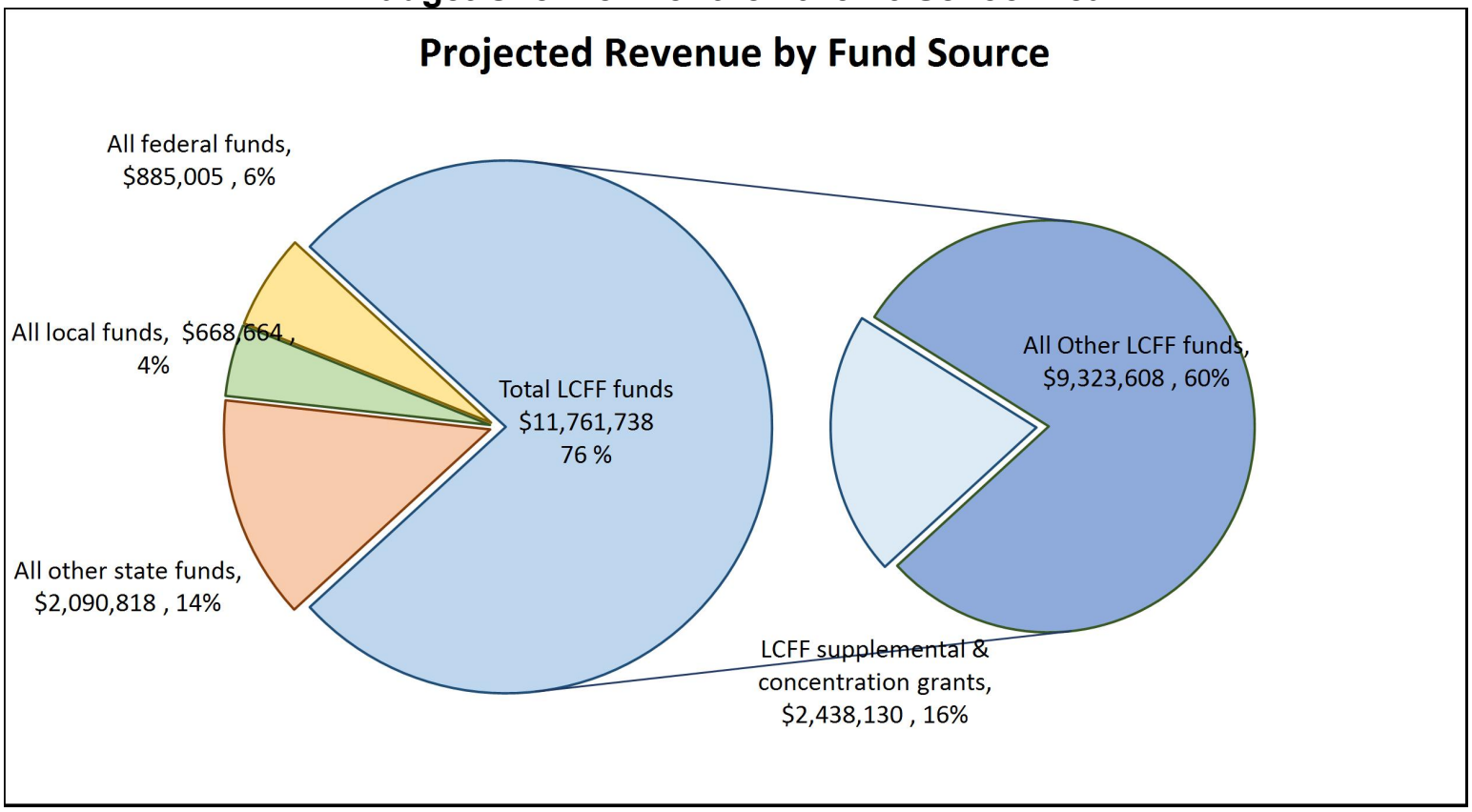
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yreka Union School District
CDS Code: 47-70508-0000000
School Year: 2025-26
LEA contact information:
Jami Carver
Superintendent
jcarver@yrekausd.net
530-842-1168

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

Budget Overview for the 2025-26 School Year

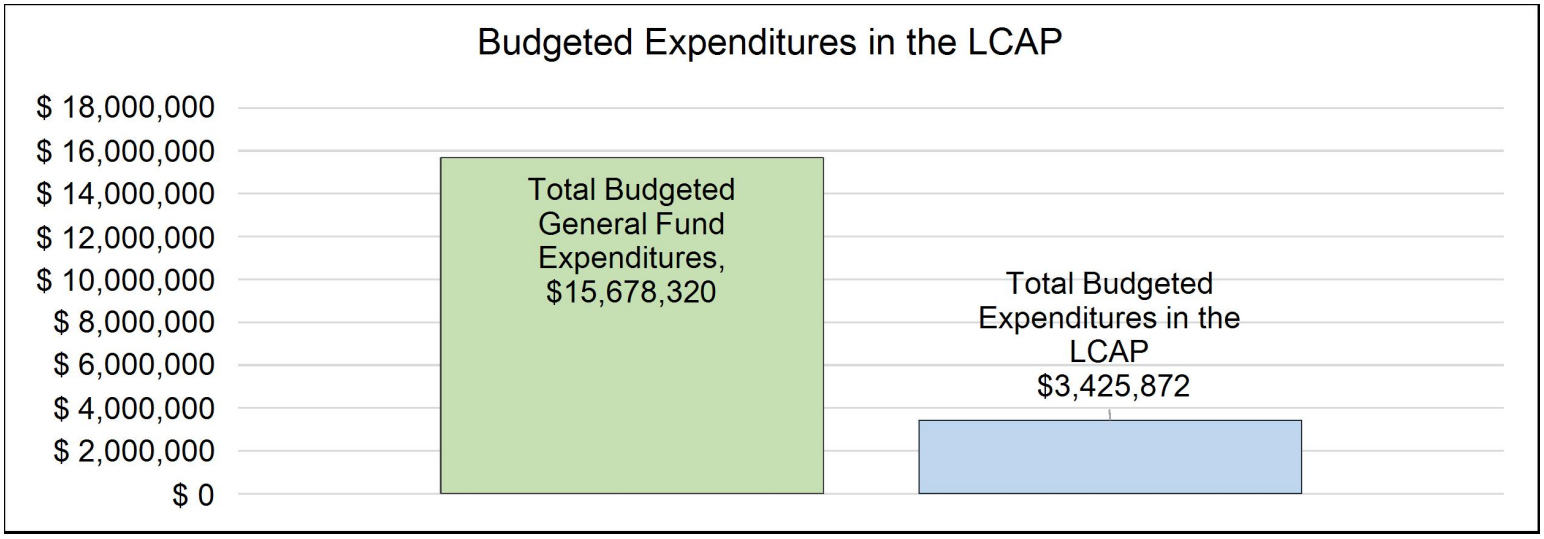


This chart shows the total general purpose revenue Yreka Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yreka Union School District is $15,406,225, of which $11,761,738 is Local Control Funding Formula (LCFF), $2,090,818 is other state funds, $668,664 is local funds, and $885,005 is federal funds. Of the $11,761,738 in LCFF Funds, $2,438,130 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 Yreka Union School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Yreka Union School District plans to spend $15,678,320 for the 2025-26 school year. Of that amount, $3,425,872 is tied to actions/services in the LCAP and $12,252,448 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

