is currently at 31.1% for this subgroup. Additionally, just under half (47.5%) of this subgroup did not increase an ELPI level in 2022-23 showing satisfactory advancement of their English Language skills by state measures.

We focused this goal on continuing to learn evidence based instructional strategies to meet the needs of English Learners, including our Long-Term English Leaners, and to provide high quality supplemental materials for our teachers to help them deliver the instruction needed to meet EL student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELPAC Summative Assessment: Percentage of EL students scoring level 3 or 4 (moderately developed to well developed) https://caaspp-elpac.ets.org/caaspp/	50.71% (2022-23)	47.41% (decrease of 3.3%) 2023-24		65%	decrease of 3.3%
2.2	English Language Development State Standards Implementation Local Indicators self-reflection tool	5=full implementation and sustainability (2023-24)	5=full implementation and sustainability (2024-25)		Maintain 5=full implementation and sustainability	Goal Met- Maintained "5"
2.3	English Learner CAASPP ELA distance from standard CA School Dashboard	92.2 points below standard- ALL EL (2023 CA School Dashboard) 106.7 points below standard- LTEL (new baseline- 2024 data)	93.1 points below standard- ALL EL (Decrease of 0.9 points) 106.7 Points below standard- LTEL (Decline of 12.6 points) (2024 CA School Dashboard)		55 points below standard- ALL EL 45 points below standard- LTEL	All EL Group- decrease of 0.9 LTEL- Decline of 12.6 points
2.4	English Learner CAASPP Math distance from standard CA School Dashboard	140.1 points below standard- ALL EL (2023 CA School Dashboard)	131.7 points below standard- ALL EL (Increase of 8.4 points) 170.6 Points below standard- LTEL		90 points below standard- ALL EL 75 points below standard- LTEL	All EL Group- Increase of 8.4 points LTEL- Increase of 2.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		170.6 points below standard- LTEL (new baseline 2024 data)	(Increase of 2.9 points) (2024 CA School Dashboard)			
2.5	Percentage of English Learners making progress towards English language proficiency CA School Dashboard ELPI	52.5%- EL (2023 CA School Dashboard) 44,4% - LTEL (new baseline- 2024 data)	46.4% All EL Students (Decrease of 8.1%) 44.4%- LTEL Students (Increase of 8.7%) (2024 CA School Dashboard)		65% all EL 75% LTEL	All EL- Decrease of 8/1% LTEL- Increase of 8.7%
2.6	English Learner reclassification rate CALPADS Report 8.1	11.6% (2023-24 School Year)	15% 2024-25 Locally Calculated		15%	Increased 4.4% Goal Met
2.7	English Learner enrollment in a broad course of study Locally Calculated- student schedules	100% (2023-24)	100% 2024-25		Maintain 100%	Goal Met- Maintained 100%
2.8	Access to Broad Course of Study for unduplicated and SWD Locally Calculated	100% (2023-24)	100% 2024-25		Maintain 100%	Goal Met- Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	EL Digital Skills Proficiency Locally Calculated	100% evidenced by participation (2023-24)	100% evidenced by participation 2024-25		Maintain 100%	Goal Met- Maintained 100%
2.10	Percent of English Learner students who qualify as Long-Term English Learners. (LTEL) or At-Risk of LTEL (AR) https://www.cde.ca.gov/ds/ad/filesltel.asp	39.4% (28 of 71) (2022-23 School Year)	32.1% (18 of 56) 2024 Dashboard		20% of EL qualifying as LTEL or AR	Improvement of 7.3% On track to meet 3 year goal

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.

The goal was carried out in the 2024-25 school year, but full data related to it's initial effectiveness won't be available until December 2025 Dashboard.
Data from the December 2024 dashboard reflects the 2023-24 school year, primarily.

We were effective in maintaining a broad course of study and access for all student groups, Digital skill proficiency, a decrease in the number of LTEL students within our EL population, and higher EL reclassification rate.
We also saw an increase in EL scores for mathematics.

