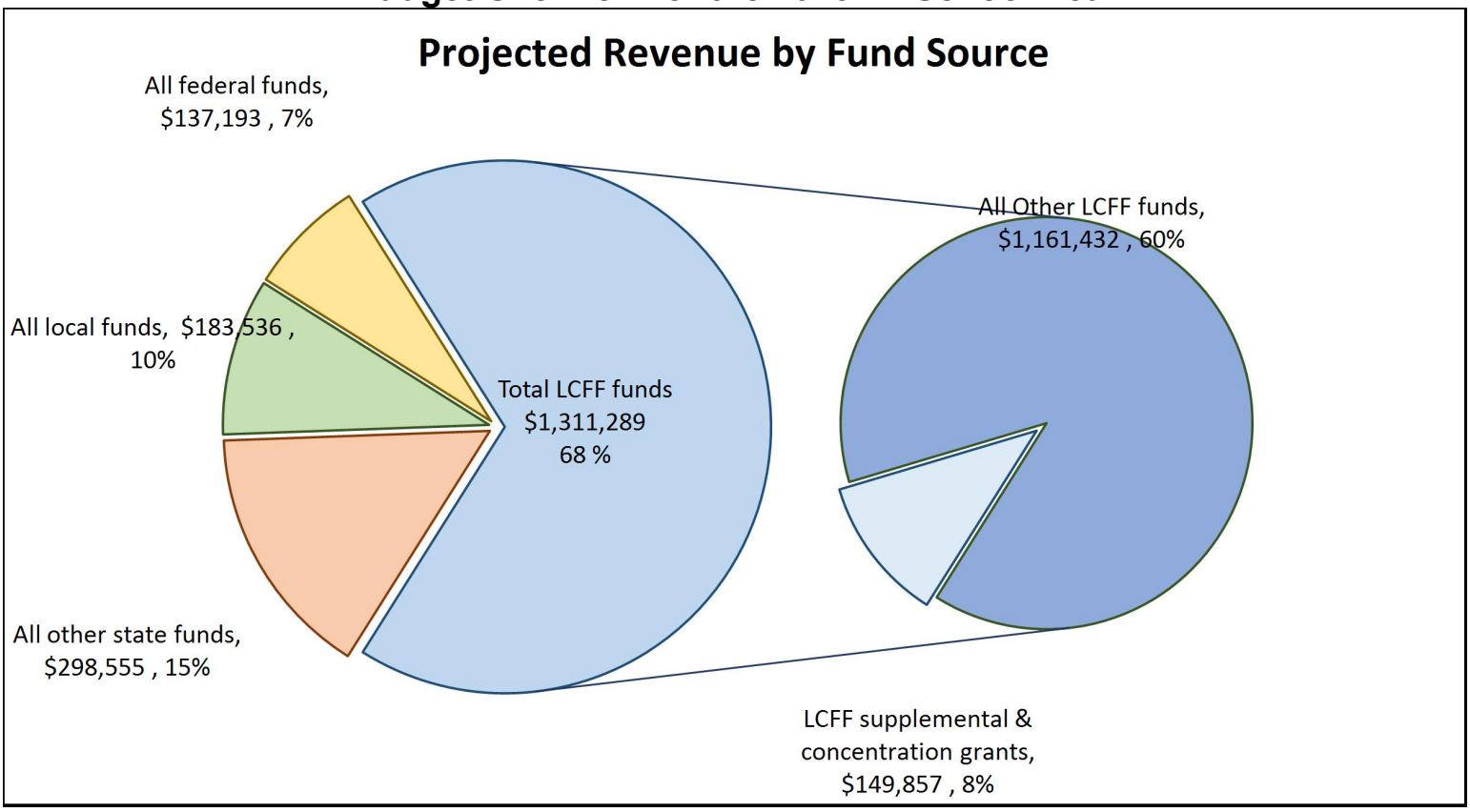
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lewiston Elementary School
CDS Code: 53717466053789
School Year: 2026-27
LEA contact information:
Sarah Sharp
Superintendent/Principal
ssharp@lewistonesd.com
530-778-3984

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

Budget Overview for the 2026-27 School Year

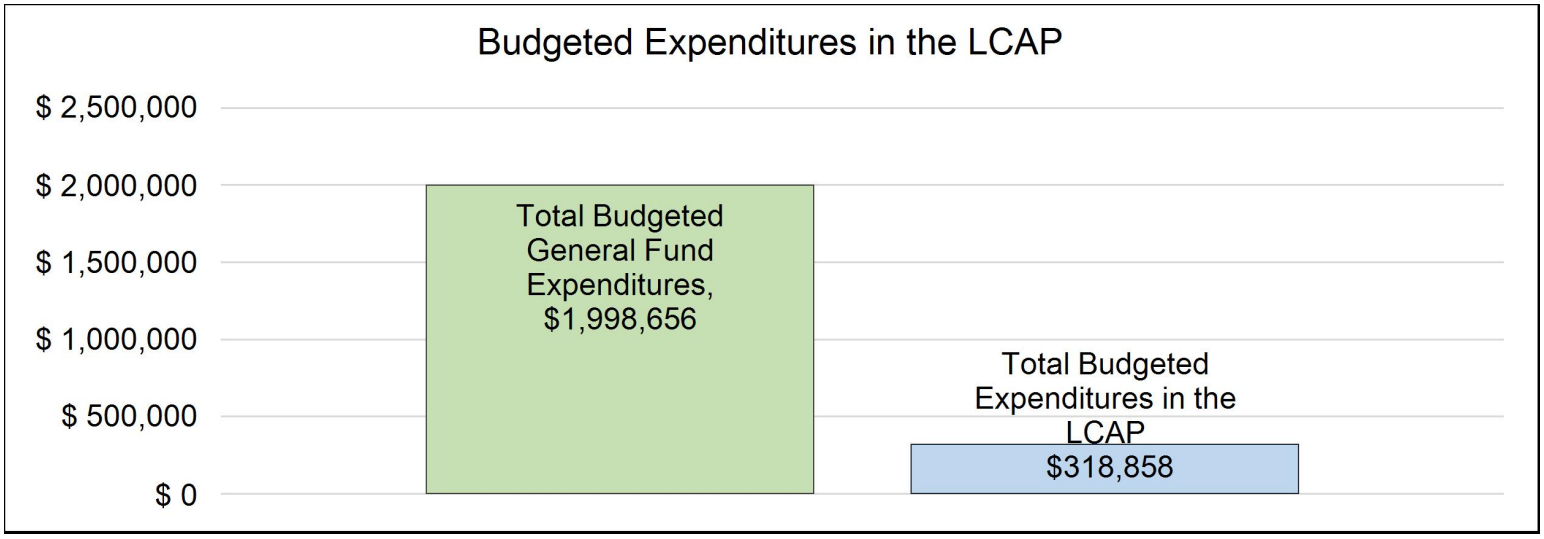


This chart shows the total general purpose revenue Lewiston Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lewiston Elementary School is $1,930,573, of which $1,311,289 is Local Control Funding Formula (LCFF), $298,555 is other state funds, $183,536 is local funds, and $137,193 is federal funds. Of the $1,311,289 in LCFF Funds, $149,857 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 Lewiston Elementary School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lewiston Elementary School plans to spend $1,998,656 for the 2026-27 school year. Of that amount, $318,858 is tied to actions/services in the LCAP and $1,679,798 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

