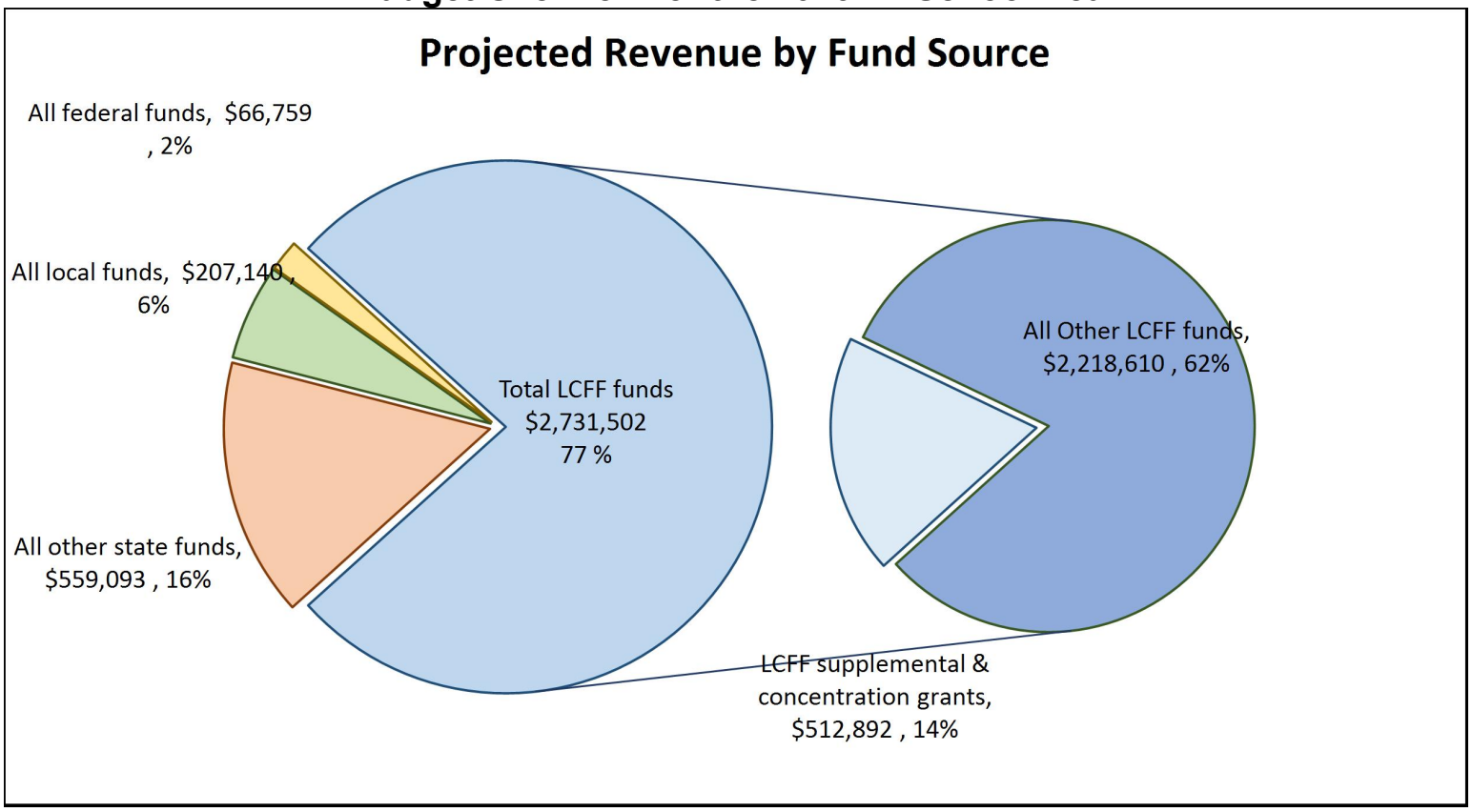
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Buena Vista School
CDS Code: 54718296053862
School Year: 2026-27
LEA contact information:
Travis Brown
Superintendent/Principal
tbrown@buenavistaeagles.org
5596862015

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

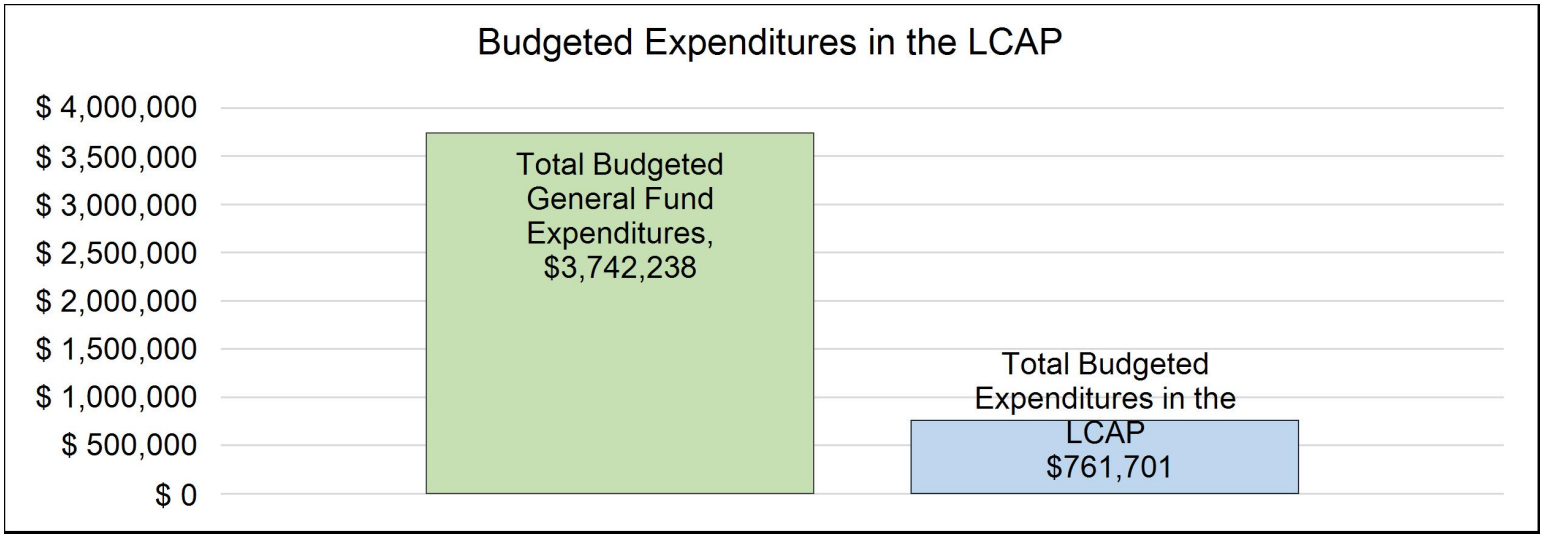


This chart shows the total general purpose revenue Buena Vista School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Buena Vista School is $3,564,494, of which $2,731,502 is Local Control Funding Formula (LCFF), $559,093 is other state funds, $207,140 is local funds, and $66,759 is federal funds. Of the $2,731,502 in LCFF Funds, $512,892 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 Buena Vista School 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: Buena Vista School plans to spend $3,742,238 for the 2026-27 school year. Of that amount, $761,701 is tied to actions/services in the LCAP and $2,980,537 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

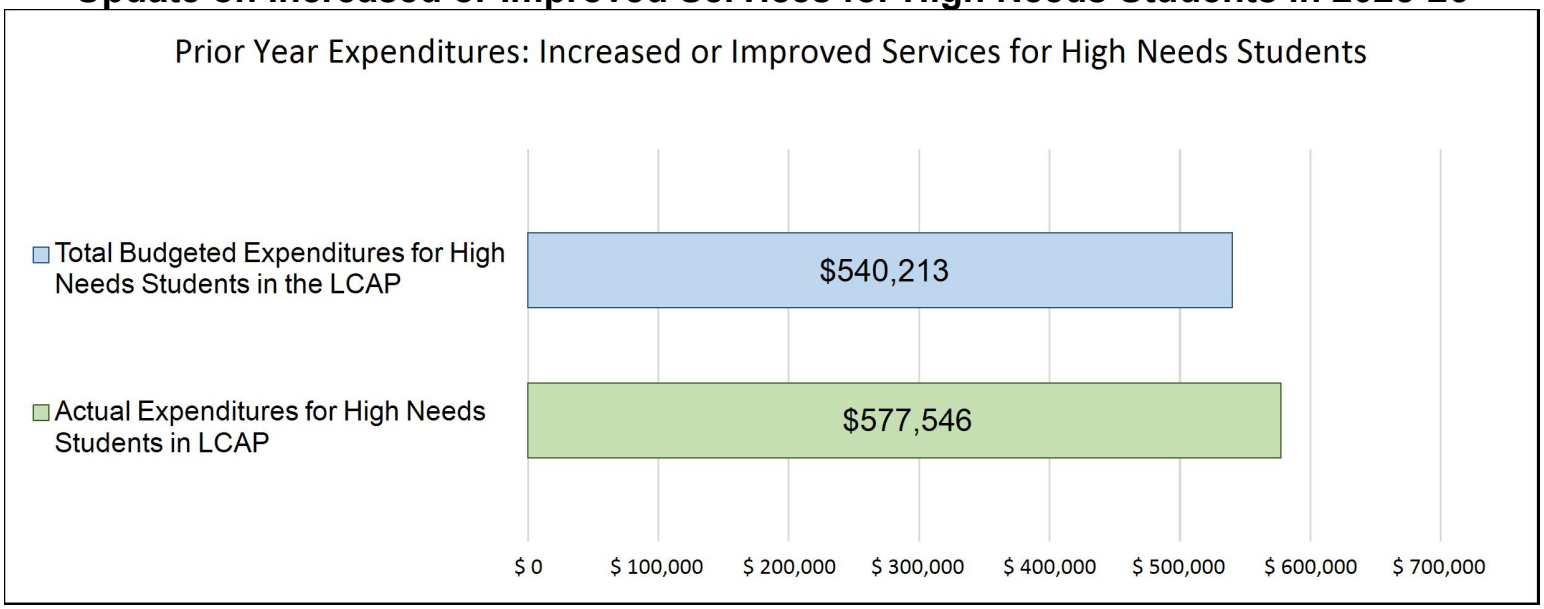
The LCAP does not include information related to basic expenses such as core instructional materials, utilities, basic furnishings, general transportation, and most staff salaries.