We look forward to 2024-25 school year data coming in over the summer and fall to make minor focus alignments within these actions for current student needs, and to continue the path of implementing our 3 year LCAP through 2028.

Action 1- Fully Implemented as planned
Action 2- Fully Implemented as planned

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 material differences between budgeted and actual expenditures.

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

The effectiveness of these goals, in the first year of the three year plan, is mixed.

Action 1 was effective in reducing the percentage of English Learners who qualified as LTEL by 7.3% in 2024. However, with the cleanup of EL data, this may be misleading and we will be looking at 2025 data for comparison.
Action 2 seemed ineffective, given the reduced percentage of English Learners who made growth on the ELPI. It appears to be more effective for reclassification rate this year, but there was a change in the district's reclassification process and data for EL's that make this misleading, so 2025 data will be compared.

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.

Metrics 3, 4, and 5 had LTEL baseline added since that group began being reported on the California School Dashboard in 2024.

All actions had updates to expenditures based on new budget figures for 2025-26, cost increases, and historical expenditures in those areas.

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	ELD Professional Development	Provide continuing support and training on ELD implementation, exemplary strategies to support English Learners and differentiated learning levels. Focus will be on strategies designed to meet the needs of Long-Term English Learners (LTEL) students.	$5,000.00	Yes
2.2	English Language Instruction	Supplemental materials and supports to meet the needs of English Learners in the language acquisition program.	$5,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Deepen, strengthen, and support empowered engagement of all educational partners (students, parents, teachers, school staff and administration) in order to foster collaborative feedback and improve student outcomes. This goal will focus on the evidence-based practices of school-home communication, family engagement/education, and social-emotional supports.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In examining our CAASPP and ELPAC state testing results, we can see that students need additional interventions for academic success. There are several identified factors that are limiting student academic success.

1) Post-COVID Chronic Absenteeism on the CA School Dashboard continues to be high with 31.1% of our students missing a month or more of school days. That number increases greatly with 35.2% of SED students and 50% of Students with Disabilities missing more than a month of school. Attendance is directly linked to student achievement in reading and also to graduation rates.

2) Parent, student, and staff report that attendance issues are related to anxiety, social-emotional issues, bullying concerns, and lack of parent information about the effect of poor attendance on student outcomes.

Research has demonstrated that Parent Engagement:
A) Leads to improved academic outcomes
B) Improves Social-Emotional outcomes
C) Has positive outcomes for all subgroups, including EL, SED, and SWD.
D) Can be positively affected by purposeful school planning