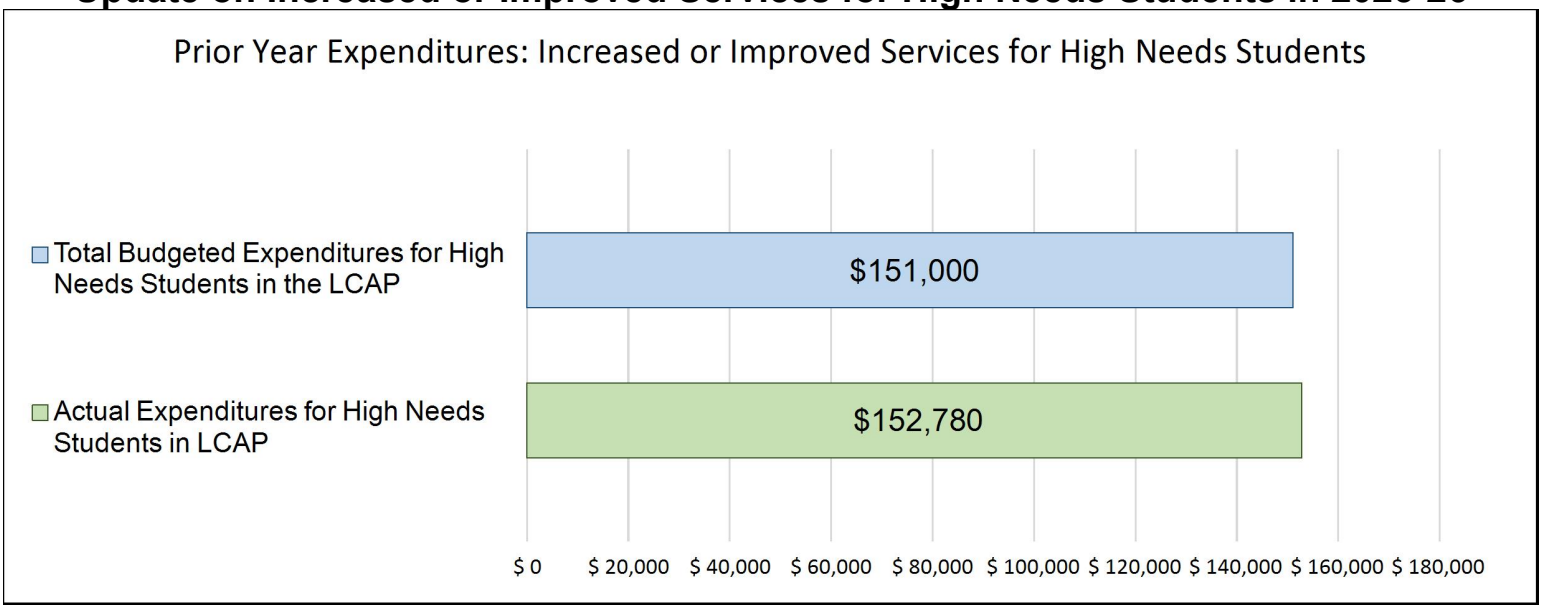
Expenditures used for the school year that are not included in the LCAP are capital expenses, certificated salaries, campus repairs and maintenance, support services and administrative costs.

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

In 2026-27, Lewiston Elementary School is projecting it will receive $149,857 based on the enrollment of Foster Youth, English learner, and low-income students. Lewiston Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Lewiston Elementary School plans to spend $149,500 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Lewiston Elementary School's LCAP budgeted $151,000 for planned actions to increase or improve services for high needs students. Lewiston Elementary School actually spent $152,780 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lewiston Elementary School	Sarah Sharp Superintendent/Principal	ssharp@lewistonesd.com 530-778-3984

Plan Summary [2026-27]

General Information

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

The Lewiston Elementary School District (LES) is a single-school, TK–8 rural district nestled in the mountains of Trinity County along the Trinity River.
*Student Body: Averages 70 students total, including two English Language Learners.
*Socioeconomic Status: 68% of students are economically disadvantaged. However, through a provisional lunch program, 100% of students receive free breakfast, second chance breakfast and lunch.
*The Connectivity Gap: While students have excellent access to technology while on campus, the area's remote location leaves many homes with limited or no internet and cell service.

Vision & Core Commitment
*Student Empowerment: Focused on creating lifelong learners equipped with the knowledge and skills necessary for college and career readiness.
*School Environment: Committed to providing a safe, clean, drug-free, nurturing, and technologically current campus where every student is valued and supported.

Academic Excellence & Curriculum
*State Standards: Implementing California State Standards is a top priority across all subject areas.
*Instructional Materials: Every student has access to sufficient, standards-aligned textbooks and learning materials.
*Whole-Child Development: Offers a well-rounded education that integrates rigorous academics with social-emotional learning (SEL).

School Staffing & Support
*Instructional & Administrative Staff: The team includes an appropriately assigned superintendent/principal/teacher, an administrative secretary, three fully credentialed classroom teachers, one teacher intern, and a part-time special education teacher.
*Campus Support: Additional support is provided by five teacher aides, one special education aide, a custodian, and a cook
*After-School Program: Staffed by a site coordinator and three instructional assistants who provide academic intervention and homework assistance.

Community & Collaboration
*Inclusive Culture: The administrative team works closely with the school board, staff, and parents to foster a positive school environment.
*Parental Engagement: Parents and community members are encouraged to volunteer in classrooms and participate in school events to enrich the educational experience.

Do to our small population, Lewiston School does not have Dashboard color indicator groups for academic areas.
*We currently have two students who are recognized as English Language Learners but our group does not meet the minimum numerical threshold for state reporting so the Priorities 2b, 4d, & 4e do not apply to our LCAP.
*Lewiston Elementary School is a small school district and the following metrics do not apply: (4b, 4c, 4f, 4g, 4h, 5d, & 5e).
*Middle School Dropout Rates Priority (5c) do not apply.
*As a small, single school district with a high concentration of low-income families our student groups are highly interconnected. Consequently, all services and resources, including targeted language support for our English Learners, are allocated school-wide to support all students. In addition, as a single school district, the LCAP Parent Advisory Committee will serve as the School Site Council and the LCAP will serve in place of the SPSA. (Goal 2 Action 2.10)

Annually, we conduct a comprehensive needs and budget analysis. Because our small student population yields a compact data pool, and given the widespread financial and situational hardships facing a majority of our families, resources are distributed district-wide. We continuously monitor our resource allocation to ensure strict equity and targeted support for our most vulnerable student groups. The school facilities are being addressed on a maintenance plan as we strive to provide a safe, clean environment for all our students.

The Trinity County Office of Education’s (TCOE) special education department provides quality, meaningful, and relevant educational support for students with disabilities. Special education programs meet the needs of students from various categories of disabilities through a collaborative model between our school and TCOE. This collaborative model includes support services, professional development, and communities of practice.