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

In 2026-27, Buena Vista School is projecting it will receive $512,892 based on the enrollment of Foster Youth, English learner, and low-income students. Buena Vista School must describe how it intends to increase or improve services for high needs students in the LCAP. Buena Vista School plans to spend $640,909 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Buena Vista School's LCAP budgeted $540,213.00 for planned actions to increase or improve services for high needs students. Buena Vista School actually spent $577,546.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Buena Vista School	Travis Brown Superintendent/Principal	tbrown@buenavistaeagles.org 5596862015

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.

Our Mission: "Buena Vista is devoted to developing a well-rounded student. We provide a supportive education environment in a small-school setting. Our family community encourages confident, focused and motivated learners."

Buena Vista School District is a small, single-school school district, serving students in graded TK-8, in rural Tulare County.

Buena Vista had an enrollment of 180 students in the 2025-26 school year. Demographically, the student body is 72.8% Hispanic and 25.6% white. 11.1% of our students are English Learners, 53.9% are Socioeconomically Disadvantaged, 8.9% have been identified as students with disabilities and 0.6% are Foster Youth.

We have 12 certificated staff including one administrator.

A large percentage of our students come from outside our district borders. Our program meets the needs of families that are looking for something smaller and more family oriented. Our students graduate from eighth grade with a strong academic foundation and experience in sports and student body leadership. Most will go on to high school to participate in high school leadership and sports. Most go on to become high achievers academically and will attend four-year colleges and universities.

We have a strong family atmosphere, with active parent participation. Our parents support our academic program with field trips, assemblies, book fairs and reward incentives. You will often find parents volunteering in classrooms and Parent Club events.

Reflections: Annual Performance

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

California Dashboard Performance Data (As of December 2023)

ACADEMIC PERFORMANCE

-English Language Arts: Overall, students performed in the "Yellow" range with an average of 27.7 points below standard. This was an increase of 6.4 points from last year's results.
No student subgroups were in the lowest, "Red" category. Socioeconomically Disadvantaged students fell into the "Orange" range with an average score 40.1 points below average.
2024 UPDATE: ELA average scores increased 16.8 points for an average score of 10.9 points below standard. No student groups were in the "Red" category.
2025 UPDATE: ELA average scores Maintained -1.4 points for an average score of 12.3 points below standard. No student groups were in the "Red" category.

-Mathematics: Overall, students performed in the "Orange" range with an average of 70.3 points below standard. This represented a decline of 3.6 points from the prior year.
No student groups were in the "Red" range. Hispanic, Socioeconomically Disadvantaged, and White subgroups fell into the "Orange" range with average scores of 81.4 points below standard, 78.9 points below standard, and 31.7 points below standard respectively.
2024 UPDATE: Scores increased 20.7 points, overall for an average score of 49.6 points below standard. No student groups were in the "Red" category.
2025 UPDATE: Scores maintained 2.6 points, overall for an average score of 47 points below standard. No student groups were in the "Red" category.

-English Learner Progress: English Learner students did not receive a color on the Dashboard, but 56% made progress towards English Proficiency. This was a decline of 9.6% from the prior year. This subgroup has only 25 students.
2024 UPDATE: 44.4% of our English Learners made satisfactory progress, according to ELPAC results. This was a decline of 11.6% from the prior year.
2025 UPDATE: 35.3% of our English Learners made satisfactory progress, according to ELPAC results. This was a decline of 9.2% from the prior year.

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

ACADEMIC ENGAGEMENT

-Chronic Absenteeism: Overall, the students fell into the "Orange" category with 24.3% chronically absent. This represented a decline of 1.9% from the prior year.
The White student group was in the "Red' range with 20.4% chronically absent (an increase of 8.2% from the prior year). English Learners and Socioeconomically Disadvantaged students were in the "Orange" range with 21.1% and 23.5% Chronically absent, respectively.
2024 UPDATE: 18.5% of our students were chronically absent in 2023-24. This was an improvement of 5.7% from the prior year. No student groups were in the "Red" category.
2025 UPDATE: 17.6% of our students were chronically absent in 2024-25. This was an improvement of 0.9% from the prior year. No student groups were in the "Red" category.

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

CONDITIONS & CLIMATE

- Suspension Rate: Overall, students fell into the "Green" category with 2% suspended at least one day in the 2022-23 school year. This was a decline of 0.5% from the previous year. No group was in the "Red" range.

Socioeconomically Disadvantaged students were in the "Orange" range with 2.7% suspended at least one day, an increase of 0.5% for this group. This is two levels below the All Student group which is in the green range.
2024 UPDATE: 1.6% of our students were suspended 1 or more days in 2023-24. This was an improvement of 0.4%. No student groups were in the "Red" category.
2025 UPDATE: 1.1% of our students were suspended 1 or more days in 2024-25. This was an improvement of 0.5%. No student groups were in the "Red" category.

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

Local Data Analysis

Feedback from Educational Partners shows faith in current projects and actions, despite slower than anticipated growth. The parents, students, and staff agree that more SEL supports are needed due to rising issues in youth population nationwide, and locally.

LEARNING RECOVERY EMERGENCY BLOCK GRANT INFORMATION:
The district will have $185,160.62 in unspent Learning Recovery Block Grants at the end of the 2025-26- school year and will expend $57,349 of those funds in the 2026-27 LCAP.
The goals/ actions identified for LREBG funding are found in : Goal 2, Action 1: Licensing cost for AIR Reading program ($13,000) and Goal 2, Action 5- Salary/Benefits for 40% of TOSA position ($44,348.47)
These were chosen as allowable expenditures in the category of:
i. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

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

They are designed as evidence based solutions to address- literacy scores and professional development needs as identified in the Educational Partners needs assessment process."

Research on helping at-risk students indicates a need to match interventions/ materials with their specific need, and to have a variety of interventions available in order to advance their learning as their needs evolve. This requires staff to spend time working directly with at-risk students in small groups and 1:1 to a) determine their individual needs and b) provide targeted instruction to meet those needs with individualized materials.

The district may be receiving additional proposed LREBG funding as outlined as part of the Governor's May Revision 2026 budget act. This proposed funding will be identified and addressed as part of the district's 2027-28 LCAP.

Reflections: Technical Assistance

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

The district does not qualify for Differentiated or other Technical Assistance at this time.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents received information about LCAP and had the opportunity to provide input during two meetings in the Spring of 2026 as well as at two June Board of Education Meetings. The Spring survey went out to all families in April 2026. DELAC reviewed the LCAP Draft, received LCAP information and provided input in Fall, Winter, and Spring of the 2025-26 school year. Superintendent responded in writing. ELAC (via Parent Club Meetings): October 7, 2026 January 6, 2027 March 3, 2027 SSC/ PAC (including representation by Unduplicated student parent groups) reviewed the LCAP Draft, received LCAP information on February 23, 2026 and May 19, 2026 (reviewed draft) and provided input. Superintendent responded in writing. SSC: November 10, 2025 February 23, 2026 April 13, 2026 ELAC (via Parent Club Meetings):

Educational Partner(s)	Process for Engagement
	October 7, 2026 January 6, 2027 March 3, 2027 Schoolwide Parent Survey Window: April 13–24, 2026
Teachers	Teachers provided ongoing input at staff meetings held on August 18, August 25, September 15, September 29, October 6, October 20, November 10, November 17, December 1, December 15 2025. January 12, February 2, February 11, February 23, March 2, March 16, March 17, March 23, April 20, April 27, and May 4, 2026. as well as having staff represented during the School Site Council in the Winter and Spring of 2026 and in the form of a survey to all staff regarding LCAP input with an open window of April 26th through April 30th, 2026 for responses.
Students	Students in grades 3 through 8 provided LCAP input through survey in May 2025. Student Survey Window: April 27 – May 7, 2026 Student council input was received in May 2025 . The Superintendent responded in writing. Student Advisory Committee (ASB/SAC): May 5, 2026
Principal and other administrative staff	The principal/ superintendent and management staff worked together to incorporate the input from other educational partners and provide their own input to complete the LCAP draft for public hearing in March, April, and May of 2026.
Other non-teaching staff (other school personnel)	Classified and other non-teaching staff received LCAP information at regular meetings and provided input on August 18, August 25, September 15, September 29, October 6, October 20, November 10, November 17, December 1, December 15 2025. January 12, February 2, February 11, February 23, March 2, March 16, March 17, March 23, April 20, April 27, and May 4, 2026. and they took part in the LCAP survey and provided input in April 2026.