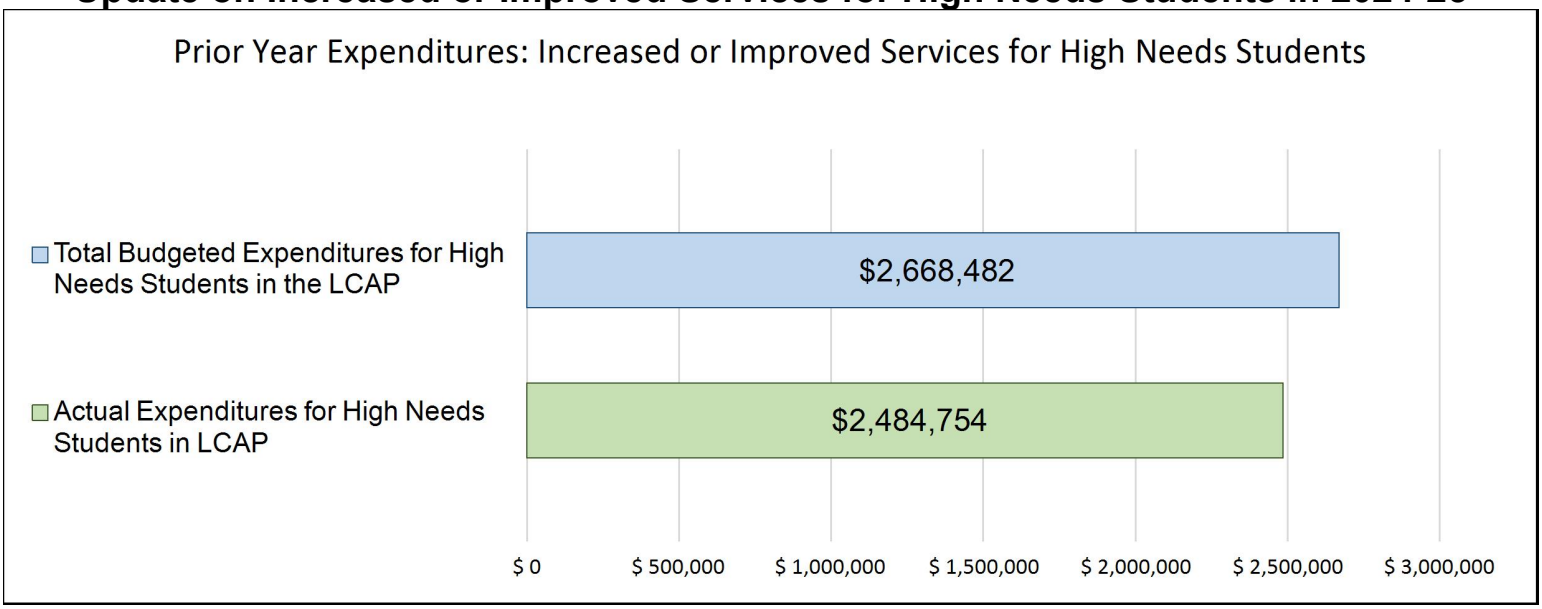
In addition to the expenditures included in the LCAP, the General Fund supports a range of operational and overhead costs necessary for the District's day-to-day functions. These include payroll, utilities, insurance, maintenance and custodial services, technology infrastructure, and districtwide contracts for audit and legal services. Through the LCAP and support from other General Fund expenditures, the district is able to provide a safe and supportive learning environment for all students.

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

In 2025-26, Yreka Union School District is projecting it will receive $2,438,130 based on the enrollment of foster youth, English learner, and low-income students. Yreka Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Yreka Union School District plans to spend $3,231,476 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Yreka Union School District's LCAP budgeted $2,668,482 for planned actions to increase or improve services for high needs students. Yreka Union School District actually spent $2,484,754 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $183,728 had the following impact on Yreka Union School District’s ability to increase or improve services for high needs students:

With budget reductions due to our lack of going concern position, we had to significantly reduce in a lot of areas, but ultimately we reduced as far away as we could stay from students. Our goal when establishing our fiscal recovery plan was to continue our commitment to provide an excellent learning and safe space for our students.

The impact on the actions and services and the overall increase in services for high needs students was not impacted. Although actions were eliminated, the supplemental and concentration amounts that the district received were fully spent on services for unduplicated student groups.

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
Yreka Union School District	Jami Carver Superintendent	jcarver@yrekausd.net 530-842-1168

Plan Summary [2025-26]

General Information

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

About the District
Yreka Union School District (YUSD) is the largest elementary district in Siskiyou County, located in Yreka, California. It has about 900 students and 155 employees, including 62 teachers. The district is diverse, with 23.6% Hispanic or Latino students, 8.1% American Indian or Alaska Native students, and 4% of students experiencing homelessness. About 70.5% of students are considered socio-economically disadvantaged.

Schools and Grade Levels
YUSD has four schools. Gold Street School teaches transitional kindergarten and kindergarten. Evergreen School serves grades 1–3. Jackson Street School teaches grades 4–8 and offers elective classes such as Band, STEM, Theater, Music, and Art. The district also includes Yreka Community Day School for students needing an alternative setting, though no students were enrolled there in the 2023–2024 school year.

Special Programs and Support
The district supports students who face academic, behavior, or attendance challenges through Opportunity classrooms and special education services. Three Siskiyou County Office of Education classes serve students with moderate to severe disabilities. Jackson Street School is under ATSI (Additional Targeted Support and Improvement) due to high suspension rates among homeless students.

Student Needs and Assistance

In 2023–2024, YUSD had a 73% unduplicated student count for state funding and 42 English Learners, mostly Spanish-speaking. About 2% of students are in foster care. The district began offering free breakfast and lunch to all students in 2018.

Grants, Training, and Career Prep
YUSD is part of several grants, including Title VI (to support Native American/Alaska Native students) and the Community Schools Grant. Teachers take part in regular training. Jackson Street School offers STEM and career exploration programs in partnership with the Siskiyou County Strong Workforce.