Foster Youth:
The Trinity County Offices of Education provides Lewiston Elementary School with training, coordination, consultation, help with capacity building, and support the implementation of services at the local district level. Per LCFF/LCAP each district is responsible for providing direct support services (including, but not limited to…identifying services and who provides them, etc.) to support our foster youth student population.

The Trinity County Office of Education coordinates all county services for the Pathways to Success program. This program provides a program manager, school-site wellness liaison, and contracted counseling services who train school staff in Tier 1 and Tier 2 support for students. Wellness liaisons support students at the Lewiston School site, interfacing with families of students confronting mental health challenges to advance the health and well-being of each student through targeted prevention, intervention, and triage school-based mental health and wellness supports.

Student Demographics are:
68% Socio-economically Disadvantaged, 35.3% Homeless, 11.8% Students with Disabilities, 2.9% English Learners, 67.6% white

Lewiston Elementary does not receive Equity Multiplier Funding, mot do we have unexpected Learning Recovery Emergent Blog Grant (LREBG) funds.

Acronyms Key - To assist in the reading of this document, the following are acronyms used:
LCAP - Local Control Accountability Plan
CCSS- Common Core State Standards
SBAC - Smarter Balance Assessment Consortium
CAASPP - California Assessment of Student Performance and Progress
ELL - English Language Learner
TK - Transitional Kindergarten
STEM - Science Technology Engineering Math
TCOE - Trinity County Office of Education
SARB - School Attendance Review Board
PBIS - Positive Behavioral Interventions and Supports
ELPAC - English Language Proficiency Assessment of California
LEA - Local Education Agency
SELPA - Special Education Local Plan Area

Reflections: Annual Performance

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

Review of the 20232 California School Dashboard identified Lewiston Elementary as an area of need, with all student performing at the lowest performance level (re) in both English Language Arts (ELA) and Mathematics, indicating a need for focused attention on academic achievement in both areas. According to the 2024 and 2025 California School Dashboard, our school did not receive color indicators due to the small size of students. Indicators are not available to retain student privacy.

Local i-Ready data indicates that students are making steady academic growth in both reading and mathematics. Our staff utilizes this data to drive instruction, target skill gaps, and group students for differentiated support. The use of i-Ready diagnostics throughout the year allows us to monitor student learning trajectories more closely than state data currently allows. These insights are especially important given that Dashboard data is limited in its scope for small student populations.

One of our challenges is behavior and engagement. The metrics on the Dashboard highlight areas for focused improvement. Our suspension rate decreased to 2.5%, moving into the Green performance level. This is a significant decline of 2.3% from the previous year, suggesting our implementation of social-emotional learning (SEL) strategies, clearer behavioral expectations, and consistent use of restorative practices has been a proven practice. Disaggregated suspension data reveals that White students are in the Yellow performance level, further indicating the need to continue with our SEL and schoolwide implementation of behavior policies.

Chronic Absenteeism showed an increase over the previous year from 17.5% to 23.4% placing the school in the Red performance level overall and is a priority for the coming year. This could be a direct reflection of an inconsistent review of school attendance. For the upcoming 2026-2027 school year we plan to implement a tiered approach to attendance. Tier 1 will focus on attendance improvement, Tier 2 teachers will check in with families when students have missed 2 or more days, Tier 3 Reinstate the School Attendance Review Team to identify specific barriers keeping students from attending school and how the school can support them.

Although our Dashboard data is limited due to our small enrollment, we are making strong use of local assessment tools and internal systems to ensure student needs are being met. In the year ahead, we will continue to focus on strengthening Tier I instruction, reducing discipline incidents through SEL integration, and addressing attendance barriers. Our small-school environment enables personalized support, and we are committed to using our local data to provide high-quality, equitable education for every student.

Focus for 2026 school year: Improving staff capacity ensuring we can implement all our actions.

We continue to have success at the school level in using our local testing data for monitoring student growth. Due to enrollment numbers, we do not have student group dashboard information, which is useful for student improvement. Due to the lack of Dashboard indicators because of our school population we rely on our local assessement data.
Looking at local assessments, which is the i-Ready program:

I-Ready: The following chart shows the last 3 years of Local Data. It shows students have improved out of the Tier 3 at Risk level into Tier 2. From the chart below there has been continued improvement in ELA from a variety of supplemental and intervention curriculum. Math is consistent but with the implementation of the new curriculum the school is looking forward to improvements.

ELA (2024)	ELA (2025)	ELA (2026)
~51% Tier 1	~37% Tier 1	~36% Tier 1
~29% Tier 2	~27% Tier 2	~31% Tier 2
~20% Tier 3 at Risk	~36% Tier 3	~28% Tier 2
4% DNC		

Math (2024)	Math (2025)	Math (2026)
~42% Tier 1	~28% Tier 1	~28% Tier 1
~39% Tier 2	~34% Tier 2	~45% Tier 2
~18% Tier 3 at Risk	~37% Tier 3	~22% Tier 3
4% DNC		

CAASPP testing shows the scores improved for ELA by 10% but went down for Math by ~6% on standards met or exceeded. Information on the California Dashboard shows students increased academically by 19 point for both ELA and Math. Over the last 3 years the school has show an upwards trend for English and Math getting closer to proficient.

Historically, our students are two or more years below grade level, tier 3.

LREBG funding:
We do not have any unspent funding
We will be using the 26-27 school year as a planning year as we assess our needs.

The LEA is committed to closing achievement and opportunity gaps by providing targeted, evidence-based support to schools identified for Targeted Support and Improvement (TSI) based on the chronic absenteeism of white students. To facilitate this, the LEA will conduct a comprehensive needs assessment that utilizes disaggregated longitudinal data to identify specific root causes, such as socioeconomic barriers, lack of school connectedness, or health-related challenges, rather than relying on generalized assumptions. This diagnostic process will be followed by a collaborative planning phase where the LEA empowers school site leadership to implement a Multi-Tiered System of Supports (MTSS). Universal Tier 1 strategies will focus on fostering positive, welcoming school climates to increase student engagement, while Tier 2 and 3 interventions will shift from punitive enforcement to relational, high-leverage supports such as intentional mentorship programs. Throughout this process, the LEA will maintain an active oversight role, providing ongoing professional development in culturally responsive pedagogy and trauma-informed practices, monitoring implementation fidelity through quarterly data reviews, and ensuring that fiscal and operational resources are equitably reallocated to support the specific needs of the affected subgroup, thereby ensuring a sustained and systemic improvement in student attendance and academic outcomes.

Reflections: Technical Assistance

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

We were not in nor did we request technical assistance this 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.

N/A

Support for Identified Schools

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

Lewiston Elementary is not identified as needing CSI.