Educational Partner(s)	Process for Engagement
Bargaining Units	We have no, official bargaining units
Community Members	A mid-year progress report for LCAP was held in February 2026 with public opportunity for input. A hearing with public input opportunity was held at the Board meeting on June 13, 2026.
SELPA	Consultation with SELPA occurred In May 2026 through discussions with the TCOE contracted special education provider.

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

Buena Vista conducts an ongoing needs assessment, throughout the school year, with our educational partners. Small adjustments are made throughout the year to meet student needs and strengthen programs and any large-scale changes are done through the annual LCAP plan updates.

The LCAP is developed in partnership with all our educational community, using feedback to guide allocations for the plan. Not all ideas and input make 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 parenthesis.

Parents:
2024:School safety and academic interventions as well as engaging activities are parent interests. Maintaining current programs and continuing to expand as able are important.(Goal 2, Action 1)
2025: Climate and safety concerns (Goal 2, Action 1), English Learner Academic Achievement (Goal 1, Action 1), and attendance Supports (Goal 3, Action 4). Also of interest were technology access (Goal 2, Action 4)

Teachers:
2024- Teacher shared ongoing student engagement concerns (Goal 3, Action 4) and the need to increase in this area. Schools safety, specifically regarding preparedness for school violence situations continues to be a concern (Goal 3 Actions 6 and 3). Literacy and Reading intervention and maintaining the reading room were important.(Goal 2, Action 2)
2025- There is a need for targeted training, especially in EL/ELD strategies, writing instruction, phonics, and support for aides. (Goal 1, Action 1), Collaboration time between teachers and aides was also frequently mentioned.(Goal 2, Action 6), A strong theme was the need for greater accountability (especially with inter-district transfers), parent education (Goal 3, Action 1), and incentives to improve attendance (Goal 3, Action 4).

Students:

2024: Students shared that they would like more outside and off campus activities including a return of the Drama group (Action 3.7), including sports and fieldtrips. Some of this is provided by our Parent Club.
2025: Engagement and enrichment activities (Goal 3, Action 7), Interventions for math and writing (Goal 2, Action 2), and maintaining school safety (Goal 3, Action 3 and 6)

Principal and other Administrative Staff: Took in feedback from all groups, analyzed data, and determined the the existing needs when the three year LCAP was developed are still present and it is important to stay the course.

Other non-teaching staff: Instructional aides shared the importance of maintaining the interventions and reading room (Goal 2, Action 2), school safety (Goal 3, Action 3 and 6) and bringing the whole staff together to be more inter-connected between groups.

Community Members: General happiness with the way things are going, no concerns expressed. Appreciative of the information.

SELPA: Continuing to maintain necessary services and reading interventions. (Goal 2, Action 2)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase the rate at which EL students become proficient in English, thereby increasing their access to the content area curriculum and improved performance (This goal is also supported by Goals 2 and 3) Actions within this goal will also focus on strategies for supporting English Learners in the content area and also on strategies specifically targeted to support Long Term English Learners 6+ years in the EL program (LTEL) and preventing At-Risk LTEL students (4+ years) from becoming LTEL due to lack of progress in English Language development.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Buena Vista has a small group of 37 English Learners (2023 data). Overall, this group of students has done well with approximately 25% reclassifying to fluent each year. We credit this to our ongoing dedication to provide strong instruction with evidence-based strategies that support English Language Development.

There are 4 Long Term English Learners (LTEL) that have been in the EL program for their academic careers 6 or more years and not attained fluency. Additionally, there are 14 EL students at risk of becoming LTEL (4 or more years in the program). This represents 54% of our EL population. When we look at our ELPAC results, 44% of our students did not increase a full level on the English Learner Performance Indicator. Deeper analysis shows that most of our EL students (56.67%) are at the level 3 range on the ELPAC and the rest are at Level 2. This indicates a need to increase academic language skills including content area integrated English Learner strategies.

Our focus for professional development in this area will be those content area language and academic language skills, particularly in the area of written language, where students scored the lowest on average. Providing additional differentiation to support LTEL and At-Risk LTEL students will also be an area for us to work on this coming year.
We believe that this will provide our staff with long-term skills to support English Learner students as a whole, and LTEL students in particular. In turn, this will provide our English Learner students will the academic and language skills they need for school and life success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Reclassification/Redesignation Rate CALPADS Report 8.1	24% met criteria for reclassification. 2022-23	29% met criteria for reclassification (increased 5%) 2023-24	5% met criteria for reclassification (decreased 24%) 2024-25	28% reclassification rate	Decreased 19%
1.2	Satisfactory Progress toward English Proficiency English Language Progress Indicator (ELPI) CA School Dashboard	56% of English Learners made progress. LTEL and At-Risk EL baseline groups' data will be added with 2024 planned update to the Dashboard. 2023 CA School Dashboard	44.4% of EL made progress. (decline 11.6%) LTEL data not provided due to small group size (n=4) 2024 Dashboard	35.3% of EL made progress. (decline 9.2%) LTEL data not provided due to small group size (n=4) 2025 Dashboard	65% making progress	All EL- declined 20.7% LTEL- no data due to small group size
1.3	English Learner CAASPP Scores- Language Arts CA School Dashboard	61 Points below Standard in Language Arts LTEL and At-Risk EL baseline groups' data will be added with 2024 planned update to the Dashboard. 2023 CA School Dashboard	EL Students- 39.9 Points below Standard (increase 21.2 points) LTEL data not provided due to small group size (n=4) 2024 Dashboard	EL Students- 53.3 Points below Standard (decrease 13.5 points) LTEL data not provided due to small group size (n=7) 2025 Dashboard	30 points below standard LTEL target TBD after 2024 baseline established	EL Students- Increased 7.7 points LTEL data not provided due to small group size (n=4)
1.4	English Learner CAASPP Scores- Math CA School Dashboard	106.9 points below Standard in mathematics- All EL Students LTEL and At-Risk EL baseline groups' data will be added with 2024	EL Students- 57.3 Points below Standard (increase 49.6 points) LTEL data not provided due to	EL Students- 77 Points below Standard (decrease 19.7 points) LTEL data not provided due to	70 points below standard	EL Students- Increase 29.9 points LTEL data not provided due to small group size (n=4)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		planned update to the Dashboard. 2023 CA School Dashboard	small group size (n=4) 2024 Dashboard	small group size (n=7) 2025 Dashboard		
1.5	Percent of English Learner STAR Scores at or above grade level in Language Arts Renaissance STAR Reading Report	17% of English Learners scored at or above grade level. June 2023 Results	18% June 2024 Results	29% June 2025 Results	40% scoring at or above grade level	Increased 12%
1.6	Percent of English Learner STAR Scores at or above grade level in Mathematics Renaissance STAR Math Report	43% of English Learners scored at or above grade level. June 2023 Results	36% June 2024 Results	29% June 2025 Results	60% scoring at or above grade level	Declined 14%
1.7	English Learner Access to CCCSS based curriculum and ELD Standards Locally calculated based on classroom observations/ lesson plans.	100% of EL students have instruction based in the CCCSS and ELD standards during the 2023-24 school year.	100% of EL students have instruction based in the CCCSS and ELD standards during the 2024-25 school year.	100% of EL students have instruction based in the CCCSS and ELD standards during the 2025-26 school year.	Maintain 100%	Goal Met: Maintained 100%
1.8	Student enrollment and access to a Broad Course of Study including Unduplicated Pupils and students with exceptional needs.	100% of students had access to and were enrolled in a broad course of study during the 2023-24 school year.	100% of students had access to and were enrolled in a broad course of study during the 2024-25 school year.	100% of students had access to and were enrolled in a broad course of study during the 2025-26 school year.	Maintain 100%	Goal Met: Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Locally calculated based on analysis of student daily schedules.					

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 action in this goal was carried out, but with no additional costs beyond the PD planned in goal 2. The ELD and EL support training was embedded in our other subject-area professional development offerings provided by TCOE. We consider this to be a success as the staff received the training, but without additional days out of the classroom.

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

Action 1: English Learner- Professional Development- $8,500 savings as ELD strategies were incorporated into other trainings, which was provided by TCOE.

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

Action 1: English Learner- Professional Development- Not yet effective. We are continuing to refine professional development in this area to better meet our student needs. ELPI results continue to show a second year of decline. SBAC results are showing a large increase last year, after a decline the initial year in ELA. In math there was a smaller decline last year after a large improvement the prior year. Consistent implementation of strategies learned and analyzing data for individual EL student needs and interventions will be a focus in the coming year.

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

There are no other significant changes to be made in the LCAP goal 1 area for Buena Vista (goal, metrics, outcomes, actions). This is year two of a three year plan and we will be monitoring progress over the term of the LCAP.

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	English Learner-Professional Development	English Language Development training for all instructional staff. Based on assessment results, both local and State, we will continue to identify areas of weakness. We will provide training and coaching in developing a better understanding of California English Language Development Standards and the best practices of English Language Development instructional strategies. This will also include strategies targeted toward LTEL student success and Integrated ELD strategies designed to support students in content area academic skills.	$8,500.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase student achievement in the content areas based on State and local assessment by providing a broad course of study, provided by well-trained teachers, with standards-aligned curriculum and rigorous expectations/assessments.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The primary mission of any school is to support students' academic achievement. Our Educational Partners agree that this is important and complicated work requiring constant attention and inclusion in the LCAP.