Community Engagement and Goals
The district is working to strengthen community relationships. A District Advisory Committee helps gather input from students, families, staff, and community members. While YUSD does not qualify for Equity Multiplier funds.

Reflections: Annual Performance

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

The following demographics are in the lowest performing student group category on the CA School Dashboard Performance Indicators (2022-2023 Data).

District-Wide
ELA
Homeless
Students with Disabilities

Math
Students with Disabilities
American Indian

Suspension
Homeless
Asian
White

Evergreen, Gold Street & Community Day School
no students in the lowest performing categories

Jackson Street
ELA
Student with Disabilities
Hispanic

Math
Socio-economically disadvantaged
Students with Disabilities
American Indian
Hispanic

Suspension
Homeless
American Indian
White

The following demographics are in the lowest performing student group category on the CA School Dashboard Performance Indicators (2023-2024 Data) *The LCAP process does not require these students groups be addressed in the 24/25 actions.

District-Wide
ELA
American Indian
Hispanic

Math
American Indian
Hispanic

Suspension
Homeless
Socio-economically disadvantaged
White

Evergreen, Gold Street & Community Day School
no students in the lowest performing categories

Jackson Street
ELA
American Indian
Hispanic

Math
Socio-economically disadvantaged
American Indian
Hispanic

Suspension
Socio-economically disadvantaged
Students with Disabilities
White

Chronically Absent
Students with Disabilities

Yreka Union School District will use unexpended Learning Recovery Emergency Block Grant (LREBG) funds to support Action 1.1 – Academic Benchmark Assessments, aligned with Education Code Section 32526(c)(2) for accelerating progress to close learning gaps. This action expands the use of i-Ready assessments to better monitor and respond to student needs, particularly among Homeless youth, English Learners, and Students with Disabilities. The assessments will provide teachers with timely diagnostic data to guide small-group and Tier 2 instruction. This use of LREBG is designed to directly address the academic disparities identified in the district's LREBG Needs Assessment aligned with Education Code Section 32526(d).

Reflections: Technical Assistance

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

Yreka Union Elementary School District was identified and eligible for Differentiated Assistance (DA) on the 2023 Fall California Dashboard for the following:
The following demographics are in the RED category on the CA School Dashboard Performance Indicators (2022-2023 Data).

ENGLISH LANGUAGE ARTS:
Homeless
Students with Disabilities
Hispanic

MATH:

Socio-economically Disadvantaged
Students with Disabilities
American Indian/ Alaskan Native
Hispanic

SUSPENSION RATE:
Homeless
American Indian/ Alaskan Native
White

YUSD will work with the Siskiyou County Office of Education on strategies to improve student success in the student groups outlined above. This Continuous Improvement and District Support Team and the Educational Services Team prepare a variety of group and individual district meetings to assist districts as they work to address the indicators that lead to Differential Assistance identification. SCOE will provide a range of continuing support, including professional development, data analysis, improvement planning, and support for implementing strategies and interventions. In the 2023-2024 year, YUSD staff, namely teachers, participated in extensive offerings of SCOE Professional Development.

Differentiated support for schools is an educational strategy authorities utilize to deliver focused aid and interventions to schools requiring extra assistance in enhancing student performance. This approach acknowledges the diverse needs and hurdles faced by schools. The goal of differentiated support is to customize resources and assistance to cater to the specific requirements of each school, considering factors such as student demographics, academic achievements, and other indicators of school quality.

Identification of Schools: Education authorities employ various metrics, including academic performance data, growth indicators, graduation rates, and other benchmarks, to pinpoint schools needing additional support.

Needs Assessment: Upon identification, schools undergo a thorough evaluation to identify the underlying causes of their challenges and areas for improvement.

Development of Improvement Plans: Using the findings from the needs assessment, each school devises a tailored improvement plan outlining specific objectives, strategies, and actions to address their identified needs and enhance student outcomes.

Allocation of Resources and Assistance: Education authorities allocate resources and offer targeted assistance.

Monitoring and Evaluation: Education authorities closely monitor the progress of schools receiving differentiated support.

Adjustments and Refinement: Based on ongoing monitoring and evaluation, adjustments may be made to school support and interventions as necessary.

This technical assistance is supported in action 1.1 (iReady) The implementation of iReady was expanded to 3rd grade through support from the Siskiyou County Office of Education in the 24/25 school year.

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.

None of YUSD schools are identified as eligible for CSI.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Students	Students participate in district surveys annually and the Healthy Kids Survey every three years. Students are encouraged to participate in several of our community meetings offered throughout the year, such as our Community Engagement meetings. The dates of these meetings are as follows: November 14, December 19, 2024, April 10 and May 8, 2025
Parents	Parents participate in district surveys annually. In addition, parents at JSS take part in Site Council Meetings groups to discuss school issues, LCAP, school programs, student achievement, and engagement plans. Parents are also encouraged to participate in several community meetings offered throughout the year, such as Meetings with the Superintendent and Community Engagement meetings. These meeting dates are as follows: October 10, October 23, November 14, December 19, 2025 April 10 and May 8, 2025. Parents are also encouraged to attend monthly board meetings and participate actively in our Parent Teacher Organization (PTO). Several after-hours school events promote active parent involvement, such as our TK and K Round ups, Meet and Greets, Back to School Night, Drop off with Donuts, Intervention Nights, and Open House Night.
Teachers	Teachers participated in surveys to provide feedback specifically on the LCAP. YUSD provides a minimum day every Wednesday so that teachers can meet to discuss student data, lesson planning and best instructional practices. Student engagement, lowering the suspension rate and reducing Chronic Absenteeism are discussion points.

Educational Partner(s)	Process for Engagement
	Teachers are also encouraged to take part in the Community Engagement Meetings as well as the Site Council and PTO meetings. The dates are as follows; Site Council Dates JSS 9/23/24 11/21/25 1/23/25 3/20/25 5/15/25 EVG/GSS 9/19/24 11/21/24 1/23/25 3/20/25 5/15/25 Community Engagement & LCAP meeting November 14, 2024 December 19, 2024 April 10, 2025 May 8, 2025
Community Members (DAC)	A partnership with the community promotes a positive school culture. Some of the Community Groups that are actively involved with our schools are; the Karuk Tribe, Siskiyou Family YMCA, First Five-Children and Family Commission, Rescue Ranch, Community Resource Center, Siskiyou County Probation, Children's First Foster Agency, Youth Empowerment Siskiyou, Elks Lodge, City of Yreka, Delta Kappa Gamma, Yreka Masons and many more. In addition, community members are encouraged to take part in Site Council Meetings groups to discuss school issues, LCAP, school programs, student achievement, and engagement plans. Community Members are also encouraged to participate in several community meetings