For these reasons, we chose it as a goal for our LCAP and designed actions related to purposeful parent involvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Degree to which all facilities are maintained and in good repair Annual Facilities Inspection Report (FIT)	"Good" Rating Overall 2023-2024	"Good" rating in all areas with an overall of "Exemplary" 2024-25		Maintain "Good" Rating Overall	Goal Met- Maintained "Good" rating for all areas
3.2	Participation rate in parent training/ district decision-making including unduplicated students and SWD Locally Calculated	Data for 2024-25 used for baseline. PIQE Training Series: 7 parents/ 4 graduates SSC/ELAC Committee: 4 Parents/ 4 staff	PIQE Training Series: 7 parents/ 4 graduates SSC/ELAC Committee: 4 Parents/ 4 staff 2024-25		Establish at least three trainings a year, and a regular parent governance committee.	New baseline established Goal Met: Through PIQE and SSC/ELAC Meetings
3.3	Availability of parent training/involvement opportunities in school and district decision-making Locally Calculated	3 Opportunities for engagement in decision making offered. 2023-2024 School Year	3 Opportunities for engagement in decision making offered. - 2024-2025		Maintain 3 Opportunities Per Year	Goal Met: Maintained 3 opportunities
3.4	Attendance rate CALPADS report 14.2	94.7% of all students 2023-2024	95.5% 2024-25 Locally Calculated		Maintain, the current level.	Increased 0.8%
3.5	Chronic Absenteeism rate CA School Dashboard	31.1%- All Students 24.7% - English Learners	22.8%- All Students 20% - English Learners		15 %- All Students 17% English Learners 25% SED	All Students (Declined 8.3%) English Learners (Declined 4.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		35.2%- SED 50% Students with Disabilities (small group size) --Foster Youth (data not reported due to small group size) 2023 CA School Dashboard 26.3%- LTEL Students (New Baseline- 2024 data)	26.3%- LTEL Students (New Baseline) 23.6%- Hispanic- 27.2%- SED Students with Disabilities (data not reported due to small group size) --Foster Youth (data not reported due to small group size) 2024 CA School Dashboard		25% Students with Disabilities (small group size) 20% LTEL --Foster Youth (data not reported due to small group size)	LTEL Students (New Baseline) Hispanic- (Declined 7.6%) SED (Declined 8%) Students with Disabilities (data not reported due to small group size) --Foster Youth (data not reported due to small group size)
3.6	Middle School Dropout rate CALPADS Fall report 8.1c	0% 2022-2023	0% 2023-24		Maintain 0%	Goal Met- Maintained 0%
3.7	Percentage of students participating in cocurricular and extracurricular programs. Locally Calculated	100% of students in grades 4-8 are involved in athletics 2023-2024	80% 2024-25		Maintain 100% of grade 4-8 students	Declined 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Suspension Rate CA School Dashboard	0% ALL 0% English Learners 0% SED 0% SWD Foster Youth (not reported due to small group size) 2023 CA Dashboard 5.3%- LTEL (new baseline- 2024 data)	3.9% ALL- 4.2%- Hispanic- 4.3% English Learners 5.3%- LTEL (new baseline) 3.1% SED SWD (not reported due to small group size) Foster Youth (not reported due to small group size) 2024 CA Dashboard		Maintain 0% for all groups	ALL- (Increased 3.9%) Hispanic- (Increased 4.2%) English Learners (Increased 4.3%) LTEL (New Baseline) SED (Increased 3.1%) SWD (not reported due to small group size) Foster Youth (not reported due to small group size)
3.9	Expulsion Rate CALPADS EOY reports 7.1, 712, 1.21	0% 2022-2023	0% 2023-24		Maintain 0%	Goal Met- Maintained 0%
3.10	Percent of parents, staff, and students who report feeling safe at school. Annual Survey Data	This is a safe place for my child. 100% of parents Agree/ Strongly Agree 100% of staff agree/ strongly agree	97% Parents 100% Staff 94% Students 2024-25 Spring Survey		100% Parents Agree/Strongly Agree 100% staff 95% students	Parents declined 3% Staff maintained 100%- Goal Met Students decreased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		95% of students agree/ strongly agree 2023-2024				
3.11	Percent of parents, staff, and students who report feeling connected to school. Annual Survey Data	Agree and strongly agree 89%. Parents feel well-informed about activities. Agree and Strongly Agree 94%, Parents feel DUESD Is a supportive and inviting place for students to learn. Agree or strongly agree: 97%. Parents feel that the school encourages them to be an active partner with the school. Agree or strongly agree 75%. Parents feel that the school actively seeks their input before making important decisions.	Data not collected in this format for 2024-25. See Metrics 3.10 and 3.12 for required data for this year This Metric has been discontinued.		90% Agree and Strongly agree. Parents feel well-informed about activities: Agree and Strongly Agree 95%, Parents feel DUESD Is a supportive and inviting place for students to learn: Agree or strongly agree: 98%. Parents feel that the school encourages them to be an active partner with the school: Agree or strongly agree 80%. Parents feel that the school actively seeks their input before making	Data not available for analysis due to change in survey format. Metric 3.12 added to match current data collection.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24 Parent Survey			important decisions:	
3.12	Percent of parents, staff, and students who report feeling connected to school. Annual Survey Data	New Baseline 2024-25 100% of Parents 93% of Staff 100% of Students Agree or Strongly Agree they feel engaged at school. 2024-25 Spring Survey	100% of Parents 93% of Staff 100% of Students New Baseline 2024-25		100% of Parents 100% of Staff 100% of Student (New target establish 2025)	New Baseline 2024-25

Goal Analysis [2025-26]

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

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

The actions within this goal were fully implemented, but it is the first year of a three year LCAP and we look forward to seeing results with consistent practices and system refinements through 2027-28 school year.