There are many factors that go into achieving that, but that foundations are clear goals, a solid curriculum, strong instructional strategies, attention to individual student progress, and a guiding belief in the abilities of our students to achieve.
This goal is developed to continue supporting the ongoing development of these foundations within our school team.

During 2023-24, as a result of this work, the percent of our students that Met or Exceeded standards in ELA on the CAASPP increased 8.3%. On math, the increase was 8.6%.
Subgroup performance varied, and our work in Goal 1 (English Learner focus) will complement our work across the content areas in this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students meeting or exceeding standards on ELA CAASPP Grades 3-8 Only	All Student Group - 39.40% SED - 35.11%	All Student Group - 46.15% (increase 6.75%)	All Student Group - 48.82% (increase 2.67%)	All Student Group - 50% SED - 50%	All Student Group - increase 9.42% SED - increase 10.48%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	https://caaspp-elpac.ets.org/caaspp/	English Learner - 20% SWD - 28.57% LTEL, At-Risk of LTEL scores not reported for 2022-23 due to small group size. 2022-23 Results	SED - 42.05% (increase 6.94%) English Learner- 18.75% (decrease 1.25%) SWD - 18.18% (decrease 10.39%) LTEL data not reported due to small group size. 2023-24 Results	SED - 45.59% (increase 3.54%) English Learner - 7.14% (decrease 11.61%) SWD data not reported due to small group size. LTEL data not reported due to small group size. 2024-25 Results	English Learner - 40% SWD - 40% LTEL and SWD targets will be established if baseline scores published on dashboard	English Learner - decrease 12.86% SWD, LTEL- scores not reported sue to small group
2.2	CAASPP ELA Average Scaled Score Grades 3-8 Only CA School Dashboard	All Student Group - 27.7 Points below standard SED - 40.1 pointed below standard English Learner - 61 points below standard SWD - 83.9 points below standard LTEL, At-Risk of LTEL scores not reported for 2022-23 due to small group size. 2022-23 Results	All Students - 10.9 Points below standard (increase 16.8 points) Hispanic- 21.4 points below standard (increase 15.4 points) White- 16.3 points below standard (increase 7 points) SED - 21.9 points below standard (increase 18.2 points)	All Students - 12.3 Points below standard (decrease 1.4) Hispanic- 18 points below standard (increase 3.4 points) White- 0.7 points below standard (decrease 15.6 points) SED - 18.8 points below standard (increase 3.1 points)	All Student Group - 7 Points below standard SED - 20 points below standard English Learner - 41 points below standard SWD - 63 points below standard Hispanic - 10 points below (new target set from 2024 results) LTEL and SWD targets will be	All Student Group - increased 15.4 Points below standard SED- increases 21.3 pointed below standard English Learner- increase 7.7 points below standard SWD - decrease 59 points below standard Hispanic- increase 3.4 Points below LTEL, At-Risk of LTEL scores not reported due to small group size.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic- 21.4 Points below (new baseline- 2024 data)	English Learner - 39.9 points below standard (increase 21.1 points) SWD - 145.1 points below standard (decline 61.3 points) LTEL, At-Risk of LTEL scores not reported for 2023-24 due to small group size. 2023-24 Results	English Learner - 53.3 points below standard (decrease 13.5 points) SWD - 142.9 points below standard (maintained 2.2 points) LTEL, At-Risk of LTEL scores not reported due to small group size. 2025 dashboard	established if baseline scores published on dashboard	
2.3	% of students meeting or exceeding standards on Math CAASPP Grades 3-8 Only https://caaspp-elpac.ets.org/caaspp/	All Student Group - 28.03% SED - 23.41% English Learner - 20% SWD - 21.43% LTEL, At-Risk of LTEL scores not reported for 2022-23 due to small group size. 2022-23 Results	All Student Group - 32.48% (increase 4.45%) SED - 28.40% (increase 4.99%) English Learner- 18.75% (decrease 1.25%) SWD - 9.09% (decrease 11.34%) LTEL, At-Risk of LTEL scores not	All Student Group - 34.21% (increase 1.73%) SED - 33.82% (increase 5.42%) English Learner - 14.28% (decrease 4.47%) SWD scores not reported for 2024-25 due to small group size.	All Student Group - 50% SED - 50% English Learner - 40% SWD - 40% LTEL and SWD targets will be established if baseline scores published on dashboard	All Student Group - increase 6.18% SED - increase 10.41% English Learner - decrease 5.72% SWD, LTEL scores not reported due to small group size.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			reported due to small group size. 2023-24 Results	LTEL, At-Risk of LTEL scores not reported for 2024-25 due to small group size. 2024-25 Results		
2.4	CAASPP Math Average Scaled Score Grades 3-8 Only CA School Dashboard	All Student Group - 70.3 Points below standard SED - 78.9 points below standard English Learner - 106.9 points below standard SWD - 97.1 points below standard LTEL, At-Risk of LTEL scores not reported for 2022-23 due to small group size. 2022-23 Results Hispanic - 53.2 points below (new baseline from 2024 data)	All Students - 49.6 Points below standard (increase 20.7 points) Hispanic- 53.2 points below standard (increase 28.2 points) White- 37.1 points below standard (decline 5.5 points) SED - 58.1 points below standard (increase 20.8 points) English Learner - 57.3 points below standard (increase 49.6 points) SWD - 204.1 points below standard	All Students - 47 Points below standard (increase 2.6 points) Hispanic- 55.1 points below standard (decrease 1.8 points) White- 25.2 points below standard (increase 11.9 points) SED - 54.8 points below standard (increase 3.3 points) English Learner - 77 points below standard (decrease 19.7 points)	All Student Group - 50 Points below standard SED - 59 points below standard English Learner - 86 points below standard SWD - 77 points below standard Hispanic - 40 points below baseline (new target) LTEL and SWD targets will be established if baseline scores published on dashboard.	All Student Group - increase 23.3 Points below standard SED- increase 24.1 points below standard English Learner- increase 29.9 points below standard SWD- decrease 75.7 points below standard Hispanic - decrease 1.9 points below LTEL not reported due to small group size.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(decline 107 points) LTEL, At-Risk of LTEL scores not reported for 2022-23 due to small group size. 2023-24 Results	SWD - 172.8 points below standard (increase 31.3 points) LTEL data not reported due to small group size 2025 dashboard		
2.5	% of students meeting or exceeding standards on CA Science Test (CAST) Grades 5 and 8 only https://caaspp-elpac.ets.org/caaspp/	All Student Group - 21.57% SED - 18.92% EL, SWD, LTEL, At-Risk of LTEL scores not reported for due to small group size. 2022-23 Results	All Students- 25.64% SED- 18.52% EL, LTEL, SWD data not reported due to small group size. 2023-24 Results	All Students- 17.95% (decrease 7.69%) SED- 15.38% (decrease 3.14%) EL, LTEL, SWD data not reported due to small group size. 2024-25 Results	All Student Group - 40% SED - 35% LTEL and SWD targets will be established if baseline scores published on dashboard.	All Students- decreased 3.62% SED- Decreased 3.54% EL, LTEL, SWD data not reported due to small group size.
2.6	CAST Average Scaled Score Grades 5 and 8 only CA School Dashboard (beginning Dec. 2024)	All Student Group - 14.98 points below standard SED 17.61 points below standard Locally Calculated from ets.org results for 2023. Hispanic 15.2 points below (new	All Students - 13.7 Points below Standard (increase 1.28 points) Hispanic- 15.2 Points below Standard (increase 0.7 points)	All Students - 49.4 science points (new baseline) Hispanic- 47 science points (new baseline) White- 51.4 science points (new baseline)	All Student Group - 60 science points Hispanic- 60 Science points White- 60 Science Points SED- 60 Science Points	A new baseline was established by the CDE in 2025, using a measurement of "Science Points" We will provide a 1 year comparison next year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		baseline set from 2024 data) White 15.4 points below (new baseline set from 2024 data)	White- 15.4 Points below Standard (decrease 13 points) SED- 17.9 Points below Standard (decrease 0.8 points) 2024 Dashboard	SED- 48.7 science points (new baseline) 2025 Dashboard	New targets based on revision of CA School Dashboard.	
2.7	% of teachers appropriately assigned CALSASS Report	100 % of teachers appropriately assigned 2023-24 School Year	100 % of teachers appropriately assigned 2024-25 School Year	100 % of teachers appropriately assigned 2025-26 School Year	100% of teachers	Goal Met: Maintained 100%
2.8	% of teacher fully credentialed CALSASS Report	90% of teachers are fully credentialed (1 intern) 2023-24 School Year	90% 2024-25 School Year	100% 2025-26 School Year	100% of teachers	increase of 10%
2.9	% of students scoring at or above grade level- Reading Renaissance STAR report- Annually in June	56% of students scoring at or above grade level- Reading June 2024 Report	47% June 2024	53% May 2026	70% of all students	Declined 3%
2.10	% of students scoring at or above grade level- Math Renaissance STAR report- Annually in June	65% of students scoring at or above grade level- Math June 2024 Report	54% June 2024	43% May 2026	70% of all students	Declined 22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Student access to standards aligned instructional materials. Williams Review- Locally Calculated	100% of students have access to standards-aligned instructional materials. 2023-24 School Year	100% of students have access to standards-aligned instructional materials. 2024-25 School Year	100% of students have access to standards-aligned instructional materials. 2025-26 School Year	Maintain 100%	Goal Met: Maintained 100%
2.12	Implementation of State Board academic and performance standards for all Locally Calculated based on observations and lesson plan review.	100% of students receive instruction aligned to CA State Board adopted content area standards. 2023-24 School Year	100% of students receive instruction aligned to CA State Board adopted content area standards. 2024-25 School Year	100% of students receive instruction aligned to CA State Board adopted content area standards. 2025-26 School Year	Maintain 100%	Goal Met: Maintained 100%

Goal Analysis [2025-26]

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

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

The actions within this goal were fully implemented, although within each action some funds were shifter to cover the additional expenses in Action 4, which was seen as a priority.
There were no particular successes or challenges to implementation of the actions 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: Increase intervention supports in the classroom- Overspent by $48,529- funding was needed to cover additional Chromebook expenses for Action 4.
ACTION 2: Professional Development- Content Areas- Underspent by $9,751- Professional Development was carried out, but the contracted costs were less than anticipated, overall.
ACTION 3: New Teacher Support/ Mentor- Underspent by $3,595. We anticipated potential new teachers and interns needing induction and mentors with the related service fees, but this was not needed this year for any of our staff.