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Monthly meetings were held with teachers to review and discuss student data in math and English, after school clubs, attendance, implementation of school wide behavior intervention. These collaborative discussions provided valuable insights that directly influenced the identification of priorities and the development of specific actions within the LCAP, ensuring that instructional staff played an active role in shaping the plan. 8/18/25, 9/27/25, 10/11/25, 1/06/2026, 2/12/26, and 3/18/2026.
Para-educators/classified meetings	Quarterly Meetings- Meetings with para-educators and classified staff were held to gather input on student needs, school operations, the after-school program, and extended learning opportunities. Their perspectives and experiences were instrumental in identifying key areas of additional support or supervision needs, identify areas where safety, cleanliness, or campus culture could be improved, which directly informed the development of actions within the LCAP, contributing to a comprehensive and inclusive planning process. 8/13, 1/06/2025, 6/13/2025
School Board	Board Meetings-7/14, 8/11, 9/08, 10/13, 11/17, 12/08, 1/12/26, 2/10/26, 3/09/26, 4/13/26, 5/11/26, 6/22/26, and 6/23/26.
Parents	Feedback was actively solicited through a parent survey administered in the Fall of 2025 and Spring 2026. Input gathered from this survey played a direct and meaningful role in shaping the priorities and goals outlined in the LCAP, ensuring that the perspectives and needs of educational partners were reflected in the final plan. Some concerns coiced by parents was better communication. They discussion of

Educational Partner(s)	Process for Engagement
	implementing a schoolwide app and soliciting emails at the beginning of the year would create a better communication avenue for individual student concerns, growths and class reminders. There was also comments about fencing the school around the back area for better safety. Parent Advisory Meetings on the LCAP. 4/2, 6/2, Budget and LCAP Review.
Students	Feedback was solicited from students through a spring survey for the K through 8th grade. This survey centered around school safety and inclusion, academics/enrichment classes and the after school program. Comments from K-4th grade ~85%-90% of students felt encouraged by teachers, feel satisfied with their progress academically, liked having the SEL program, felt safe at school, have positive relationships and interactions with classmates and adults on campus. Comments from the 5th-8th grade were 90% of students feel safe aat school, feel adults on campus care about them, feel teachers encourage them to do their best, Like the SEL program, would like longer breaks during the day, less oversight at recess, and change the hat rule on campus.
Trinity County Office of Education/ Administrators in Neighboring Schools	Agendized discussion topics on the Trinity County Office of Education monthly administration meetings provided feedback to our programs- 9/2, 10/7, 11/4, 12/2, 01/06/26, 02/03/26, and 05/05/26.
ELAC/DELAC	The LEA does not currently enroll students identified as English learners. As a result, ELA/DELAC consultation was not applicable during the development of the LCAP.
SELPA	Input was gathered from agendized discussion topics at governance meetings. SELPA Governance Meetings:
CTA Reps	We have no CTA Reps
Classified Reps.	Teamsters: Feedback was gathered through two small-group meetings: an initial session at the start of the school year to discuss assignments and expectations, and a mid-year follow-up in January. Key concerns brought to the administration included the lack of a designated break room (which has since been resolved), student behavior during recess, and bullying incidents. To address these issues, administration held targeted meetings with teachers and paraprofessionals. Furthermore, while mid-year staffing transitions led

Educational Partner(s)	Process for Engagement
	to assignment changes that left some paraprofessionals feeling unsupported, administration met with those affected to directly address their concerns and ease the transition.
Administrator/Principal	The Superintendent/Principal participates in monthly teacher meetings, Monthly School Board meetings, and Monthly Admin meetings at the COE. In each setting, the Superintendent/Principal listens to feedback, provides updates on LCAP goals and actions, and facilitates discussions to gather input that informs the development and refinement of the plan.

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

The following areas were influenced by partners on this year's LCAP development:
*Para-educators expressed a need in better cleanliness to improve campus culture. They focused on staff coverage for the after school program and during recess time on the playground. They also had concerns about student behaviors and not having a dedicated staff break room. (Action 1.2)
*The staff at LES have changed and improved the enrichment activities offered at the school. (Action 2.3)
*Staff has requested more opportunities to attend professional development to better understand the needs of low-income students. (Action 1.7, 2.1)
*Teachers expressed the opportunity to have more collaboration time to focus on student achievement. (Action 2.5)
*Families and students asked for opportunities to be recognized for attendance and improved attendance on a more consistent basis. (Action 1.2, 1.4)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The school will create and maintain a learning environment where students, staff, and parents feel welcome and safe.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to create a welcoming and safe environment based on the belief that strong parent, student, and community involvement improves student success. A welcoming and safe school climate encourages students to create social connections, they tend to participate in school activities, attendance rates are higher, and there is improved academic engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 6C Student rating for feeling safe at school Source: Student Surveys	2023-24 Student Survey 3.5 rating for school safety TK-8	2024-25 Student Survey 3.0 rating for school safety 5th-8th 3.5 rating for school safety TK-4th	2025-26 Student survey 3.7 rating for school safety 5th-8th 3.5 rating for school safety TK-4th	4.0 rating for school safety among grades TK-8	+.2 for school safety among the 5th -8th grade. 0 = TK-4th
1.2	Priority 5A Attendance rates	2023 (Schoolwise) 93.86%	2024 (Schoolwise) attendance rate 91.3%	2025 (Schoolwise) attendance rate 96.27%	Student attendance rate will be 98% or	+2.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			a 2.65% decrease from last year.		higher. (Schoolwise)	
1.3	Priority 6A Suspension rate Source: CA Dashboard	2023 (CA dashboard) suspension rate 1.2%	2024 (CA Dashboard) suspension rate 4.8%	2025 (California Dashboard) suspension rate 2.5%	0% suspension rate. (California Dashboard)	+1.3%
1.4	Priority 6B Expulsion Rate Source:CA Dashboard	2023 (California Dashboard) 0% expelled.	2024 (CA Dashboard) 0% expelled	2025 (CA Dashboard) 0% expelled	Maintain 0% expulsion rate. (California Dashboard)	0%
1.5	Priority 5B Chronic Absenteeism Source: Dashboard	(California Dashboard) 2022-23 Chronic Absenteeism rate 53.8%	(CA Dashboard) 2023-2024 chronic absenteeism rate 17.5%	(CA Dashboard) 2024-2025 chronic absenteeism rate 23.7%	Student Chronic Absenteeism will be 26% or less CA Dashboard	-30.1%
1.6	Priority 3B % of parents of unduplicated students who attend both parent conferences in a given year.	97% parent participation in conferences (2024)	93% parent participation in conferences (2025)	100% parent participation in Fall and Spring conferences. (2026)	100% parent participation in conferences	+3%
1.7	Priority 3 A % of parent surveys completed.	78% completed (2024)	81% completed (2025)	50% completed (2026)	100% of our parents will complete at least one Parent Survey each school year (Track parent surveys)	-28%
1.8	Priority 3C % of parents of students with exceptional needs who participated in meetings to improve services for their children and % of satisfaction	100% participation 100% satisfaction (2024)	100% participation 100% satisfaction (2025)	(2026) 100% participated 100% satisfaction	100% participation 100% satisfaction	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data and Parent Survey					
1.9	Priority 1C FIT report rating	(2024) 98% in good repair.	(2025) FIT is Good Repair 97.66%	(2026) FIT 97.8% rating is Good Repair	100%	-0.2%

Goal Analysis [2025-26]

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

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

1.1 (Social-Emotional Learning Skills) This action was in a trasitional state this year. The third year consecutatively has improved the program. The implementation of the 'Buddy System' has yielded measurable improvements in students relationships and campus climate.
1.2 (Student Attendance Supports) This action was partially implemented due to staffing constraints.
1.4 (Increase Attendance/Decrease Chronic Absenteeism) was partially implemented. In action 1.4 we were able to have a more consistent student store towards the end of the school year. The beginning of the school year was less consistent do to staffing inconsistencies. We plan on focusing more on this action and improving our implementation.
1.6 (Family communication) was partially implemented do to staff capacity and transitions especially in the area of auto call. Parent survey participation rates were lower than anticipated this year. There was improvement with communication by adding parent email for a more individualized communication with parents for some classes. We are continuing to work with staff to improve this area for next year. Parental feedback indicated a strong preference for a dedicated mobile application to facilitate more timely and consistent communication between the school and home.
1.7 (UDL Professional Development / Universal Design for Learning) was very successful as we were able to provide UDL professional development with ongoing monthly staff collaboration meetings. Staff participated in science, math and MTSS training throughout the school year.