Suspension rates, drop-out rates, and Chronic Absenteeism remain low or fell greatly over the past two school years. Culture surveys continue to show positively and high results.
Facilities remain in good shape, despite increased use for services.
These are all successes that speak to our continued work in this area for students, parents, and staff.

Action 1 was implemented as planned
Action 2 was implemented as planned
Action 3 was implemented as planned

There were no specific challenges to implementation this 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.

Action 1: Home-School Communication Tools - $13,500 over budgeted amount due to actual costs to hire qualified IT support, including benefits.
Action 3: Behavior and Social-Emotional Support staff- $58,863 under budgeted amount due to difficulty finding a qualified staff member and savings of salary/benefits during a search for candidates.

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

Action 1 was effective with results on the annual survey showing high results for parents', students', and staff feelings of connectedness.

Action 2 was effective with results on the annual survey showing high results for parents', students', and staff feelings of safety

Action 3 was partially effective with excellent outcomes in the first year for Chronic Absenteeism- which had a decline overall and for all subgroups, but not effective for suspension rate- which saw increases for overall and all significant subgroups.

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.

Metric 3.12 was added to meet state requirements. New baseline and targets were established based on 2024-25 data
Metrics 5 and 8 had LTEL baseline data added due to the addition of this reporting for the 2024 CA School Dashboard.
Metric 3.11 has been discontinued and replaced with Metric 3.12, as survey tool has been changed.

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	Home-school communication tools	Provide information to families through the newsletter, text messages, meetings, and the school website. Communications include but are not limited to information about state standards, ELD and EL strategies,	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		upcoming events, and school policies. Provides a part-time IT technician to maintain communication services and tools. Title IV		
3.2	Family Engagement Events and Workshops	Host various parent workshops and family events throughout the year to cultivate family engagement, provide parent education programs and foster a safe and inclusive environment. Title I Title IVA	$20,500.00	No
3.3	Behavior and Social-Emotional Support staff	Provide students with social-emotional support and behavioral supports. Provides families with parent education. This supports positive student behavior, improved attendance, reduced bullying, and improved social-emotional skills for academic success. Funding will maintain one full-time Behavior Intervention Technician	$73,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current 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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current 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.

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.

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

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.

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

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
$526,608	$64,846

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.025%	4.010%	$62,991.47	40.035%

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:** Professional Development **Need:** CAASPP math, English Language Arts, and ELPAC scores have not returned to pre-COVID rates and all subgroups continue to perform below standard on average. In particular, Math average scores continue to average 140 or more points below average for each subgroup. In particular, the SED	Teacher quality and professional development have been shown through research to have the strongest effect on student performance. By selecting evidence-based instructional practices designed to meet the needs of unduplicated students, and reinforcing those learnings with coaching and classroom walkthroughs, we will be providing staff with quality professional development and supports to meet student needs. Since these strategies will be implemented in all	#1.14- CAASPP Math Scores (ALL, EL, SED, SWD).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	subgroup, which was in the red on the 2023 CA School Dashboard and averaged 150.8 points below average in math. Teachers and administrators report a need for targeted trainings to help them support at-risk student needs and particularly focused on the needs of unduplicated students, particularly English Learners and SED as well as Students with Disabilities. **Scope:** LEA-wide	classrooms, during mainstream instruction, it is implemented LEA Wide.	
1.3	**Action:** Reducing class sizes and combination classes **Need:** The results of our performance data analysis shows that our unduplicated students including English Learners, SED, and also Students with Disabilities have greater needs for differentiation and services. English Learner students performed 140.1 points below standard on the CAASPP math assessment- on average. They averaged 92.2 points below standard in ELA on the CAASPP and just under half 48% did not progress in English language development according to the ELPAC.	This action will effectively reduce student: teacher ratios from 27.6:1 to 15.6:1 and allow for teacher preparation time within the school day. This allows staff to plan for and address the needs shown by English Learners, SED, and SWD students. It will also allow Ducor to keep and attract high quality teachers, which educational research shows is the primary indicator for student achievement. While this action is designed to target the specific needs of unduplicated students, it will be utilized LEA-wide to support the differentiation evidenced as needed by all students in all grade levels during their Tier I, initial classroom instruction time for all subjects.	#1.13 and #1.14- CAASPP ELA, Math % of students meeting or exceeding standards. (ALL, EL, SED, SWD) https://caaspp-elpac.ets.org/caaspp/ ELPI - CA School Dashboard