ACTION 4: Maintain student and instructional technology devices and services- Overspent by $150,820 due to need to update Chromebooks so student can continue to access intervention and supplemental materials/programs.
ACTION 5: Coaching/ Systems of improvement support- No significant different between budgeted and projected expenditures
ACTION 6: Release time for co-planning with instructional coach and trainings- Underspent by $54,151- We had fewer release days than anticipated due to no new teachers requiring release with mentors this year and PD held during school hours.

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

ACTION 1: Increase intervention supports in the classroom- All Students - 12.3 Points below standard (decrease 1.4); SED - 18.8 points below standard (increase 3.1 points); English Learner - 53.3 points below standard (decrease 13.5 points)
This action showed mixed effectiveness with SED scores increasing but overall and EL scores decreasing. We will be analyzing our work within this action to better focus on root causes with our interventions.

ACTION 2: Professional Development- Content Areas- This action had very mixed results:
ELA saw an overall increase in the area of student scoring at or above grade level (+2.67%) but average scaled score decreased 1.4%. SED also saw in increase in percent scoring at or above grade level (3.54%). Average scaled score increased for Hispanic students (+3.4 points), SED students (+3.1 points).
In mathematics, the overall percent of student at or above grade level also increase (+1.73%) as did the SED subgroup (+5.43%). The average scaled score increased 2.6 points on average and White (+11.9), SED)+3.3), and SWD (+31.3) average points increased as well.
In Science, the % of students decreased significantly (-7.69%)

ACTION 3: New Teacher Support/ Mentor- This action had success as the district met goals for standards implementation.

ACTION 4: Maintain student and instructional technology devices and services- This goal had success as the district met goals for standards alignment.

ACTION 5: Coaching/ Systems of improvement support- This action had success as the district met goals for standards implementation.

ACTION 6: Release time for co-planning with instructional coach and trainings- This action had success as the district met goals for standards implementation.

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.

We have adjusted action expenditures to match the initial allocations.
Metric 2.6 goals were updated to reflect the new way that CA Science test results are being reported on the school dashboard.

No other changes were made in the LCAP.

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	Increase intervention supports in the classroom.	By providing an instructional aide in each classroom, we will increase the instructional contact time of each student. The instructional aides will provide intervention to our identified at-risk students. (Title I) The district will provide AIR Reading program (LREBG Funds and SRSA funds). LREBG- $13,000 Metric- 2.1 and 2.3	$350,643.00	Yes
2.2	Professional Development- Content Areas	Provide training/coaching to our instructional staff, so that we can continue to strengthen instruction through best practices and address our weak areas based on State and local assessment. Professional Development will be done by consultants identified for their coaching skills, subject area expertise, and knowledge of evidence-based practices for student success, particularly English Learners and Socioeconomically Disadvantaged students.	$45,000.00	Yes
2.3	New Teacher Support/ Mentor	Provide a mentor for new teachers as support for their induction program and beyond. Mentors will support new teachers in the areas of curriculum and classroom management.	$11,268.00	Yes
2.4	Maintain student and instructional technology devices and services	Purchase technology devices to maintain a 1 to 1 ratio or devices to students. Provide program licenses to supplement classroom instruction and intervention. Contract with technology/network service company to ensure technology is up-to-date and in working order. (Title IV)	$77,800.00	Yes
2.5	Coaching/ Systems of improvement support	Develop systems and supports to gather and maintain assessment data, to provide training/coaching to instructional staff, and to provide intervention	$114,005.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to at-risk students especially English Learners, low-income and foster youth who would be less likely to have instructional support at home. The district will add a full-time teacher on special assignment to provide direct student interventions, provide Tier One/Two instructional coaching for teachers, and maintain the literacy program. LREBG Funds: Salary/Benefits for 40% of TOSA position ($44,348.47) Metric for success- 2.12		
2.6	Release time for co-planning with instructional coach and trainings.	Teachers will have substitute teachers provided for necessary training/ coaching activities to support their ongoing professional development.	$12,326.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June 2027, Buena Vista will improve student attendance to average 97% or above for all subgroups and reduce chronic absenteeism in order to support student academic, social, and emotional skill development and success.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Buena Vista has traditionally struggled with Chronic Absenteeism. Prior to COVID 19, our rate was 13.4% according to the 2019 CA School Dashboard. After the epidemic and return to school, however, the rate of chronic absenteeism increased to 26.1% in 2022 and 24.3% last year in 2023.
No matter how strong our academic program is, we cannot help students succeed in school if they are not present.

In examining our attendance data, we note that our White student subgroup chronic absenteeism was in the "Red" on the dashboard due to its increase last year of 8.28%. This brought it in line with other subgroups, but they had decreased slightly. The small increase in suspensions for our Socioeconomically Disadvantaged students also affects attendance and they were in the "Orange" level on the dashboard- two levels below the average. While they did not get a color on the 2023 dashboard because of the small group size (21 students), our Students with Disabilities group also has had extremely high Chronic Absentee rates the past few years. 39.7% in 2022 and 28.6% in 2023. They have been improving, but still need attention to support in this area.

Further investigation shows that transportation issues, mental/behavioral health, parent education, and parent engagement were seen as the primary concerns affecting student absent rates. The white/SWD subgroup attendance and SED suspension rate increase showed links to mental health and behavioral health support needs.
This goal has been specifically designed to address those areas and support student attendance.

The actions for this goal will include strategies particularly focused on the needs of the white student subgroup that performed in the "Red" or lowest indicator level on the CA Dashboard. Their rate of chronic absenteeism increased 8.2% in 2022-23 while other groups' rates declined. Even with the significant increase, the white subgroup rate of chronic absenteeism is still lower than the other subgroup rates.
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An additional focus area will be our Socioeconomically Disadvantaged subgroup that performed two indicator levels below the All-Student group for suspension rates which affect school safety and attendance. Although they are suspended at approximately the same rate as other subgroup students, they were the only group to increase (0.5% in the 2022-23 school year).

Due to our small school size, these could just be statistical outliers affected by a few students coming in to the school, leaving the school, or having a family issue for a short period. The volatility of a small sample size is to be considered.
However, it is important to monitor for ongoing trends and needs, and Buena VIsta is committed to doing that