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

There were no differences between budgeted expenditures and estimated actual expenditures.

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

1.1 (Social-Emotional Learning Skills) The SEL program's framework has proven effective by proactively identifying implementation gaps. The resistance observed in 3rd and 4th grades serves as actionable data to refine future engagement, such as parent preview sessions and student focus groups. While curriculum delivery faced initial hurdles, the program’s overall impact was bolstered by high-leverage relational

strategies—specifically the new cross-grade Buddy System. This evolution directly supports the LCAP objective of transitioning from theoretical instruction to a lived, connected school culture.
1.2 (Student Attendance Supports) We believe this action has promise but was not implemented with fidelity this school year. Due to the inconsistancy Lewiston is now in TSI (Targeted Support and Improvement) in categories All Students/ White/ Chronic Absenteeism. While the intent was to hold monthly assemblies celebrating student attendance, staffing issues created some unforseen problems.For the coming year 26-27 it is the intent to celebrate students academic and attendance success. Each month we will send out attendance awareness newsletters and attendance data to families. Teachers will track attendance for each student through schoolwise.
1.4 (Increase Attendance/Decrease Chronic Absenteeism) While the LEA maintains that this action is highly effective for reducing chronic absenteeism, it was not implemented with full fidelity during the current year due to unforeseen constraints in staff capacity. Following the mid-term resignation of a certificated staff member, district leadership intentionally pivoted resources to prioritize classroom stability and direct instructional support. This shift, while necessary for student continuity, temporarily limited the administrative capacity needed to execute the attendance initiative as planned. The LEA is committed to a full-scale implementation at the onset of the 2026-27 school year, with a renewed focus on consistent attendance monitoring and family outreach.
1.6 (Family communication) While the LEA maintained its established communication protocols—including weekly telephonic broadcasts, digital bulletins, and website updates—qualitative data from parent surveys and informal consultations indicated these methods were insufficient to meet current family needs. Educational partners explicitly identified a desire for a unified communication platform capable of bridging the gap between school-wide announcements and individualized student updates. In response to this feedback, the LEA has identified the implementation of an integrated communication application as a key priority for the upcoming year to ensure more responsive, two-way dialogue between staff and families. Infortunately the participation in parent surveys was well below the average for the last 3 years. Creating a better system for next school year is being considered to improve feedback from families.
1.7 (UDL Professional Development / Universal Design for Learning) UDL implementation shows significant promise but was narrowed in scope this year due to competing priorities, including math curriculum vetting and staffing transitions. Although no formal PD was completed this cycle, the LEA has incorporated UDL training into the 2026-27 professional development calendar via monthly staff meetings. We remain committed to monitoring the impact of these strategies as they are rolled out, ensuring that staff have the necessary support to apply UDL principles to our newly adopted instructional materials.

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.

Change the target for metric 1.1 and 1.2 to be more grade specific. Feedback from students varied between grade levels. Moving forward we believe it will be beneficial to get specific feedback by grade level.