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
	Socioeconomically Disadvantaged students averaged 105.4 points below standard on ELA and 150.8 points below standard on math. Further analysis showed a significant crossover percent of EL students who were also identified as SED. Principal, teacher and parent educational partner input noted that complicated combination class configurations, larger class sizes, and a great reduction in staff would be more difficult for students and teachers, resulting in Ducor attracting fewer highly qualified teaching applicants and placing a greater burden on existing teachers to meet such a variety of needs in less planning time. Staff and parents report the need for smaller group instruction and more targeted instructional planning/ delivery in order to meet unduplicated student needs. **Scope:** LEA-wide		
1.4	**Action:** Prekindergarten- Full Day **Need:** The results of our performance data analysis shows that our unduplicated students including English Learners, SED have significant performance gaps in ELA and math that require long-term intervention strategies starting at the earliest grade levels, in order to improve.	Early childhood education has been shown to have a significant effect on academic achievement, particularly for students from disadvantaged backgrounds. Evidence shows long term effects on academic achievement as well as social and emotional skill development. 1 teacher will be added to baseline staffing FTE allowing full day instruction for both grade levels without a combination class. Additional instructional time will allow additional intervention	#1.13, #1.14 SBAC ELA and Math- SED and EL student group

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
	Only 15.39% of our SED students were at standard in ELA and 3.08% in math (2023). 10.64% of EL students were at grade level in ELA and 2.13% in math on the CAASPP ETS website report. Overall, we were 21.59% at standard in ELA and 4.55% in math. The gap between the overall group for the school and EL/SED subgroups is significant. While combination classes in these grade levels is permitted, the standards for early childhood and kindergarten are very different, as are the best teaching methodologies. In order to provide a full day of instruction for each of these grade levels and additional teacher is required. **Scope:** LEA-wide	to meet the needs of English Learners, SED, and SWD early learners, particularly in the area of early literacy and school-based social-emotional/ behavioral skills. The elimination of the combination allows each teacher to focus on instructional strategies and standards specifically designed for each developmental level at these critical ages. While this action is primarily targeted at the unduplicated student needs, it will affect all students within those same TK and K classrooms, who will also benefit from this change. We anticipate the greatest academic growth benefits, however, from our unduplicated students groups as a result of this action. While this action is designed to support the identified need of more individualized instruction and small group in class intervention time, all students in those classes will benefit from the reduced class size and this will be implemented LEA wide for TK and K classrooms.	
1.5	**Action:** School LIbrary Services **Need:** Increased reading and language skill development. Only 15.39% of our SED, 10.64% of EL students and 21.59% of students overall were at standard in ELA on the 2023 CAASPP. 48% of EL students did not progress satisfactorily in English Language skills on the	School libraries are an evidence-based strategy. Research shows that school ibrary spending has a strong correlation to student reading scores. Further, data shows that more than 1/3 of families do not have reliable access to online research and data and the library supports non-fiction research and data tools that students need for content area learning. Effects of library were across all student groups, but particularly in the disadvantaged student group.	#1.11- Model Library Standards State Standards Implementation Level