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance rate for the school year CALPADS Report 14.2	92% 2023-24 School Year	94.13% Locally calculated through May 2025 2024-25 Year	95.88% Locally calculated through December 2025 2025-26 Year	97% Attendance Rate	increase of 3.88%
3.2	Chronic Absenteeism CA School Dashboard	All Student Group - 24.3% White Student Group - 20.4% Hispanic Student Group - 26.0% EL Student Group - 21.1% SED Student Group - 23.5% 2023 Dashboard	All Student Group - 18.5% White Student Group - 18.4% Hispanic Student Group - 18.4% EL Student Group - 13.8% SED Student Group - 17.8% LTEL data not reported due to small group size.	All Student Group - 17.6% (decrease 0.9%) White Student Group - 14.9% (decrease 3.5%) Hispanic Student Group - 18.9% (increase 0.6%) EL Student Group - 14.8% (increase 1%) SED Student Group - 17.6% (decrease 0.3%) LTEL data not reported due to small group size.	12% or lower for all student groups	All Student Group - Decreased 6.7%% White Student Group - Decreased 5.5% Hispanic Student Group Decreased 7.1%% EL Student Group - Decreased 6.3% SED Student Group - Decreased 5.9%% LTEL data not reported due to small group size.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 Dashboard	2025 Dashboard		
3.3	Middle School Drop Out Rate CALPADS Report 8.1c	0% 2023-24	0% 2024-25 locally calculated	0% 2025-26locally calculated	Maintain 0%	Goal Met- Maintained 0%
3.4	Suspension Rate CA School Dashboard	All Student Group - 2% White Student Group - 0% Hispanic Student Group - 2.7% EL Student Group - 2.6% SED Student Group - 2.7% 2023 Dashboard SWD Group - 5% (new baseline- 2024 data)	All Student - 1.6% (decline 0.4%) White - 2% (increase 2%) Hispanic - 1.4% (decline 1.2%) EL - 0% (decline 2.6%) SED - 2% (decline 0.6%) SWD- 5% (increase 5%) LTEL data not reported due to small group size. 2024 Dashboard	All Student - 1.1% (decline 0.5%) White - 2.1% (increase 0.1%) Hispanic - 0.8% (decline 0.7%) EL - 0% (maintained 0%) SED - 1.5% (decrease 0.5%) SWD- 0% (decrease 5%) LTEL data not reported due to small group size. 2025 Dashboard	2% or lower for all subgroups	All Student - Declined 0.9% White - Increased 2.1% Hispanic - Declined 1.9% EL - Declined 2.6% SED - Declined 1.2% SWD- Declined 5% LTEL data not reported due to small group size.
3.5	Expulsion Rate CALPADS Reports 7.1, 7.12, 1.21	0% 2023-24	0% 2024-25 locally calculated	0% 2024-25 locally calculated	Maintain 0%	Goal Met- Maintained 0%
3.6	% of students, parents, and teachers that report feeling safe at school. Annual Survey Results	100% of parents report feeling safe at school.	86.6% of student agree/strongly agree	87% of student agree/strongly agree	100% of students that report feeling safe at school.	Students decreased 12 % Parents Goal Met Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		88.8% of teachers report feeling safe at school. 2023-24 **Student- new baseline to match outcomes- using 2023-24 data 99% of Students	100% of parents agree/ strongly agree. 81.8%% of teachers agree/ strongly agree 2024-25 Note- due to new survey formatting, the data for students was reported as a whole group rather than as the baseline. A new baseline configured for the change was added.	100% of parents agree/ strongly agree. 86% of teachers agree/strongly agree 2026	100% of parents that report feeling safe at school. 100% of teachers that report feeling safe at school.	Teachers decreased 2.8%
3.7	% of students, parents, and teachers that report feeling connected to school. Annual Survey Results	100% of students that report feeling connected to school. 100% of parents that report feeling connected to school. 100% of teachers that report feeling connected to school. 2023-24	91.8% of students feel connected to school 87.1% of parents feel connected to school. 86.4% of teachers feel connected to school. 2024-25	97% of students that report feeling connected to school. 96% of parents that report feeling connected to school. 89% of teachers feeling connected to school 2026	100% of students that report feeling connected to school. 100% of parents that report feeling connected to school. 100% of teachers that report feeling connected to school.	Students-decrease 3% Parents-decrease 4% Teachers decreased 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Maintain the facility in a good and safe state of repair. Facilities Inspection Tool (FIT)	Exemplary rating 2023-24 FIT Results	Good Rating 2024 Fall Results	Good Rating in all areas Exemplary overall Oct 2025 Results	Exemplary rating 2023-24 FIT Results	Goal Not Met: "Good Rating"

Goal Analysis [2025-26]

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

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

All Actions were implemented fully as planned. There were not notable challenges or successes in the implementation process.

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: Parent information/ Educational meetings- $2,500 in savings. Items for these functions were donated. No expenditures from LCFF or Title Funds
Action 2: Custodian/ Bus driver expanded services- Overspent by $52,670 due to reliance on contracted services since we couldn't find a good candidate for our bus driving position.
Action 3: Additional mental health services- Overspent by $29,195 due to increase in contracted rates with providers
Action 4: Attendance incentives- Underspent by $2,000 due to donation of items and use of certificates and other on-hand supplies.
Action 5: Social-Emotional learning supports- Underspent by $3,380 as we were able to use current stock of materials and did not require any new for 2025-26 use.
Action 6: Safety and Family Supports on Campus- Underspent by $12,000 due to less than anticipated need and fewer events.
Action 7: Extracurricular Opportunities- Underspent by $6,833 due to afterschool programs supplying their own materials. Only stipends were paid from this in 2025-26.

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

Action 1: Parent information/ Educational meetings- Not yet effective with a slight decrease in parent feeling of connectedness since baseline.
Action 2: Custodian/ Bus driver expanded services- This action was effective in improving rates of Chronic Absenteeism. Overall rates and all subgroup rates continued to decline for the second year in a row.
Action 3: Additional mental health services- This action was effective in improving rates of Chronic Absenteeism with declines overall and for all subgroups. Results for suspensions were good with overall rates declining and all subgroups declining except white which stayed statistically stable (+.1%) along with EL (0% change).

Action 4: Attendance incentives-This action was effective in improving rates of Chronic Absenteeism. Overall rates and all subgroup rates continued to decline for the second year in a row.
Action 5: Social-Emotional learning supports-This action was effective in improving rates of Chronic Absenteeism. Overall rates and all subgroup rates continued to decline for the second year in a row.
Action 6: Safety and Family Supports on Campus- Effective. Attendance rates have increased 3.88% since baseline year.
Action 7: Extracurricular Opportunities- Not yet effective with slight decreases in feelings of connectedness.

Since this is the middle of a three year plan, we are staying the course and continuing to work on consistent action implementation and systems refinements.

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.

Action 3.6 was adjusted due to educational partner input, to broaden actions related to sense of safety on campus.

We have adjusted action expenditures to match the initial allocations.
The metric associated with Action 3.1 was corrected, as there is no metric 3.11 as was previously connected.

No other changes were made after year 2 of the three year program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent information/ Education Meetings	Monthly parent meetings will be held, addressing topics requested by families. Funds will be used for refreshments, supplies, and speaker costs (if applicable).	$2,500.00	Yes
3.2	Custodian/ Bus Driver expanded services	Fund one additional position for a custodian/bus driver to ensure there is a back-up driver whenever needed so that student routes to school are ensured. The additional custodial time will facilitate maintaining a healthy, well maintained, and welcoming campus. This Action addresses the Dashboard Red related to Chronic Absenteeism for the White student group	$21,758.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Additional Mental Health Services	Provide additional counseling services to promote student mental health and socio-emotional skills/ development. This action will fund 1/2 day per week of additional school psychologist time and 2 additional days per week of social worker time to provide these services directly to students.	$68,760.00	Yes
3.4	Attendance Incentives	Recognize excellent attendance at the classroom level and individual levels to create an atmosphere of teamwork, responsibility and improved, overall attendance. This Action addresses the Dashboard Red related to Chronic Absenteeism for the White student group	$2,000.00	Yes
3.5	Social-Emotional Learning Supports	Information including materials for students/ parents and instruction in SEL skills as well as motivational assemblies to reinforce instruction in this area.	$3,380.00	Yes
3.6	Safety and Family Supports on Campus	Training, materials, and equipment to increase student and community sense of safety on campus and surrounding areas. This includes contract with Tulare County Sheriff's Department for 1 day per week of support by a School Resource Officer and their focus will be on improving student attendance, reducing safety concerns, and providing supports to families.	$40,000.00	Yes
3.7	Extracurricular Opportunities	Increase student connectedness to school through club and extracurricular offerings. Initially adding an after school drama group, then expanding based on student interests. Covers staff stipends and material costs for programs	$3,761.00	Yes

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
$512,892	$50,589

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
23.612%	1.778%	$36,171.88	25.390%

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
2.1	**Action:** Increase intervention supports in the classroom. **Need:** The All-Student group scored 27.7 points below standard and has been showing marked improvements over the past two years. However, the Socio-economically Disadvantaged group averaged 40.1 points below standard, the EL group averaged 61	Provides the additional resources to serve intervention students in small groups for core content area support. Through analysis of the needs of the SED and EL students who are struggling in these areas, it was determined that small group instruction, using evidence-based strategies specific to ELA and Math acquisition is needed.	Metrics 2.1 and 2.2 CAASPP ELA (All, SED, EL) Metrics 2.3 and 2.4 CAASPP Math (All, SED, EL)

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
	points below standard, and these two subgroups were stagnant last year for growth. In Math, All Students averaged 70.3 points below standard, SED 78.9 points below standard, and EL students 106.9 points below standard. None of the groups are showing the improvement desired in this area. **Scope:** LEA-wide	While all students will benefit from the additional support in the classroom, this action is primarily targeted to unduplicated student because the majority of students in need of small group targeted support fall into the SED category and a group of EL students who are also dually identified as SED.	
2.2	**Action:** Professional Development- Content Areas **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 be significantly lower and not showing marked improvements over the past year. 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	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. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.'	Metrics 2.1, 2.2, 2.3, 2.4 , 2.5, 2.6 CAASPP Scores (All, EL, SED, SWD) Math, ELA, and CAST

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
2.3	**Action:** New Teacher Support/ Mentor **Need:** English Learner and Socioeconomically Disadvantaged students score far lower than their English-speaking and non-disadvantaged peers in Math, ELA, and CAST. Our new teachers have a lack of instructional strategies for these areas in their mental "Tool Box" and required additional supports to train them in effective instruction, assessment, and classroom management. Research also shows that schools with higher populations of these students, such as Buena Vista, tend to have teacher with less experience than affluent area schools. **Scope:** LEA-wide	Buena Vista, as a small rural school district, often has difficulty attracting fully credentialed, experienced teachers and hires quality candidates who are completing their last program requirements. Our newer teachers in this situation need additional support to help them meet the very diverse needs of our unduplicated students identified in this LCAP. Teacher experience, quality and professional development have been shown through research to have the strongest effect on student performance. This is particularly true for English Learner and Socioeconomically disadvantaged students. In order to mitigate the effect of this at Buena Vista, any new teachers will receive additional supports to help meet the needs of unduplicated and other at-risk students in their classrooms, LEA wide. The focus of continuing to develop the instructional skills, knowledge, and practices of the district's teaching staff is not limited to the implementation of this learning for use with only Unduplicated students, as improved and effective instructional delivery benefits all students. Though principally targeting the identified needs of Unduplicated students, this action will be implemented LEA-wide as students who are not Unduplicated also exhibit a need and are enrolled and participate in the same classroom instruction as Unduplicated students	Metric 2.12 Implementation of State Board academic and performance standards for all Locally Calculated based on observations and lesson plan review.