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	Social-Emotional Learning Skills	Provide a social-emotional learning curriculum with a focus on low-income students(anti-bullying, positive communication) and student connectedness. Expenses include: Teacher training Books to support SEL curriculum Student store once a month (supports those students who show qualities of a good student)	$12,500.00	Yes
1.2	Student Attendance Supports	To address the lower attendance rates of students, especially with our low-income student population, we will improve and increase our parent communication from the school to increase parent and student connectedness by implementing attendance office protocols and the dissemination of educational resources available to families.	$10,500.00	Yes
1.4	Increase Attendance/Decrease Chronic Absenteeism	We will provide the following for all students with a focus on our low-income student group Increase attendance incentives Provide attendance recognition with certificates, lunches, and field trips during each trimester. Provide attendance recognition for parents by providing breakfast, lunch or coffee with the principal. Provide a student store monthly Provide communication and documentation for students and parents about the importance of attending school, how to set goals, and being successful.	$3,000.00	Yes
1.6	Family communication	Provide communication/connectedness with families through school newsletters, class newsletters, current website information, e-mail messaging, and weekly auto-message calls. Provide special events and culture-building activities for family engagement.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	UDL Professional Development Universal Design for Learning	Provide collaboration and professional development in UDL to improve low-income student outcomes.	$35,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will have access to California State Standards-aligned curriculum, highly qualified teachers, a broad course of study, and educational support to prepare them to be high school, college, and career-ready.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the 2023 CA Dashboard data showing that all student groups performed in the red level in English Language Arts and Mathematics. To address this gap, Goal 2 focuses on championing academic growth through inclusive, relevant, and standards-based learning experiences. By 'levelizing' instruction to maintain the Least Restrictive Environment (LRE) and utilizing both core and supplemental evidence-based curricula, the district aims to provide multiple pathways for success. This goal provides focused attention on improving academic outcomes. . Our strategic focus is to foster an innovative learning environment that connects students to the classroom, specifically targeting accelerated achievement for those not yet meeting grade-level standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4A % of students achieving Met or Exceeded standard on CAASPP assessments in ELA. Source: https://caaspp-elpac.ets.org/caaspp/	(2023) 25% met or exceeded standards on ELA CAASPP assessment.	(2024) 20% met or exceeded standards on ELA CAASPP assessment.	(2025) 30.30% Met or exceeded standard ELA CAASPP assessment	30% Meet of exceed standard ELA CAASPP assessment	+5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Priority 4A % of students achieving Met or Exceeded standard on CAASPP assessments in Math. Source: https://caaspp-elpac.ets.org/caaspp/	(2023) 15.15% Met or exceeded Math standards on CAASPP	(2024) 27.59% Met or exceeded Math standards on CAASPP	(2025) 21.88% Met or exceeded Math Standards on CAASPP	25% Meet of exceed math standards on CAASPP	+6.73%%
2.3	Priority 7B % of students progress toward their intervention goals as measured from their initial ELA and Math district assessment data. Academic intervention services will be provided to all students, with the priority given to low-income and unduplicated students, scoring at or below the 35th percentile in English Language Arts and Math on District Assessments in the regular school day and the after-school program. Source: iReady	(2023) 78% of students are making progress toward their intervention goals as measured from their initial ELA and Math district assessment data. (iReady)	(2024) 61% Reading and Math There was an increase in students at the end of the school year who were not able to complete 2 tests. Local Data (I-Ready)	(2025)83% overall improvement. 36% of students improved in Reading Diagnostic test by Spring of 2026 53% of students improved Math I-Ready Diagnostic	100%	+5%
2.4	Priority 8 % of students scoring at or above the 50th percentile on District Benchmark Math and ELA Assessment iReady tier 1	ELA ~51% Tier 1 ~29% Tier 2 ~20% Tier 3 at Risk Math ~42% Tier 1	ELA ~37% Tier 1 ~27% Tier 2 ~36% Tier 3 at Risk Math	ELA ~36% Tier 1 ~31% Tier 2 ~28% Tier 3 4% DNC Math	ELA 61% Tier 1 39% Tier 2 10% Tier 3 at Risk Math 52% Tier 1	ELA -15% Tier 1 +2% Tier 2 -8% Tier 3 at Risk Math -14% Tier 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Tier 1~On grade level Tier 2~ 1 grade level below Tier 3~ 2 or more grade levels below standard	~39% Tier 2 ~18% Tier 3 at Risk (2024)	~28% Tier 1 ~34% Tier 2 ~37% Tier 3 at Risk (2025)	~28% Tier 1 ~45% Tier 2 ~22% Tier 3 at Risk improved 4% DNC (2026)	39% Tier 2 9% Tier 3 at Risk	+6% Tier 2 -4% Tier 3 at Risk
2.5	Priority 1A Staff appropriately assigned and fully credentialed Source: Dashboard Local Indicator	69.6% (2023)	42% (2024)	80% (2025)	100% of the staff will be fully credentialed.	+10.4%
2.6	Priority 1B 100% of all K-8 students will receive instruction in English Language Arts and Mathematics using the California State Standards and will have a sufficient aligned curriculum. Source: Local Data	95% alignment (2023)	100% alignment (2024)	100% alignment (2025)	100% alignment	+5%
2.7	Priority 7C- % of students with exceptional needs progress toward their intervention goals as measured from their initial ELA and Math district assessment data.	85% of students with exceptional needs progressed (2023)	80% (2024)	70% overall improvement (2025) ELA 60% improved 20 declined 20 DNC Math	95%	-15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Academic intervention services will be provided to all students, with the priority given to students with exceptional needs. Source: Local Data			10% improved 10% stayed the same 40% declined 20% DNC		
2.8	Priority 7A- % of students participating in all four days of enrichment classes, ensuring students are not pulled out for other interventions during this time.	100% (2023)	(2024) This priority was not utilized this year due to staff shortages.	(2025) 50% This priority was not utilized completely this year. Enrichment classes were 2 days a week due to staffing inconsistencies.	100%	-50%
2.9	Priority 2A % of teachers one grade up or down, (due to small numbers) will collaborate to score student work (writing assignments and math progress), as well as target intervention supports. Feedback will be provided through walkthrough forms, staff agreed-upon rubrics, and meeting time logs. The administration will support conversations.	(2023) 50%	25% (2024)	(2025) 67%	100%	+17%
2.10	Priority 1A % of teachers receive professional development in CA State	75% of teachers received professional development in CA State Standards and	(2024) 100%	(2025) 80%	100% of teachers received professional development in CA State Standards	+5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards and standard-aligned curriculum.	aligned curriculum. (2023)			and aligned curriculum.	

Goal Analysis [2025-26]

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

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

2.1 (Professional Development) 3 out of 4 teachers and 1 paraprofessional participated in a Science Leadership Exchange. All teaching staff participated in the MTSS 3 year goals setting.
2.2 (Intervention Curriculum), the Ignite reading intervention program was very successful for our students who needed extra support in reading.
2.4 (State Standards Aligned Curriculum), All teachers participated in a math curriculum needs assessment to adopt new math curriculum for 2026-27 school year.
2.3 (Enrichment Activities), Due to staff capacity at the beginning of the school year we were able to partially implement this action. We look forward to full implementation next year with planned proper number of staff. Music and Art were offered weekly to all students.
2.5 (Teacher Collaboration Time) Was partially implemented due to staff capacity. We believe with the proper amount of certificated staff at the beginning of next school year we can focus on improving our implementation in this area. A calendar of meetings has been created for certificated meetings and classified meetings.
2.6 (Schoolwide Programs) Actions were all implemented as planned.

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

There were no differences between the budgeted expenditures and estimated actual expenditures.

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

2.1 (Professional Development): This action was partially implemented as the district navigated constraints in staffing capacity and scheduling opportunities. While the initial plan intended for broad professional development (PD) across multiple pillars, the LEA strategically prioritized Science curriculum development and a comprehensive needs assessment for new Mathematics instructional materials to ensure long-term academic alignment. Although dedicated PD days for Social-Emotional Learning (SEL) were not held for the teaching staff in 2025–26, the district successfully mitigated this gap by utilizing a dedicated SEL Liaison from TCOE. This specialist provided daily direct support and modeled lessons for both students and staff. Additionally, teachers participated in three MTSS (Multi-Tiered System of Supports) collaborative meetings to refine intervention strategies, review goals for the school and update or adjust. For the 2026–27 school year, the LEA is moving toward full implementation, with a finalized calendar that includes specific PD days for Reading and Math interventions, restorative practices, and the rollout of the newly adopted math curriculum.

2.2 (Intervention Curriculum): While the intervention curriculum was fully implemented during its inaugural year, the LEA has identified significant areas for refinement based on academic data and stakeholder feedback. Initial indicators showed promise for specific subgroups; however, overall student academic performance in the program saw an average improvement of 24%. Educational partners, including teaching staff and families, noted that the rigid structure of the Ignite program caused students to feel disconnected from core classroom activities. Furthermore, the 15-minute session constraints proved inflexible regarding student absences. To address these challenges, the LEA will pivot to a Human-Capital Intervention Model for the 2026-27 school year. By recruiting retired educators and reading specialists from the local community, the district will provide flexible, high-dosage tutoring that aligns directly with classroom instruction. This shift will allow for extended instructional sessions and ensure that intervention is a cohesive extension of the student's daily learning rather than a fragmented withdrawal.

2.3 (Enrichment Activities): While this action was partially implemented the LEA successfully expanded its enrichment offerings by aligning specific programs with expert partners and dedicated funding streams. While TCOE provided the pedagogical leadership for the arts and music programs, the ASES and ELOP programs served as the primary vehicles for STEM integration and interest-based clubs. By separating these roles, the district was able to offer a more robust array of extracurricular and co-curricular opportunities that cater to the diverse interests of the student body, ensuring higher engagement and participation rates among unduplicated student groups.

2.4 (State Standards Aligned Curriculum): The LEA has achieved full implementation of California State Standards-aligned materials across all core and elective subject areas. A significant milestone this year was the completion of a rigorous vetting process for a new Mathematics curriculum, which will be piloted during the 2026–27 school year to ensure alignment with student needs. Looking forward, the district has established a roadmap for ELA curriculum review, with formal adoption targeted for 2028–29. Furthermore, based on engagement data and stakeholder feedback indicating that the current 'i-Ready' platform is no longer meeting its intended purpose, the LEA is transitioning to the IXL intervention program. This shift is designed to provide a more cohesive link between digital intervention and daily classroom instruction, ensuring that supplemental tools directly reinforce the state-aligned curriculum and provide more relevant, responsive support for students.