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
	ELPAC in 2023 and the lowest area of performance on the ELPAC was reading. Access to a range of high interest reading materials and non-fiction materials is needed to promote learning. Teacher, student, and parents report a shortage of reading materials in the home for SED and English Learner students. Additionally, our location does not provide easy access to public library materials, bookstores, etc. **Scope:** LEA-wide	This action maintains library collections, supports students in book selection, and provides teachers with supplemental non-fiction materials for units of study. While this action is primarily targeted to the unduplicated student needs, it is not possible to maintain a separate library service program for them, nor is it socially/culturally wise to do so the implementation is schoolwide and benefits all students. We anticipate the greatest academic growth benefits, however, from our unduplicated student groups as a result of this action.	
3.1	**Action:** Home-school communication tools **Need:** CAASPP analysis shows continued student averages below standard on Math, ELA, and Science. In feedback from our parent educational partners, it was clear that there is no, one, communication method that works well for all our families so mailings, electronic messages, and web applications where they can access information are all needed. **Scope:** LEA-wide	Studies show the benefits of effective home-school communication include improved academic achievement, a more positive attitude toward learning, feelings of empowerment/confidence, regular class attendance, and higher parental expectations. This action maintains a variety of tools to communicate with parents and improve home to school communication of student needs as well. While this action is primarily designed to address identified needs for the unduplicated student group, the systems are implemented districtwide to be culturally inclusive and support the feeling of community for all students, teachers, and parents. We anticipate the greatest academic growth benefits, however, from our unduplicated students groups as a result of this action.	#3.11- Percent of parents, staff, and students who report feeling connected to school. Annual Survey Data

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
3.3	**Action:** Behavior and Social-Emotional Support staff **Need:** 31.1% chronic absenteeism in 2022-23 with English Learners and SED subgroups at 24% and 35.2%. While this action is targeted at unduplicated students, 50% of Students with Disabilities were also Chronically Absentee- the highest group, and these services will benefit them as well. **Scope:** LEA-wide	Maintains a staff member to focus on Bullying, anxiety, social issues, and parent understanding of the effects chronic absenteeism on literacy development, graduation rates, and incarceration rates. These were identified among the top issues contributing to high absenteeism. This action was designed to meet the identified needs of our unduplicated student groups; however, all students will benefit from the services provided. In order to most effectively and efficiently implement this action, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services. We anticipate the greatest benefits, however, from our unduplicated student groups as a result of this action.	#3.8- Suspension rate #3.5- Chronic Absenteeism rate (ALL, EL, SED, SWD) CA School Dashboard

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
2.1	**Action:** ELD Professional Development **Need:** 47.5% of English Learners did not increase a performance level on the 2023 ELPAC. Additionally, there are 8 long term English	More than 1300 studies have been done on teacher professional development and its effect on student performance. The overwhelming result of those studies is a direct link between quality staff development and student performance in the targeted areas.	#2.10- Percent of English Learner students who qualify as Long Term English Learners. (LTEL)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Learners and 29 overall EL who have been in the program 4 or more years and are considered at risk for English Language acquisition performance. More than 70% of the EL and LTEL subgroups are dually identified as Socioeconomically Disadvantaged. **Scope:** Limited to Unduplicated Student Group(s)	This action provides teacher training to address English Learner and LTEL specific needs including targeted, evidence based instructional strategies.	
2.2	**Action:** English Language Instruction **Need:** 40.85% of our EL students are performing at level three on the ELPAC exam. Further analysis shows that students performed most poorly in the areas of Reading and Writing on this exam. Teachers have analyzed the existing core instructional materials that were approved by the CDE more than eight years ago and determined that they do not provide the necessary support materials for instruction and practice in these areas. **Scope:** Limited to Unduplicated Student Group(s)	#2.5- Provides additional materials to address identified English Learner needs.	Percentage of English Learners making progress towards English language proficiency CA School Dashboard ELPI

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.