Educational Partner(s)	Process for Engagement
	offered throughout the year, such as Community Engagement meetings. These meeting dates are as follows: October 10, October 23, November 14, December 19, 2024 April 10, and May 8 2025. Parents are also encouraged to attend monthly board meetings and participate actively in our Parent Teacher Organization (PTO). Several after-hours school events promote active parent involvement, such as our TK and K Round ups, Meet and Greets, Back to School Night, Drop off with Donuts, Intervention Nights, and Open House Night.
Bargaining Units	Yreka Elementary Faculty Association (YEFA)- Certificated Staff and California School Employees Association (CSEA)- Classified Staff are the two bargaining units for YUSD. Both bargaining unit members are also encouraged to take part in the Community Engagement Meetings as well as the Site Council and PTO meetings. The dates are as follows; Site Council Dates JSS 9/23/24 11/21/25 1/23/25 3/20/25 5/15/25 EVG/GSS 9/19/24 11/21/24 1/23/25 3/20/25 5/15/25 Community Engagement & LCAP meeting November 14, 2024 December 19, 2024 April 10, 2025 May 8, 2025

Educational Partner(s)	Process for Engagement
Principals	Monthly Site Council and staff meetings that allow input to the LCAP
Administrators	Administrative team meetings, Leadership Team meetings, Title VI meetings, and Community Engagement meetings held twice a year to inform the LCAP.
Other school personnel (classified staff)	Other school personnel are invited to participate are LCAP meetings and all staff meetings held at least two times a year to inform the LCAP.
SELPA	SELPA was consulted to inform the LCAP in February 2025.

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

The adopted Local Control and Accountability Plan (LCAP) incorporates input from all educational partners, including parents, students, teachers, staff, and community members. Their feedback has shaped the LCAP's goals, actions, and services. Below is a detailed explanation of how their input influenced the adopted plan:

Parent Feedback:
Feedback:
Feedback provided via surveys and engagement meetings

Addressed by Actions:
Goal 3: Ongoing Professional Development – Topics include Trauma-Informed Practices, Restorative Practices

Action 3.3: Collaboration Days – Weekly PLC time for data analysis and planning

Community Feedback:
Feedback:
Desire for deeper engagement and communication with the district

Participation in community forums like Site Council and District Advisory Committees

Addressed by Actions:
Community Engagement Meetings (e.g., with Karuk Tribe, Rescue Ranch, etc.) – Encouraged regular involvement

Goal 2.3: Parent & Community Input Solicitation – Meetings, surveys, and outreach
81% feel schools are safe

64% perceive school connectedness and decision-making positively

Emphasis on communication, involvement opportunities, and academic rigor

Addressed by Actions:
Goal 2.3: Parent Engagement – Surveys and meetings to solicit input

Multiple Community Meetings & PTO events – e.g., Back to School Night, Roundups

Goal 1: Academic Assessments & Small Class Size – Focus on academic quality and individualized learning

Student Feedback:
Feedback:
Sense of school connectedness (78.4%)

High perception of school safety (83%)

Desire for more academic and social-emotional support

Addressed by Actions:
Action 1.2: Small Class Size – Enables more individual attention and engagement

Action 2.4: Attendance Monitoring & MDT meetings – Targets chronically absent students, especially in vulnerable groups

Action 2.7: Resource Officer – Enhances campus safety and relationships

Teacher/Staff Feedback:

Feedback:
Strong support for small class sizes, technology, and professional development

71% feel school connectedness

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Pupil Outcomes—All students will receive high-quality instruction to progress toward meeting/exceeding academic standards in English Language Arts and Math.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed this goal in order to maintain our progress in priorities in 4 & 8. Implementing the actions below and measuring progress using the identified metrics will support Yreka Union Elementary School District in achieving this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School-based Reading Assessment Program (Local Data) - % of students below and % achieving grade level standards Priority 8 Data Source: Local Benchmark Data- End of year 2024 (iReady) *LREBG Metric	2023-2024 67% below grade level 33% grade level or above	2024-2025 70% below grade level 30% grade level or above		The district target is a 10% increase in the scores of students reaching grade-level standards.	70% below grade level, +3% 30% grade level or above, -3%
1.2	School-based Math Assessment Program (Local Data) - % of	2023-2024 73% below grade level	2024-2025		The district target is a 10% increase in the scores of	73% below grade level, 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students below and % achieving grade level standards Priority 8 Data Source: Local Benchmark Data- End of year 2024 (iReady) *LREBG Metric	27% grade level or above	73% below grade level 27% grade level or above		students reaching grade-level standards.	27% grade level or above, 0%
1.3	CAASPP Test Results in ELA (Grades 3-8)- % of students below and % achieving grade level standards Priority 4A	2022- 2023 28.5% of students achieved the grade level standard in ELA. Students scoring below grade level are as follows. District - English Language Arts: All Students- 71.5% Homeless- 75% Students with Disabilities-100% Jackson Street - All students - 72% Students with Disabilities - 100% Hispanic - 83%	2023- 2024 30% of students achieved the grade level standard in ELA. Students scoring at grade level or above are as follows. District - English Language Arts: All Students- 30% Homeless- N/A Students with Disabilities-10% Jackson Street - All students - 28% Students with Disabilities - 2% Hispanic - 13%		The district target is a 10% increase in the scores of students reaching grade-level standards.	2023- 2024 30% of students achieved the grade level standard in ELA. Students scoring at grade level or above are as follows. District - English Language Arts: All Students- 30% Homeless- N/A Students with Disabilities-10% Jackson Street - All students - 28% Students with Disabilities - 2% Hispanic - 13%
1.4	CAASPP Test Results in Math (Grades 3-8)- % of	2022- 2023	2023- 2024		The district target is a 10% increase	2023- 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students below and % achieving grade level standards Priority 4A	20.32% of students achieved the grade level standard in Math. Students scoring below grade level are as follows. District - Math: All Students- 79.68% Students with Disabilities-95.92% American Indian/Native American- 83.93% Jackson Street - All - 83% Socio-economically disadvantaged 12% Students with Disabilities - 95% American Indian - 86% Hispanic - 94%	22% of students achieved the grade level standard in Math. Students scoring at or above grade level are as follows. District - Math: All Students- 22% Students with Disabilities-8% American Indian/Native American- 8% Jackson Street - All - 18% Socio-economically disadvantaged 14% Students with Disabilities - 0% American Indian - 3% Hispanic - 12%		in the scores of students reaching grade-level standards.	22% of students achieved the grade level standard in Math. Students scoring at or above grade level are as follows. District - Math: All Students- 22% Students with Disabilities-8% American Indian/Native American- 8% Jackson Street - All - 18% Socio-economically disadvantaged 14% Students with Disabilities - 0% American Indian - 3% Hispanic - 12%
1.5	CAST Test Results in Science (Grades 5 and 8)- % of students achieving grade level standards Priority 4A	2022-23 % of students met or exceeded grade level standards. Districtwide -29.52% Grade 8- 27.27%	2023-24 16% of students met or exceeded grade level standards. Districtwide -16%		The district target is a 10% increase in the scores of students reaching grade-level standards.	2023-24 16% of students met or exceeded grade level standards. Districtwide -16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5- 32.05% Students meeting standards: All Students- 29.25% Homeless-NA Students with Disabilities-16.67% American Indian/Native American- 30.44% English Learners- NA SED-24.10%	Grade 8- 14% Grade 5- 17% Students meeting standards: All Students- 16% Homeless-N/A Students with Disabilities-N/A American Indian/Native American- N/A English Learners-N/A SED-21%			Grade 8- 14% Grade 5- 17% Students meeting standards: All Students- 16% Homeless-N/A Students with Disabilities-N/A American Indian/Native American- N/A English Learners-N/A SED-21%
1.6	EL Reclassification Rate Priority 4F	2022-23 8/38 = 21%	2023-24 1/41 = 2.4 %		The district target is a 3% increase in the scores of students reaching grade-level standards.	-19%
1.7	EL Progress Rate (ELPAC) - % of students making progress Priority 4E	2022-23 31.6% making progress towards English language proficiency	2023-24 37.5% making progress towards English language proficiency		The district target is a 3% increase in the scores of students reaching grade-level standards.	+5.9%
1.8						