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
2.4	**Action:** Maintain student and instructional technology devices and services **Need:** Socioeconomically disadvantaged and English learner parents report less access to technology and internet services. Teachers report the need to provide additional practice and class information via computer. **Scope:** LEA-wide	By providing devices and internet access to our students, we are ensuring that all of our students will have access; including our English Learners, low-income and foster youth which may have limited resources and are less likely to have access at home. In order to meet the needs of unduplicated students and have equity of access, information, and independent practice, all students need school-provided devices that can access the necessary sites.	Metric 2.11- maintaining student access to aligned curriculum materials- many of which are online now.
2.5	**Action:** Coaching/ Systems of improvement support **Need:** English Language Arts: Overall, students performed in the "Yellow" range with an average of 27.7 points below standard. This was an increase of 6.4 points from last year's results. Socioeconomically Disadvantaged students fell into the "Orange" range with an average score 40.1 points below average. Mathematics: Overall, students performed in the "Orange" range with an average of 70.3 points below standard. The socioeconomically disadvantaged subgroup fell into the "Orange" range with an average score of 78.9 points below standard	Research shows that best practices in professional development include 1) Be individualized and school based, 2) utilize coaching and other follow up procedures, and 3) embed practices into the daily lives of teachers. Coaching and consistent follow up as well as individualized teacher support requires additional hours of staff time and dedicated personnel. This action dedicates a TOSA position to this work for the school year. While this action was designed primarily to address the needs of at-risk SED and English Learner students, it will be implemented schoolwide so that whatever classroom those students progress through, the staff is well trained to integrate them into the daily instruction and differentiate for their needs on an ongoing basis.	Metric 2.12 Implementation of State Board academic and performance standards for all Locally Calculated based on observations and lesson plan review.

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
	Ongoing academic performance gaps show a need for increased professional development in strategies designed to meet those subgroups' specific needs. On-campus support and coaching to support teachers and implement new practices is identified as a need by teaching staff and administration. Additionally, timely and pertinent data is a necessity for PLC teams to be able to provide timely and targeted interventions and differentiate instruction for students to meet the needs of at-risk students and also provide grade level instruction. **Scope:** LEA-wide		
2.6	**Action:** Release time for co-planning with instructional coach and trainings. **Need:** English Language Arts: Overall, students performed in the "Yellow" range with an average of 27.7 points below standard. This was an increase of 6.4 points from last year's results. Socioeconomically Disadvantaged students fell into the "Orange" range with an average score 40.1 points below average. Mathematics: Overall, students performed in the "Orange" range with an average of 70.3 points below standard.	Research shows that best practices in professional development include 1) Be individualized and school based, 2) utilize coaching and other follow up procedures, and 3) embed practices into the daily lives of teachers. Coaching and consistent follow up as well as individualized teacher support requires planning time for teachers to work alongside the TOSA, watch modeled lessons, and attend trainings before being asked to implement new strategies or curriculum. This provides substitute teachers to cover their regular class instruction while they are planning or training. While this action was designed primarily to address the needs of at-risk SED and English Learner students, it will be implemented schoolwide so that whatever classroom those	Metric 2.12 Implementation of State Board academic and performance standards for all Locally Calculated based on observations and lesson plan review.

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
	The socioeconomically disadvantaged subgroup fell into the "Orange" range with an average score of 78.9 points below standard Ongoing academic performance gaps show a need for increased professional development in strategies designed to meet those subgroups' specific needs. On-campus support and coaching to support teachers and implement new practices is identified as a need by teaching staff and administration. **Scope:** LEA-wide	students progress through, the staff is well trained to integrate them into the daily instruction and differentiate for their needs on an ongoing basis.	
3.1	**Action:** Parent information/ Education Meetings **Need:** CAASPP analysis shows continue EL and SED student averages below standard on Math, ELA, and Science. Parent and staff surveys showed interest in continuing these information meetings to bridge relationships, build trust, and secure partnerships for student success. Parent information/education meetings will be held monthly to address topics that families request. The meetings will help families understand ways to support their children and partner with the school for success. **Scope:**	Staff and parents surveys show a need for more understanding of ways to support their children and partner with the school for success. 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. The results are particularly striking for socio-economically disadvantaged and English Learner students and families. Parent information/education meetings will be held to address topics that families request. The meetings will help families understand ways to support their children and partner with the school for success. While this action is primarily designed to address identified needs for the unduplicated student group, the systems are implemented districtwide to	Metric 3.7 Parent engagement response on annual survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	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.	
3.2	**Action:** Custodian/ Bus Driver expanded services **Need:** Chronic Absenteeism: Overall, the students fell into the "Orange" category with 24.3% chronically absent. This represented a decline of 1.9% from the prior year. "The White student group was in the "Red' range with 20.4% chronically absent (an increase of 8.2% from the prior year). English Learners and Socioeconomically Disadvantaged students were in the "Orange" range with 21.1% and 23.5% Chronically absent, respectively. SED families have shared that transportation and related costs continue to be an issue for them, and have also been given as reasons for student absences. Our data analysis shows that when our bus routes go down because of lack of qualified driver, absenteeism greatly increases. The COVID epidemic still has some families nervous about viral spread, so maintaining a clean and well-maintained campus can ease some of those concerns and increase their participation at events.	This action meets both of the SED identified needs with one position by hiring additional cleaning help that is qualified to substitute for the regular bus driver when needed. This provides additional transportation to families and alleviates some of the safety concerns keeping students home from school unnecessarily. While it is primarily targeted to meet the identified needs of our SED, EL and Foster Youth students, in order to operate it efficiently, it will not exclude others from the targeted routes and the benefit would be to all students. Designed to also address White and SED chronic absenteeism which were Red and Orange indicators on the 2023 Dashboard	Metric 3.2 Chronic Absenteeism Rate (EL, SED, FY)

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
	Scope: LEA-wide		
3.3	**Action:** Additional Mental Health Services **Need:** Post-COVID behaviors, student anxiety, and mental health issues are reported at increasing rates by students, staff, and parents. The need for additional, trained clinicians that can work directly with at-risk students has been cited across our surveys of educational partners and shows up in our chronic absenteeism rate. Attendance rates for all student groups, particularly SED and EL students, remain significantly higher than pre-COVID rates and this action is designed to primarily target the needs of those students. **Scope:** LEA-wide	Provides licensed clinicians to work directly with students on SEL and mental health issues and to provide advice to families for supporting student needs in these areas, addressing needs identified by SED families and our staff for SED students. This action is being applied schoolwide to reduce stigmas and avoid identifying specific subgroup identities, it is specifically targeted to meet the identified needs of our SED group for behavioral interventions. It will also benefit White and SWD student groups attendance as they exhibit similar needs.	Metric 3.2 Chronic Absenteeism Rates (SED, EL, FY, WH, SWD) Metric 3.5 Suspension Rate (SED)
3.4	**Action:** Attendance Incentives **Need:** Chronic Absenteeism: Overall, the students fell into the "Orange" category with 24.3% chronically absent. This represented a decline of 1.9% from the prior year.	Increases awareness of attendance importance and individual attendance patterns, while recognizing outstanding attendance and improvement of attendance. While this will be done LEA wide so students aren't singled out as a member of the unduplicated student group, it is primarily directed towards the need of unduplicated students. It will also benefit	Metric 3.2 Chronic Absenteeism Rates (SED, EL, FY, WH, 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
	"The White student group was in the "Red' range with 20.4% chronically absent (an increase of 8.2% from the prior year). English Learners and Socioeconomically Disadvantaged students were in the "Orange" range with 21.1% and 23.5% Chronically absent, respectively The unduplicated student suspension rate is also higher than the 2.0% all student average with EL Student Group -2.6% and the SED Student Group - 2.7%, negatively impacting attendance rates and student instructional time. Reduce SED Chronic Absenteeism to increase instructional time for students. Positive supports for attendance improvement are noted as needs in surveys of parents, students, and staff. **Scope:** LEA-wide	the White student and Student with Disability subgroups and affect the high Chronic Absenteeism within that group that was identified on the CA School Dashboard in 2023.	
3.5	**Action:** Social-Emotional Learning Supports **Need:** Social-Emotional skills are identified as one of the causes for SED group suspension rate increase and Chronic Absenteeism, particularly in the English Learner and SED subgroups but also within the White and Students with Disabilities.	Provides support for development of student Social Emotional schools to increase resiliency and reduce anxiety, addressing needs identified by SED families and our staff for SED students. While this action will be implemented schoolwide for efficiency and to reduce stigmas, it is primarily directed at the needs of unduplicated students and based on the needs assessment from attendance data and parent/staff input.	Metric 3.5 Suspension Rate (ALL, SED, EL, FY) Metric 3.2 Chronic Absenteeism Rates (SED, EL, FY, WH, 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
	Social skills, coping, anxiety, and other barriers have manifested as behavioral issues and also school avoidance. Chronic Absenteeism: Overall, the students fell into the "Orange" category with 24.3% chronically absent. This represented a decline of 1.9% from the prior year. "The White student group was in the "Red' range with 20.4% chronically absent (an increase of 8.2% from the prior year). English Learners and Socioeconomically Disadvantaged students were in the "Orange" range with 21.1% and 23.5% Chronically absent, respectively The unduplicated student suspension rate is also higher than the 2.0% all student average with EL Student Group -2.6% and the SED Student Group - 2.7%, negatively impacting attendance rates and student instructional time. **Scope:** LEA-wide		
3.6	**Action:** Safety and Family Supports on Campus **Need:** Chronic Absenteeism: Overall, the students fell into the "Orange" category with 24.3% chronically absent. This represented a decline of 1.9% from the prior year.	Provides a trained officer to work with school officials to meet with families and students and provide legal information as well as links to community supports that help eliminate barriers to attendance. The officer will provide information, connection to social services, and on campus mentoring for at-risk youth.	Metric 3.1 Attendance Rate (ALL, SED, FY, EL, White)