2.5 (Teacher Collaboration Time): This action was partially implemented during the 2025–26 school year. While a formal professional learning community (PLC) calendar was established, shifting teacher assignments and mid-year scheduling constraints prevented full consistency in the bi-weekly meeting cycle. Despite these operational challenges, the effectiveness of the meetings held was high; teams utilized shared digital notes to ensure continuity and focused on critical topics such as CAASPP assessment data, classroom behavioral supports, and peer-to-peer instructional coaching. To ensure full implementation for the 2026–27 school year, the LEA has refined the master schedule to protect collaboration time from internal scheduling shifts, ensuring that bi-weekly sessions remain a consistent pillar of our school-wide improvement strategy.

2.6 (Schoolwide Programs): This action was fully implemented during the year and continues to demonstrate strong potential in supporting student achievement and staff development.

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.

This year due to staffing changes Lewiston did not schedule students to have an elective class. We did continue implementation of Physical Education for all grades 4 days a week. We also continued with art and music 1 day a week. For the school year 2026-27 with new administration and teachers it is the hope to reimplement electives 2 times per week.

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	Professional Development	Based on the 2023 CA School Dashboard results showing all students performing at the Red performance level in ELA and Math, th eLEA will provide ongoing professional development, coaching, and collaborative learning opportunities for instructional stall focused on evidence-based ELA and mathematics instructional practices. It will also focus on differentiated instruction, intervention strategies, and the effective use of assessment data. Professional learning will strengthen educators' capacity to identity student skill gaps, provide targeting instruction and intervention, adn adjust instructional practices based on student response. Implementation and effectiveness will be monitored through professional learning participation, evidence of implementation, local assessment and progress monitoring data, and CA School Dashboard ELA and Math outcomes.	$30,000.00	Yes
2.2	Intervention Curriculum	Based on the 2023 CA School Dashboard results showing all student performing at the Red performance level in ELA and Mathematics, the LEA will purchase and implement evidence based intervention curriculum and supplemental instructional materials in targeted small group and individualized instruction based on identified student skill gaps. Stall will use benchmark and progress monitoring data to determine student intervention needs, monitor response to intervention, and adjust instructional supports to increase students/ progress toward grade level standards.	$61,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Enrichment activities	Maintain and recruit for enrichment activities on campus. Music Classes STEAM activities Field trips Chess club Art Drama SEL curriculum Yearbook club Garden Club Disc Golf	$15,000.00	No
2.4	California State Standards Curriculum	Purchase new digital or textbook curricula as well as teacher professional development for the curriculum. Purchase curriculum and supplies, including supplementary materials for ELA, Math, Social Studies, Science, Art/Music, and PE/Health.	$10,000.00	No
2.5	Teacher collaboration time.	Based on the 2023 CA School Dashboard results showing all students performing at the Red level in ELA and Math, the LEA will provide dedicated teacher collaboration time to strengthen instructional responses in ELA and math. During structured collaboration time, teachers will analyze student assessment and progress monitoring date, identify specific skill gaps and students requiring additional intervention, plan differentiated and targeted instruction, and review student response to interventions. Teachers will use the results of this collaborative process to adjust instruction, coordinated intervention supports, and share effective instructional practices. Effectiveness will be monitored through evidence of implementation, local benchmark and progress monitoring results, and the CA School Dashboard outcomes.	$40,000.00	No
2.6	Schoolwide Programs	Title I, II, IV and REAP are combined in the Schoolwide Program to provide funding for classroom paraprofessionals for additional academic support for low-income students.	$98,858.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$149,857	$10,981

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
13.735%	0.000%	$0.00	13.735%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Social-Emotional Learning Skills **Need:** As identified by student and parent surveys and a review of student attendance records, we have identified the need to build a strong sense of connectedness to the school setting for our students, especially our low-income students who exhibit a higher lack of connectedness and who have greater	Actions that will be taken to address this need include continuing to provide time for class meetings in each classroom, with assistance from the school counselor. Counseling assistance will be provided to classrooms based on individual classroom or student needs by both the school counselor and our mental health clinician. We will provide surveys, which are given a few times a year, to provide a way for educational partners to communicate their needs. We will use an SEL Curriculum at all grade levels (i.e. Mood Meter,	1.1 and 1.4

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
	inconsistencies in home to school needs. Research documents that the consistent use of an SEL curriculum will help our students build this sense of connectedness, as well as support their ability to be self-aware and self-manage in a way that creates a strong sense of self-efficacy. **Scope:** LEA-wide	Zones of Regulation), which will build self-awareness and self-management in our students, allowing them to be more fully engaged and connected to the school setting. This will also help students build positive relationships with staff and students, increasing their motivation to engage regularly within the school setting. As we offer this on a school-wide level that will benefit all students, we anticipate the benefit will be far greater for our low-income students, who may be experiencing more barriers to school connectedness. As a result, the responses to a positive feeling of school connectedness by low-income students will increase more than their peers.	
1.2	**Action:** Student Attendance Supports **Need:** In reviewing attendance rates and a review of parent, student, and staff surveys, we have identified a need to work with families of low-income students to create a higher awareness of the importance of good attendance and the need to more proactively engage with our families in a way that helps them address personal barriers that prevent regular attendance by their children. Research shows that as the home-school relationship improves, parent and student connectedness to the school is increased, which positively impacts student attendance and engagement. **Scope:** LEA-wide	We will continue to implement tiered supports that build more consistent and effective strategies for engaging with our families and students. We will continue to send monthly attendance to parents to ensure their students are not on the chronic absence list. Along with the attendance notices, parents will receive educational articles on the effects of missing school through 12th grade. As we offer this on a school-wide level that will benefit all students, we anticipate the benefit will be far greater for our low-income students, who may be experiencing more barriers to attendance. As a result, the attendance rates and responses to a positive feeling of school connectedness by low-income students will increase more than their peers.	1.4

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
1.4	**Action:** Increase Attendance/Decrease Chronic Absenteeism **Need:** In reviewing attendance rates and a review of parent, student, and staff surveys, we have identified a need to work with low-income students to create a higher awareness of the importance of consistent attendance at school. 27% of all students average more than 10 days of absent 12% of the low-income students average more than 10 days absent **Scope:** LEA-wide	We are implementing tiered supports that build more consistent and effective strategies for engaging with our families and students. We will have more ways to recognize students for their efforts in attendance. As we offer this on a school-wide level that will benefit all students, we anticipate the benefit will be far greater for our low-income students, who may be experiencing more barriers to attendance. With our monthly Chronic Absence infographics, parents are consistently reminded of their part in their child's education.	1.1 and 1.2
1.7	**Action:** UDL Professional Development Universal Design for Learning **Need:** Lewiston has identified through student and parent surveys the need to build a strong sense of connectedness to the school setting for our low-income students, especially our low-income students who exhibit a higher lack of connectedness and who have greater inconsistencies in home-to-school needs. There is a need to help our students build this sense of connectedness, as well as support their ability to be self-aware and self-manage	We are going to provide professional development and collaboration in Universal Design for Learning for staff. This continued shift in focus of the instruction should result in the needs of more students needs being met with the best first instruction and allow low-income students to achieve at the same level as their peers. This will allow all students to meet them at their level and allow for less frustration and greater learning to happen. While our low-income students will receive a greater level of support that will positively impact their academic performance and attendance rates, all students will benefit from the Universal Design model.	1.7