Goal Analysis [2024-25]

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

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

Goal 1 was implemented with a strong focus on expanding the use of i-Ready assessments and targeting support for low-performing student groups, including Students with Disabilities, Homeless, Hispanic, and American Indian students. All planned actions were implemented as intended, with no substantive deviations; however, staffing shortages presented minor challenges in provided a designated teacher for EL services. A key success was expanded iReady to 3rd grade creating a district wide student performance measure..

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.

1.2 Small class size had a material difference of $200,000 less than budgeted due to declining enrollment,
1.5 Paraprofessional support had a material difference of $80,000 less than budgeted due to staff unpaid leave and unfilled positions.

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

Action 1.1: ELA Benchmark Assessments
Metric(s): 1.1 (ELA CAASPP), 1.2 (i-Ready ELA)
Effectiveness: Effective. i-Ready ELA proficiency improved Fall to Spring 2023–24. The diagnostic data supported instructional planning and subgroup targeting.

Action 1.2: Small Class Size
Metric(s): 1.2 (i-Ready ELA), 1.8 (ELD Progress)
Effectiveness: Effective. Small class sizes helped drive i-Ready gains and support unduplicated students. Positive EL reclassification progress supports its impact on language learners.

Action 1.3: Intervention Opportunities (Summer School, Tutoring)
Metric(s): 1.2 (i-Ready), 1.3 (Math CAASPP), 1.8
Effectiveness: Moderately Effective. i-Ready Math scores increased. However, CAASPP Math remains low indicating the need to strengthen or expand student supports.

Action 1.4: Intervention Teachers
Metric(s): 1.1, 1.2, 1.3, 1.8
Effectiveness: Effective. Intervention support was tied to i-Ready gains in both ELA and Math. This also supported targeted subgroup improvement.

Action 1.5: Paraprofessional Support
Metric(s): 1.1–1.3, 1.7 (Teacher Misassignments), 1.8
Effectiveness: Partially Effective. Provided classroom support, but turnover and limited availability reduced consistent implementation.

Action 1.6: Collaboration Meetings
Metric(s): 1.3, 1.4 (ELA Standards Alignment), 1.7
Effectiveness: Effective. Enabled data-driven instruction, standards alignment, and progress monitoring across grade levels.

Action 1.7: Collaboration with SCOE
Metric(s): 1.1–1.4, 1.7, 1.8
Effectiveness: Effective. Professional development with SCOE helped improve instructional practices and align interventions to student needs.

Action 1.8: Designated ELD Teacher
Metric(s): 1.5 (EL Reclassification), 1.6 (EL ELA Proficiency)
Effectiveness: Not effective due to not staffing a designated EL teacher due to budget constraints. However, staff used embedded EL supports.

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

No significant changes were made to the core goal or metrics, but Action 1.1 was enhanced to better disaggregate student group data and monitor subgroup progress more closely. Actions 1.3, 1.4, 1.6, 1.7, and 1.8 were eliminated to consolidate focus and resources. The district refined its intervention strategy by integrating LREBG funds to strengthen targeted intervention practices.

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	Academic Benchmark Assessments LREBG Action	While we track all students' academic progress, YUSD will specifically target our low-performing student groups, specifically the lowest performing student groups as follows: District - ELA: Homeless and Students with Disabilities Math: American Indian and Students with Disabilities Jackson Street School: ELA: Students with Disabilities and Hispanic Math: Socioeconomically Disadvantaged, Students with Disabilities, American Indian, Hispanic Beginning in the 2024-25 school year, the student data will be disaggregated to track specific student groups better. Metrics 1.1 and 1.2. This action addresses work underway as part of technical assistance. This is an LREBG-funded action designed to accelerate learning recovery by expanding the use of i-Ready benchmark assessments across grade levels. Research supports this action as i-Ready provides real-time, differentiated diagnostic data that guides Tier 1 and Tier 2 interventions, a key strategy cited in evidence-based frameworks for closing achievement gaps in literacy and math. The impact of this action will be monitored using i-Ready diagnostic scores, disaggregated by subgroup (e.g., Homeless, English Learners, Students with Disabilities), and will track student growth across local benchmarks. Yreka Union School District has allocated $84,439 in LREBG funds to support the implementation and use of these assessments districtwide. 01-7435-0-5800-1150-1000-000-10001: $84,439.20	$84,439.20	No
1.2	Small Class Size	Keep class ratio less than 25 students per classroom in TK-3. Metrics 1.2 and 1.8 Totals: 01-0000-0-1100-1150-1000-002-10002: Salaries: $240,279.00 Benefits: $93,923.93 01-0053-0-1100-1150-1000-002-10002:	$2,825,748.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Salaries: $96,830.00 Benefits: $35,052.24 01-1400-0-1100-1150-1000-002-10002: Salaries: $439,816.40 Benefits: $178,840.56 01-1400-0-1100-1150-1000-003-10002: Salaries: $162,785.00 Benefits: $63,248.69 01-0000-0-1100-1150-1000-004-10002 Salaries: $641,313.00 Benefits: $259,910.49 01-0053-0-1100-1150-1000-004-10002: Salaries: $96,778.00 Benefits: $35,107.06 01-1400-0-1100-1150-1000-004-10002 Salaries: $347,918.00 Benefits: $133,946.15 Total Salaries: $2,025,719.40 Total Benefits: $800,029.38 Grand Total: $2,825,748.78		
1.3	Action Eliminated			
1.4	Action Eliminated			
1.5	Paraprofessional Support	Paraprofessional support provided to all grade levels TK-8 01-0000-0-2100-1150-1000-004-10005: $65,626.12 + benefits $23,983.99 (LCFF) Total LCFF: $89,610.00 Metrics 1.3,1.4	$89,610.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Action Eliminated			
1.7	Action Eliminated			
1.8	Action Eliminated			