Ducor is a single school district

The additional concentration grant funding maintains 4 additional teachers providing direct instruction, beyond the required core instructional staffing. Additionally, it provides for a Behavior Intervention Specialist to work directly with students and families to reduce Chronic Absenteeism and support parent education and student social-emotional development.

The additional staffing and direct services can be found in the following Actions:

1.2- Intervention staffing
1.3- Additional teachers to reduce class sizes
1.4- Full day TK support/ teacher
1.5- Library staffing

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:17
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,461,789	526,608	36.025%	4.010%	40.035%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$641,399.00	$0.00	$0.00	$141,720.00	$783,119.00	$699,619.00	$83,500.00

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	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$19,500.00	$7,500.00			$12,000.00	$19,500.00	
1	1.2	MTSS	All	No			All Schools	Ongoing	$101,220.00	$0.00				$101,220.00	$101,220.00	
1	1.3	Reducing class sizes and combination classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$385,443.00	$0.00	$385,443.00				$385,443.00	
1	1.4	Prekindergarten- Full Day	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools TK-K	Ongoing	$88,206.00	$0.00	$88,206.00				$88,206.00	
1	1.5	School LIbrary Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$42,750.00	$2,000.00	$42,750.00			$2,000.00	$44,750.00	
2	2.1	ELD Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.2	English Language Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$5,500.00	$5,500.00				$5,500.00	

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
3	3.1	Home-school communication tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$34,000.00	$6,000.00	$34,000.00			$6,000.00	$40,000.00	
3	3.2	Family Engagement Events and Workshops	All	No			All Schools	Ongoing	$0.00	$20,500.00				$20,500.00	$20,500.00	
3	3.3	Behavior and Social-Emotional Support staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$48,000.00	$25,000.00	$73,000.00				$73,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,461,789	526,608	36.025%	4.010%	40.035%	$641,399.00	0.000%	43.878 %	**Total:**	$641,399.00
								LEA-wide Total:	$630,899.00
								Limited Total:	$10,500.00
								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**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	
1	**1.3**	Reducing class sizes and combination classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$385,443.00	
1	**1.4**	Prekindergarten- Full Day	Yes	LEA-wide	English Learners Low Income	All Schools TK-K	$88,206.00	
1	**1.5**	School LIbrary Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,750.00	
2	**2.1**	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
2	**2.2**	English Language Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,500.00	
3	**3.1**	Home-school communication tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Behavior and Social-Emotional Support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,000.00	

2026-27 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$783,119.00	

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**	Professional Development	Yes	$19,500.00	
1	**1.2**	MTSS	No	$101,220.00	
1	**1.3**	Reducing class sizes and combination classes	Yes	$385,443.00	
1	**1.4**	Prekindergarten- Full Day	Yes	$88,206.00	
1	**1.5**	School LIbrary Services	Yes	$44,750.00	
2	**2.1**	ELD Professional Development	Yes	$5,000.00	
2	**2.2**	English Language Instruction	Yes	$5,500.00	
3	**3.1**	Home-school communication tools	Yes	$40,000.00	
3	**3.2**	Family Engagement Events and Workshops	No	$20,500.00	
3	**3.3**	Behavior and Social-Emotional Support staff	Yes	$73,000.00	

2026-27 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)
	$641,399.00					

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	Professional Development	Yes	$7,500.00			
1	1.3	Reducing class sizes and combination classes	Yes	$385,443.00			
1	1.4	Prekindergarten- Full Day	Yes	$88,206.00			
1	1.5	School LIbrary Services	Yes	$42,750.00			
2	2.1	ELD Professional Development	Yes	$5,000.00			
2	2.2	English Language Instruction	Yes	$5,500.00			
3	3.1	Home-school communication tools	Yes	$34,000.00			
3	3.3	Behavior and Social-Emotional Support staff	Yes	$73,000.00			

2026-27 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)
1570844		6.323%	41.177%				$62,991.47	4.010%

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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