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
	in a way that creates a strong sense of self-efficacy. **Scope:** LEA-wide		
2.1	**Action:** Professional Development **Need:** When reviewing CAASPP data for all students at Lewiston Elementary School District, there is a low number of low-income students who are meeting grade-level standards in ELA and Mathematics. Upon analysis, we found a need to ensure these students are being taught by highly qualified staff who are highly trained on the curriculum and supplemental curriculum that has been purchased and is being purchased. **Scope:** LEA-wide	To increase academic achievement, highly qualified staff must continually participate in professional development to increase their effectiveness when instructing students. By continually providing training and implementation to our staff, we anticipate that this will increase staff knowledge and skills, thereby increasing student achievement for our low-income students as well as all students who receive these supports. Offered primarily for low-income students, all students will benefit from this action.	2.1, 2.2, 2.6, 2.8, 2.7
2.2	**Action:** Intervention Curriculum **Need:** As identified by Lewiston staff surveys, observation of classroom instruction, and the performance of low-income students on the CAASPP and local data, we have identified the need to implement our intervention curriculums in math and ELA more effectively.	We will be utilizing the existing intervention curriculum I-Ready Math and Ready and Ignite. These programs will be offered primarily for low-income students, but all students will benefit from this action.	2.8 and 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
	Scope: LEA-wide		

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to increase the number of paraprofessionals providing direct services to students in classrooms with a high concentration of foster youth, English learners, and low-income students. By adding extra paraprofessionals, the school can provide more targeted, small-group, and one-on-one academic support, ensuring that students who need the most help receive individualized attention during instruction. These paraprofessionals will work alongside classroom teachers to reinforce core content, pre-teach and re-teach concepts, and assist with differentiated instruction to meet diverse learning needs. This addressed Goal 2 and Action 2.6
Title I, II, IV, and REAP funds are combined in the Schoolwide Program to support the hiring of paraprofessionals, maximizing resources to address academic gaps and improve outcomes for low-income students. This integrated funding approach ensures that support staff are available across grade levels to monitor progress, provide immediate feedback, and assist with interventions that target reading, writing, and

math skills. By increasing staffing capacity, the district aims to create a more responsive and supportive learning environment that removes barriers to achievement and promotes equity for historically underserved students.

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		9:66
Staff-to-student ratio of certificated staff providing direct services to students		4:66

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,091,068	149,857	13.735%	0.000%	13.735%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$215,583.00	$1,000.00	$11,500.00	$90,775.00	$318,858.00	$244,358.00	$74,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Social-Emotional Learning Skills	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$10,000.00	$2,500.00	$11,000.00		$1,500.00		$12,500.00	
1	1.2	Student Attendance Supports	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$9,500.00	$1,000.00	$10,500.00				$10,500.00	
1	1.4	Increase Attendance/Decrease Chronic Absenteeism	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$1,500.00	$1,500.00	$3,000.00				$3,000.00	
1	1.6	Family communication	All	No			All Schools	2024-27	$1,500.00	$1,500.00	$3,000.00				$3,000.00	
1	1.7	UDL Professional Development Universal Design for Learning	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$35,000.00	$0.00	$35,000.00				$35,000.00	
2	2.1	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$25,000.00	$5,000.00	$30,000.00				$30,000.00	
2	2.2	Intervention Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-27	$10,000.00	$51,000.00	$60,000.00	$1,000.00			$61,000.00	
2	2.3	Enrichment activities	All	No			All Schools	2024-27	$5,000.00	$10,000.00	$5,000.00		$10,000.00		$15,000.00	
2	2.4	California State Standards Curriculum	All	No			All Schools	2024-27	$8,000.00	$2,000.00	$10,000.00				$10,000.00	
2	2.5	Teacher collaboration time.	All	No			All Schools	2024-27	$40,000.00	$0.00	$40,000.00				$40,000.00	
2	2.6	Schoolwide Programs	All	No			All Schools	2024-27	$98,858.00	$0.00	$8,083.00			$90,775.00	$98,858.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,091,068	149,857	13.735%	0.000%	13.735%	$149,500.00	0.000%	13.702 %	**Total:**	$149,500.00
								LEA-wide Total:	$149,500.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Social-Emotional Learning Skills	Yes	LEA-wide	Low Income	All Schools	$11,000.00	
1	**1.2**	Student Attendance Supports	Yes	LEA-wide	Low Income	All Schools	$10,500.00	
1	**1.4**	Increase Attendance/Decrease Chronic Absenteeism	Yes	LEA-wide	Low Income	All Schools	$3,000.00	
1	**1.7**	UDL Professional Development Universal Design for Learning	Yes	LEA-wide	Low Income	All Schools	$35,000.00	
2	**2.1**	Professional Development	Yes	LEA-wide	Low Income	All Schools	$30,000.00	
2	**2.2**	Intervention Curriculum	Yes	LEA-wide	Low Income	All Schools	$60,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$318,858.00	$346,313.00

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**	Social-Emotional Learning Skills	Yes	$12,500.00	$14,000.00
1	**1.2**	Student Attendance Supports	Yes	$10,500.00	$12,200.00
1	**1.4**	Increase Attendance/Decrease Chronic Absenteeism	Yes	$3,000.00	$4,025.00
1	**1.6**	Family communication	No	$3,000.00	$2,900.00
1	**1.7**	UDL Professional Development Universal Design for Learning	Yes	$35,000.00	$31,000.00
2	**2.1**	Professional Development	Yes	$30,000.00	$35,555.00
2	**2.2**	Intervention Curriculum	Yes	$61,000.00	$56,000.00
2	**2.3**	Enrichment activities	No	$15,000.00	$16,580.00
2	**2.4**	California State Standards Curriculum	No	$10,000.00	$8,560.00
2	**2.5**	Teacher collaboration time.	No	$40,000.00	$15,000.00
2	**2.6**	Schoolwide Programs	No	$98,858.00	$150,493.00

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)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$150,024	$151,000.00	$152,780.00	($1,780.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Social-Emotional Learning Skills	Yes	$12,500	$14,000		
1	1.2	Student Attendance Supports	Yes	$10,500	$12,200		
1	1.4	Increase Attendance/Decrease Chronic Absenteeism	Yes	$3,000	$4,025		
1	1.7	UDL Professional Development Universal Design for Learning	Yes	$35,000	$31,000		
2	2.1	Professional Development	Yes	$30,000	$35,555		
2	2.2	Intervention Curriculum	Yes	$60,000	$56,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
862,696	$150,024	0.00%	17.390%	$152,780.00	0.000%	17.710%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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