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Engagement -Yreka Union School District will promote and increase student, family, and community engagement. YUSD will promote student engagement in all of our classrooms in order to decrease Suspension and Chronic Absenteeism rates. Improving family and community engagement is fundamental to creating a supportive, effective, and inclusive educational environment that benefits students, families, educators, and the broader community.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The LEA developed this goal in order to maintain our progress in priorities in 3, 5 & 6. The actions included will allow us to continue to engage all students an parents in decision making and provide a safe learning environment. Implementing the actions below and measuring progress using the identified metrics will support Yreka Union Elementary School District.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism (%) Priority 5B	2022-2023 35%	2023-2024 27%		Improve our Chronic Absenteeism rate 10%	-8%
2.2	Attendance Rates (%) Priority 5A	Attendance Rates YUSD District Attendance: 90.73% Jackson Street School: 90.88% Evergreen School: 90.26% Gold Street School: NA	Attendance Rates YUSD District Attendance: 92.72% Jackson Street School: 92.55% Evergreen School: 93.2%		As of the most recent data, the average school attendance rate in California typically hovers around 95% to 96%. YUSD has a goal	District +2% JSS 2% EVG 3% Gold N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Aeries 2022-2023	Gold Street School: 97.94% Source: Aeries 2023-2024		to Improve our Attendance rates to 95%	
2.3	Surveys (%) Priority 3, 6C	Survey Results: Spring 2024 School Connectedness: Parent: 62.5% Student: 61% Staff: 71.2% Campus Safety: Parent: 45.4% Student: 83.3% Staff: 57% Number of Parents Participating in (LCAP) survey	Survey Results: 2025 School Connectedness: Parent: 88% Student: 52% (7th grade students) Staff: 96% Campus Safety: Parent: 92% Student: 60% (7th grade students) Staff: 96% Number of Parents Participating in (LCAP) survey: 117		YUSD would like to improve satisfaction rates in these areas from all surveyed groups. The goal will be to increase satisfaction rates 10% in each category.	School Connectedness: Parent: 88%, +25% Student: 52% (7th grade students), -9% Staff: 96%, +25% Campus Safety: Parent: 92%, +47% Student: 60% (7th grade students), -23% Staff: 96%, +39% Number of Parents Participating in (LCAP) survey: 117
2.4	Expulsion Rate (%) Priority 6B	Expulsion Rates YUSD District : 0.1% Jackson Street School: 0.2% Evergreen School: NA Source: DataQuest 2022-2023	Expulsion Rates YUSD District : 0% Jackson Street School: 0% Evergreen School: NA Source: DataQuest 2023-2024		YUSD strives to have an expulsion rate that is 0% or does not exceed the state average.	Expulsion Rates YUSD District : 0% Jackson Street School: 0% Evergreen School: NA Source: DataQuest 2023-2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Suspension Rate (%) Priority 6A	2022-23 Suspension Rates District: All students: 5.2% Homeless: 9.8% American Indian: 10.8% White: 4.7% Jackson Street All students: 9.7% Homeless: 12.8% American Indian: 16.4% White: 9.1%	2023-24 Suspension Rates District: All students: 5.7% Homeless: 14.8% American Indian: 7.4% White: 6.4% Jackson Street All students (473): 11.6% Homeless (29): 31% American Indian (46): 13% White (242): 13.2%		YUSD strives to improve Suspension rates. The goal is to have a Suspension rate that is equal to or less than the state average which is 3.5% for all student groups.	Suspension Rates District: All students: 5.7%, diff +0.5% Homeless: 14.8%, diff +5% American Indian: 7.4%, diff -3.3% White: 6.4%, diff +1.7% Jackson Street All students: 11.6%, diff +1.9% Homeless: 31%, diff +18.2% American Indian: 13%, diff -3.3% White: 13.2%, +4.1%
2.6	Middle School Dropout rate (%) Priority 5	2022-23 0%	2023-24 0%		YUSD strives to keep the district's drop out rate at 0%.	0%
2.7						

Goal Analysis [2024-25]

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

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

Goal 2 was implemented as planned, with student support teams established at each site and regular monitoring of attendance and suspension data through MDT and SARB processes. While all actions were carried out, challenges included persistent high suspension rates

among Homeless and White students despite targeted supports. A major success was the increased collaboration between school staff and outside agencies, which enhanced early identification and intervention for chronically absent and at-risk students.

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.

2.1 There were minimal differences between planned and actual expenditures, with underspending in counseling due to staffing vacancies early in the year. This material difference was made up utilizing community school grant dollars to fund a contracted counseling services.

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

Action 2.1: Counselor
Metric(s): 2.1 (Attendance Rate), 2.2 (Chronic Absenteeism), 2.4–2.6 (School Climate)
Effectiveness: Moderately Effective. Supported emotional health and engagement, but chronic absenteeism remains high indicating additional needs.

Action 2.2: Student Support Teams
Metric(s): 2.1–2.7
Effectiveness: Effective. Targeted supports helped decrease suspension rates, and improved student behavior systems were implemented.

Action 2.3: Parent Participation
Metric(s): 2.3 (Parent Involvement), 2.6 (Climate Survey Response)
Effectiveness: Partially Effective. While events and surveys were conducted, parent engagement data showed gains. Needs include improving positive perception of JSS school climate.

Action 2.4: Attendance and MDT Monitoring
Metric(s): 2.1, 2.2
Effectiveness: Moderately Effective. Chronic absenteeism declined, but remains above state average. Continued MDT and SARB efforts are needed.

Action 2.5: Community Schools Partnership Program
Metric(s): 2.1–2.7
Effectiveness: Effective. Strengthened family-school connections and provided wraparound services, particularly helpful for Homeless and socioeconomically disadvantaged students.

Action 2.7: Resource Officer

Metric(s): 2.4 (Suspension Rate), 2.5 (Expulsions), 2.7 (Expulsion Climate)
Effectiveness: Moderately Effective. Presence promoted campus safety and improved student relationships, but suspension data for some subgroups remains high.

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.