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
	The White student group was in the "Red' range with 20.4% chronically absent (an increase of 8.2% from the prior year). English Learners and Socioeconomically Disadvantaged students were in the "Orange" range with 21.1% and 23.5% Chronically absent, respectively SED and EL attendance continues to be an issue. Home Visits and links to additional community resources/ agencies for more difficult attendance cases/ chronic absenteeism is a need per staff surveys and unduplicated students' parent interviews regarding attendance issues. On-campus mentoring and awareness of public services to reduce barriers is also identified as a need. **Scope:** LEA-wide	This is primarily focused on supporting English Learner and SED families who report a variety of barriers to regular attendance and limited knowledge of available supports. It will be implemented schoolwide, however, to reduce stigma and maintain equity and consistency of expectations for all students.	
3.7	**Action:** Extracurricular Opportunities **Need:** Academic gaps persist between unduplicated student groups, including attendance. Engagement is one area that is noted in our unduplicated students as an issue. Per pupil and parent partner input, there is a need for more activities to engage students in our area, encourage their connection with school, and promote their academic explorations as well as their mental, and physical health.	We will provide extra-curricular programs including athletics, clubs, and academic extension activities to increase their engagement and support their relationships to school and school staff. While this action will be implemented school wide for efficiency and to reduce stigmas, it is primarily directed at the needs of unduplicated students and based on the needs assessment from attendance data and parent/staff input.	3.7- % of students reporting feeling connected to school

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
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** English Learner- Professional Development **Need:** While EL students showing satisfactory progress towards language acquisition has increased nearly double in the past three years, EL student performance in Math and ELA on the CAASPP continues to be an issue. Integrated ELD strategies are needed to meet this challenge and support EL students in core content areas. Additionally, there are 5 LTEL and 14 At-Risk students who have been in the EL program four or more years and not satisfactorily progressing and targeted intervention is needed for this group. **Scope:** Limited to Unduplicated Student Group(s)	Teacher training specific to integrated ELD will support student achievement/ access to content area standards-based skills. The trainings will incorporate this area in order to address math and ELA grade level skills. Designated ELD will still be supported by coaches, to maintain our current pattern of growth in that area.	Metric 1.2 % of EL Students increasing levels per ELPI Metric 1.4 CAASPP EL Results in Math

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

This plan does not contain an action with a planned percentage to improve services.

Additional Concentration Grant Funding

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

Buena Vista Elementary District is a single school district. The following items are in the LCAP to support additional staffing to provide direct services to students:

Action 2.1- Intervention staffing
Action 3.2- Custodial and transportation 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/an/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,172,186	512,892	23.612%	1.778%	25.390%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$640,909.00	$70,348.00	$0.00	$50,444.00	$761,701.00	$497,000.00	$264,701.00

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	English Learner-Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027 School Year	$0.00	$8,500.00	$8,500.00				$8,500.00	
2	2.1	Increase intervention supports in the classroom.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27 School Year	$337,643.00	$13,000.00	$274,199.00	$26,000.00		$50,444.00	$350,643.00	
2	2.2	Professional Development-Content Areas	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27 School Year	$0.00	$45,000.00	$45,000.00				$45,000.00	
2	2.3	New Teacher Support/ Mentor	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27 School Year	$11,268.00	$0.00	$11,268.00				$11,268.00	
2	2.4	Maintain student and instructional technology devices and services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27 School Year	$0.00	$77,800.00	$77,800.00				$77,800.00	
2	2.5	Coaching/ Systems of improvement support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27 School Year	$114,005.00	$0.00	$69,657.00	$44,348.00			$114,005.00	
2	2.6	Release time for co-planning with instructional coach and trainings.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27 School Year	$12,326.00	$0.00	$12,326.00				$12,326.00	
3	3.1	Parent information/ Education Meetings	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-27 School Year	$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.2	Custodian/ Bus Driver expanded services	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27 School Year	$21,758.00	$0.00	$21,758.00				$21,758.00	
3	3.3	Additional Mental Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27 School Year	$0.00	$68,760.00	$68,760.00				$68,760.00	

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	3.4	Attendance Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27 School Year	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.5	Social-Emotional Learning Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27 School Year	$0.00	$3,380.00	$3,380.00				$3,380.00	
3	3.6	Safety and Family Supports on Campus	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27 School Year	$0.00	$40,000.00	$40,000.00				$40,000.00	
3	3.7	Extracurricular Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-27 School Year	$0.00	$3,761.00	$3,761.00				$3,761.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,172,186	512,892	23.612%	1.778%	25.390%	$640,909.00	0.000%	29.505 %	**Total:**	$640,909.00
								LEA-wide Total:	$632,409.00
								Limited Total:	$8,500.00
								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**	English Learner-Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,500.00	
2	**2.1**	Increase intervention supports in the classroom.	Yes	LEA-wide	English Learners Low Income	All Schools	$274,199.00	
2	**2.2**	Professional Development-Content Areas	Yes	LEA-wide	English Learners Low Income	All Schools	$45,000.00	
2	**2.3**	New Teacher Support/ Mentor	Yes	LEA-wide	English Learners Low Income	All Schools	$11,268.00	
2	**2.4**	Maintain student and instructional technology devices and services	Yes	LEA-wide	English Learners Low Income	All Schools	$77,800.00	
2	**2.5**	Coaching/ Systems of improvement support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,657.00	
2	**2.6**	Release time for co-planning with instructional coach and trainings.	Yes	LEA-wide	English Learners Low Income	All Schools	$12,326.00	
3	**3.1**	Parent information/ Education Meetings	Yes	LEA-wide	English Learners Low Income	All Schools	$2,500.00	

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	3.2	Custodian/ Bus Driver expanded services	Yes	LEA-wide	Low Income	All Schools	$21,758.00	
3	3.3	Additional Mental Health Services	Yes	LEA-wide	Low Income	All Schools	$68,760.00	
3	3.4	Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
3	3.5	Social-Emotional Learning Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,380.00	
3	3.6	Safety and Family Supports on Campus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
3	3.7	Extracurricular Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,761.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$647,350.00	$936,970.00

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**	English Learner- Professional Development	Yes	$8,500.00	1,000
2	**2.1**	Increase intervention supports in the classroom.	Yes	$270,860.00	319,389
2	**2.2**	Professional Development- Content Areas	Yes	$50,790.00	45,000
2	**2.3**	New Teacher Support/ Mentor	Yes	$7,639.00	3,043
2	**2.4**	Maintain student and instructional technology devices and services	Yes	$52,500.00	203,320
2	**2.5**	Coaching/ Systems of improvement support	Yes	$119,348.00	126,202
2	**2.6**	Release time for co-planning with instructional coach and trainings.	Yes	$20,000.00	74,151
3	**3.1**	Parent information/ Education Meetings	Yes	$2,500.00	0
3	**3.2**	Custodian/ Bus Driver expanded services	Yes	$25,000.00	67,670
3	**3.3**	Additional Mental Health Services	Yes	$35,000.00	64,195
3	**3.4**	Attendance Incentives	Yes	$2,000.00	2,000

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)
3	**3.5**	Social-Emotional Learning Supports	Yes	$3,380.00	0
3	**3.6**	Safety and Family Supports on Campus	Yes	$40,000.00	28,000
3	**3.7**	Extracurricular Opportunities	Yes	$9,833.00	3,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
503,867	$540,213.00	$577,546.00	($37,333.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	English Learner- Professional Development	Yes	$8,500.00	1,000		
2	2.1	Increase intervention supports in the classroom.	Yes	$229,000.00	267,062		
2	2.2	Professional Development- Content Areas	Yes	$35,000.00	45,000		
2	2.3	New Teacher Support/ Mentor	Yes	$5,000.00	0		
2	2.4	Maintain student and instructional technology devices and services	Yes	$50,000.00	77,800		
2	2.5	Coaching/ Systems of improvement support	Yes	$75,000.00	58,763		
2	2.6	Release time for co-planning with instructional coach and trainings.	Yes	$20,000.00	11,968		
3	3.1	Parent information/ Education Meetings	Yes	$2,500.00	0		
3	3.2	Custodian/ Bus Driver expanded services	Yes	$25,000.00	21,758		
3	3.3	Additional Mental Health Services	Yes	$35,000.00	64,195		
3	3.4	Attendance Incentives	Yes	$2,000.00	2,000		
3	3.5	Social-Emotional Learning Supports	Yes	$3,380.00	0		

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)
3	**3.6**	Safety and Family Supports on Campus	Yes	$40,000.00	28,000		
3	**3.7**	Extracurricular Opportunities	Yes	$9,833.00	0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,033,899	503,867	5.401	30.174%	$577,546.00	0.000%	28.396%	$36,171.88	1.778%

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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