Several actions from prior years were eliminated to streamline focus on engagement strategies with demonstrated impact. Based on reflections, the district increased emphasis on multi-agency collaboration and MDT meetings to address chronic absenteeism and suspension. No changes were made to the core goal, but metric tracking was expanded to better reflect subgroup performance.

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	Action Eliminated			
2.2	Student Support at each Site	YUSD will have Student Support teams at each site. YUSD and JSS strive to reduce the suspension rates, specifically with our Homeless, American Indian/Native Alaskan, white (lowest performing student groups) as well as unduplicated students. Metrics 2.5	$350,968.60	Yes
2.3	Parent Engagement	The district will hold several meetings and use surveys to solicit parent input. Metric 2.3	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Monitor Attendance Rates and Chronically Absent Students	Hold monthly attendance meetings to identify chronically absent students, provide support, and refer to outside agencies for support. Discuss student attendance and Chronically Absent students during attendance meetings as well as the monthly Multi-disciplinary Team Meetings (MDT). Participate actively in the SARB process with students, parents/guardians, SCOE and the probation department. Monthly MDT meetings will also address students that are suspended and discuss ways to mitigate the suspension rate with all students but namely our Homeless and Native American/Alaskan Native populations. 01-0000-0-5800-0000-7200-000-20004: $20,346.81 Metrics 2.1 and 2.2	$20,346.81	No
2.5	Action Eliminated			
2.7	Resource Officer	Contract with YPD to provide resource officer 20 hrs/ week to build relationships with students, increasing positive behavior on campus. 01-0000-0-5800-0000-3900-000-20007: $36,700 Metric 2.5	$36,700.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Conditions of Learning - All students will have maintained access to appropriately assigned and fully credentialed teachers that implement standards-aligned instructional materials, school facilities in good repair, and a broad course of study.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed based on analyzed data and stakeholder input to ensure that Yreka Union School District will sustain progress in conditions of learning. Implementing the actions below and measuring progress using the identified metrics will support Yreka Union School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Monthly Facility Inspection Reports - rating "poor" to "excellent" Priority 1C	23/24 All monthly inspection reports reveal "good" in all areas of inspection.	24/25 All monthly inspection reports reveal "good" in all areas of inspection.		Continue to rank "good" to "excellent" every month.	0
3.2	Credential List (%) Priority 1A	23/24 87% of all teachers are fully credentialed and appropriately assigned.	24/25 91% of all teachers are fully credentialed and appropriately assigned.		100% of teachers will be fully credentialed and appropriately assigned	+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	SARC (%) Priority 1B	23/24 100% of students have access to standards aligned instructional materials	24/25 100% of students have access to standards aligned instructional materials		100% of students will have access to standards aligned instructional materials	0
3.4	Priority 7 Self-Reflection Tool (Broad Course of Study...) (%)	23/24 100% students are provided a broad course of study.	24/25 100% students are provided a broad course of study.		All students will be provided a broad course of study	0
3.5	Professional Development will be offered to 100% of staff. Priority 2	23/24 100% Ongoing staff training to support our students is important. Teacher conferences play a crucial role in the overall educational process, contributing to the success and well-being of both students and teachers.	24/25 100% Ongoing staff training to support our students is important. Teacher conferences play a crucial role in the overall educational process, contributing to the success and well-being of both students and teachers.		100% Provide professional development for ALL staff in the areas of Trauma Informed Practices, Universal Design for Learning, Restorative Practices and Social-Emotional Well-Being	0
3.6	Number of Collaboration Days offered Priority 2	23/24 8 YUSD district teacher collaboration meetings during the first minimum day of the month. Teachers collaborate weekly during this	24/25 8 YUSD district teacher collaboration meetings during the first minimum day of the month.		8 YUSD will continue district teacher collaboration meetings during the first minimum day of the month.	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		minimum day time for lesson planning and curriculum development. Teachers use this time to also analyze student performance data. Teachers collaborate on targeted instruction for all students.	Teachers collaborate weekly during this minimum day time for lesson planning and curriculum development. Teachers use this time to also analyze student performance data. Teachers collaborate on targeted instruction for all students.			

Goal Analysis [2024-25]

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

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

Goal 3 was fully implemented with no substantive differences from the planned actions, maintaining a focus on facilities upkeep, teacher credentialing, and professional development. One challenge involved filling vacancies with fully credentialed teachers, though most positions were ultimately staffed through internship pathways. Successes included maintaining high standards in facility inspections and providing ongoing teacher collaboration time that supported instructional quality and curriculum alignment.

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.

There were no notable differences between budgeted and actual expenditures for Goal 3. The nursing services contract (Action 3.1) and collaboration structures (Action 3.3) were delivered as expected with stable costs. Funds were used efficiently to maintain facility standards and professional learning opportunities.

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

Action 3.1: Provide Nursing Services
Metric(s): 3.6 (Access to Services), 3.7 (Student Wellness)

Effectiveness: Effective. Nursing services supported student wellness and attendance, particularly for vulnerable student groups.

Action 3.2: Professional Development
Metric(s): 3.6, 3.7
Effectiveness: Effective. Supported staff skill development, contributing to improvements in data-driven instruction and teacher retention.

Action 3.3: Monthly District Collaboration
Metric(s): 3.6, 3.7
Effectiveness: Effective. Strengthened professional learning communities, curriculum consistency, and instructional alignment with standards.

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

No significant changes were made to the goal or metrics, as the district is sustaining prior progress in this area. Action 3.1 was moved to Goal 2 to align health services with student engagement supports. Teacher collaboration practices were preserved and continue to be a foundational component of instructional planning and improvement.

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	Provide Credentialed Nursing Services	Collaborate with the Siskiyou County Office of Education Health Services offices on providing credentialed nursing services, education and assistance district wide for health related issues. 21 days. 01-0000-0-5800-1150-0000-000-30001: $18,060.00 Metric 3.6 and 3.7	$18,060.00	Yes
3.2	Action Eliminated			

Action #	Title	Description	Total Funds	Contributing
3.3	Monthly Site Collaboration Meetings & District Teacher Collaboration Meetings	YUSD district teacher collaboration meetings during the first minimum day of the month. Teachers collaborate weekly during this minimum day time for lesson planning and curriculum development. Teachers use this time to also analyze student performance data. Teachers collaborate on targeted instruction for all students. This effort will help support unduplicated students. Metrics 3.6	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,438,130	$253,670

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
26.200%	0.000%	$0.00	26.200%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Small Class Size **Need:** According to CAASPP Results in the last three years, YUSD has a need to improve academics, especially in reading and Math. We need to reduce our suspension rates and improve upon our Chronic Absenteeism rates. Overall, small class sizes contribute to a more effective and enriching educational	Small class sizes are important for several reasons, as they significantly impact the quality of education and the overall learning experience for students. Here are the key benefits: Individualized Attention: Personalized Instruction: Improved Academic Performance: Higher Achievement: Increased Participation: Enhanced Classroom Management:	Local Benchmark Data, Metric 1.1. & 1.2

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
	experience, benefiting both students and teachers. They allow for a more personalized, engaging, and supportive learning environment that can lead to better academic and social outcomes. LEA-wide low income students perform at a lower level than all students. **Scope:** LEA-wide	Fewer Disruptions: Smaller classes generally have fewer behavioral issues, allowing teachers to manage the classroom more effectively. Positive Environment: A smaller class size fosters a more positive and supportive learning environment. Stronger Teacher-Student Relationships: Better Connections: Teachers can build stronger relationships with their students, understanding their strengths, weaknesses, and interests. Increased Trust: Students feel more comfortable seeking help and expressing themselves when they have a good rapport with their teacher. More Effective Teaching Methods: Diverse Strategies: Teachers can use a variety of teaching methods and activities, including group work, hands-on learning, and individualized projects. Flexible Pacing: Teachers can adjust the pace of instruction to meet the needs of the class, ensuring that no student is left behind. Greater Student Engagement: Active Learning: With fewer students, teachers can engage students more effectively in active learning and critical thinking activities. Increased Motivation: Students are more motivated to learn and participate when they receive more attention and encouragement from their teacher. Better Feedback and Assessment: Timely Feedback: Teachers can provide more timely and detailed feedback on assignments and assessments. Continuous Assessment: With fewer students, ongoing assessment and monitoring of student progress are more manageable.	

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
		Improved Social Development: Closer Peer Relationships: Students can form closer relationships with their peers, promoting teamwork and collaboration. Safe Environment: A smaller class size creates a safer and more inclusive environment where students feel valued and respected. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of academics.	
2.2	**Action:** Student Support at each Site **Need:** The suspension rate of socio-economically disadvantaged students is greater than the all student group. **Scope:** LEA-wide	Provide behavior supports to all students, especially socio-economically disadvantaged students. While this action is principally directed toward unduplicated students, it will also provide support in the area of positive behavior.	2.5
2.7	**Action:** Resource Officer **Need:** The suspension rate of socio-economically disadvantaged students is greater than the all student group. **Scope:**	Provide behavior supports to all students, especially socio-economically disadvantaged students. While this action is principally directed toward unduplicated students, it will also provide support in the area of positive behavior.	2.7

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		
3.1	**Action:** Provide Credentialed Nursing Services **Need:** Low Income Students has a greater chronic absenteeism rate than all students and credentialed nurses can provide professional development to staff to help support student health. **Scope:** LEA-wide	Having credentialed nurses train staff to support low income and foster youth students health needs by providing access to medical care compared to all students. This is provided on an LEA wide basis to support all student in the district with a focus on low income and foster youth.	3.5

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

No Limited Actions.

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.

The additional concentration grant add on funding was used in action 1.2 to reduce class size by increasing the number of staff providing direct instruction to students at all the schools in the district. All schools in the district are above 55% concentration.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:14

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,305,875	2,438,130	26.200%	0.000%	26.200%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,341,433.41	$84,439.20	$0.00	$0.00	$3,425,872.61	$3,266,326.60	$159,546.01

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	Academic Benchmark Assessments LREBG Action	All	No			All Schools	ongoing	$0.00	$84,439.20		$84,439.20			$84,439.20	
1	1.2	Small Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,825,748.00	$0.00	$2,825,748.00				$2,825,748.00	
1	1.3	Action Eliminated														
1	1.4	Action Eliminated						ongoing								
1	1.5	Paraprofessional Support	All	No			All Schools	ongoing	$89,610.00	$0.00	$89,610.00				$89,610.00	
1	1.6	Action Eliminated														
1	1.7	Action Eliminated														
1	1.8	Action Eliminated														
2	2.1	Action Eliminated														
2	2.2	Student Support at each Site	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025.2026	$350,968.60	$0.00	$350,968.60				$350,968.60	
2	2.3	Parent Engagement	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	Monitor Attendance Rates and Chronically Absent Students	All	No			All Schools	ongoing	$0.00	$20,346.81	$20,346.81				$20,346.81	
2	2.5	Action Eliminated														
2	2.7	Resource Officer	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing	$0.00	$36,700.00	$36,700.00				$36,700.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.1**	Provide Credentialed Nursing Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$0.00	$18,060.00	$18,060.00				$18,060.00	
3	**3.2**	Action Eliminated														
3	**3.3**	Monthly Site Collaboration Meetings & District Teacher Collaboration Meetings	All	No			All Schools	2025.2026	$0.00	$0.00	$0.00				$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,305,875	2,438,130	26.200%	0.000%	26.200%	$3,231,476.60	0.000%	34.725 %	**Total:**	$3,231,476.60
								LEA-wide Total:	$3,231,476.60
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Small Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,825,748.00	
2	2.2	Student Support at each Site	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,968.60	
2	2.7	Resource Officer	Yes	LEA-wide	English Learners Foster Youth Low Income		$36,700.00	
3	3.1	Provide Credentialed Nursing Services	Yes	LEA-wide	Foster Youth Low Income	All Schools	$18,060.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,689,251.00	$4,383,644.00

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**	ELA Benchmark Assessments	No	$49,357	$49,357
1	**1.2**	Small Class Size	Yes	$2,668,482	$2,484,754
1	**1.3**	Intervention Opportunities	No	$280,973	$280,973
1	**1.4**	Intervention Teachers	No	$561,527	$561,527
1	**1.5**	Paraprofessional Support	No	$533,185	$450,813
1	**1.6**	Collaboration Meetings	No	$0.00	0
1	**1.7**	Collaborate with Siskiyou County Office of Education	No	$0.00	0
1	**1.8**	Designated English Language Development Teacher	No	$0.00	0
2	**2.1**	Continue employment of 1 counselor	No	$143,847	$102,440
2	**2.2**	Student Support at each Site	No	$232,678	$225,300
2	**2.3**	Parent Participation and Engagement	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Monitor Attendance Rates and Chronically Absent Students	No	$18,712	$20,346
2	**2.5**	Community Schools Partnership Program	No	$115,730	$124,972
2	**2.7**	Resource Officer	No	$36,700	$36,700
3	**3.1**	Provide Nursing Services	No	$18,060	$18,060
3	**3.2**	Professional Development Conferences	No	$30,000	$28,402
3	**3.3**	Monthly District Collaboration Meetings	No	$0.00	0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,335,028	$2,668,482.51	$2,484,754.00	$183,728.51	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	1.2	Small Class Size	Yes	$2,668,482.51	$2,484,754		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$9,305,875	$2,335,028	0%	25.092%	$2,484,754.00	0.000%	26.701%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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