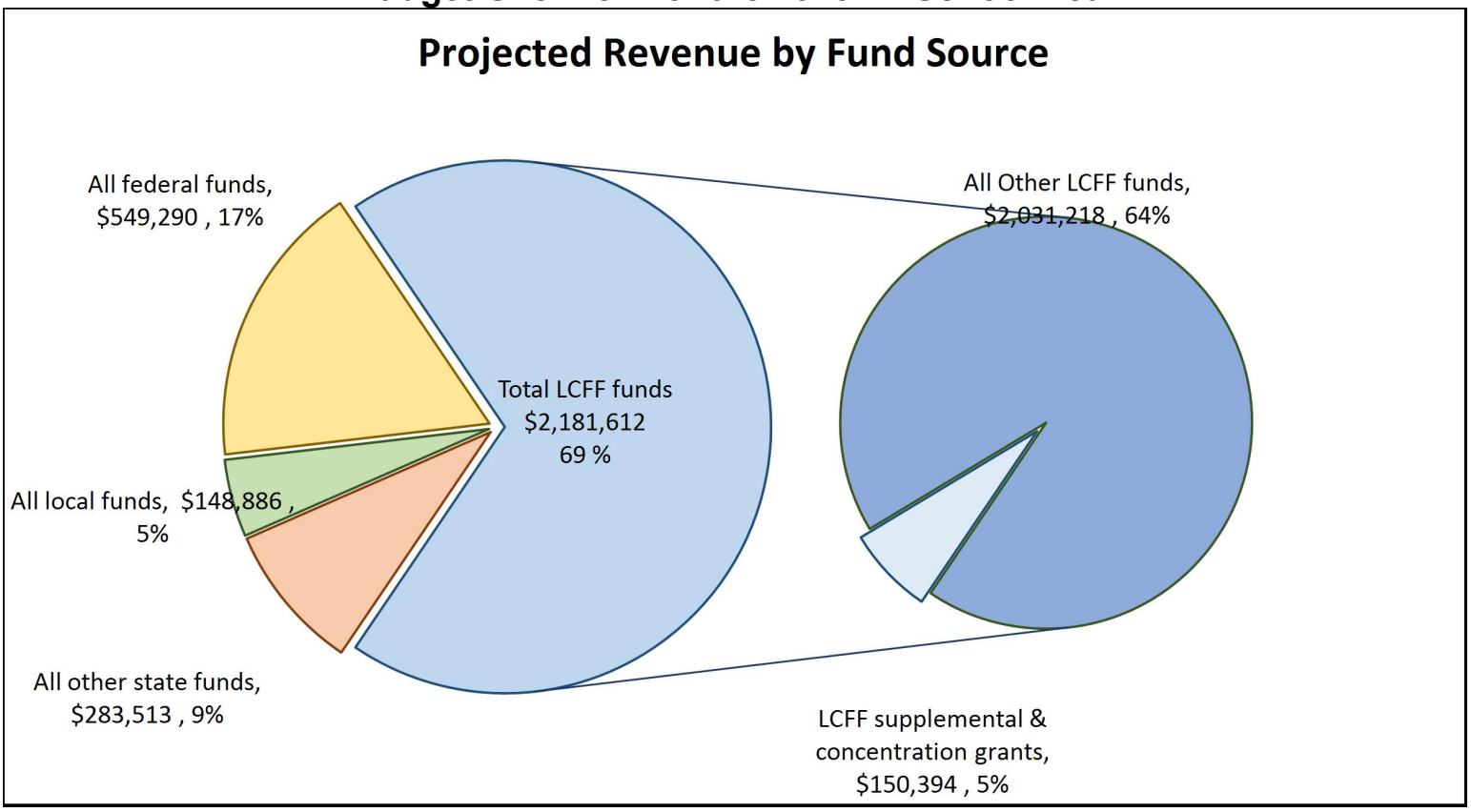
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stony Creek Joint Unified School District
CDS Code: 11 62653 1132109
School Year: 2026-27
LEA contact information:
Emily Pendell
Superintendent/Principal
ependell@scjusd.org
5309685361

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

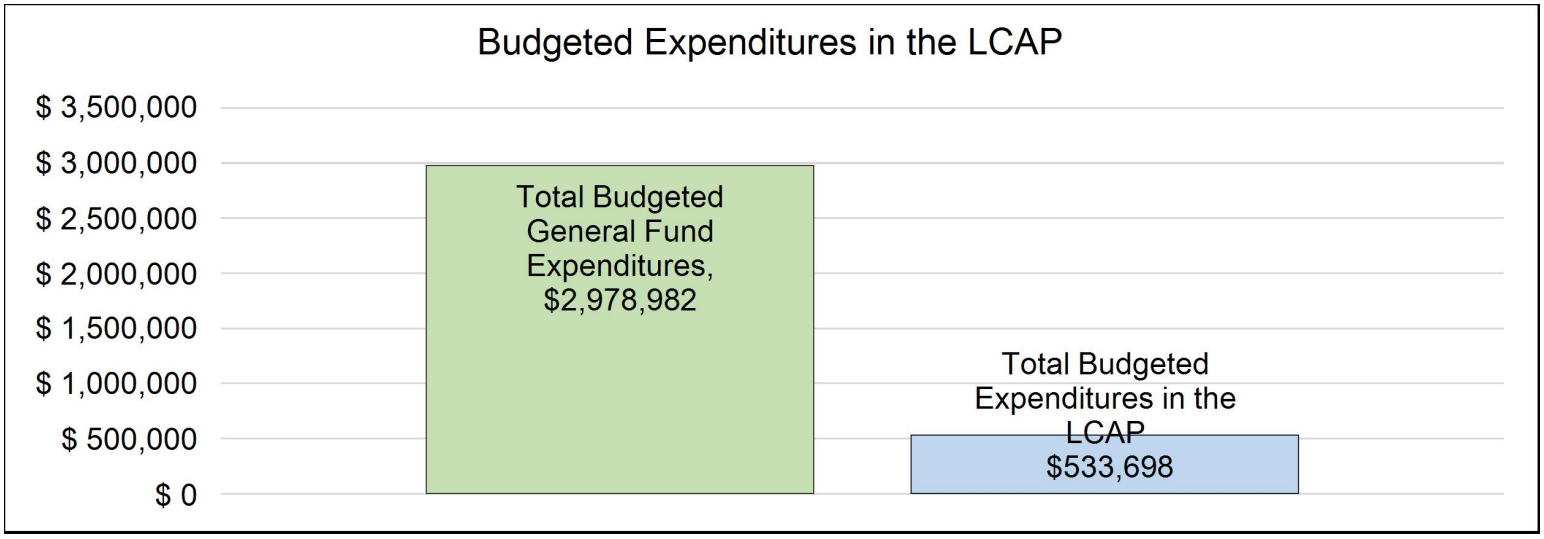


This chart shows the total general purpose revenue Stony Creek Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stony Creek Joint Unified School District is $3,163,301, of which $2,181,612 is Local Control Funding Formula (LCFF), $283,513 is other state funds, $148,886 is local funds, and $549,290 is federal funds. Of the $2,181,612 in LCFF Funds, $150,394 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 Stony Creek Joint Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Stony Creek Joint Unified School District plans to spend $2,978,982 for the 2026-27 school year. Of that amount, $533,698 is tied to actions/services in the LCAP and $2,445,284 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The District costs do not include the following:

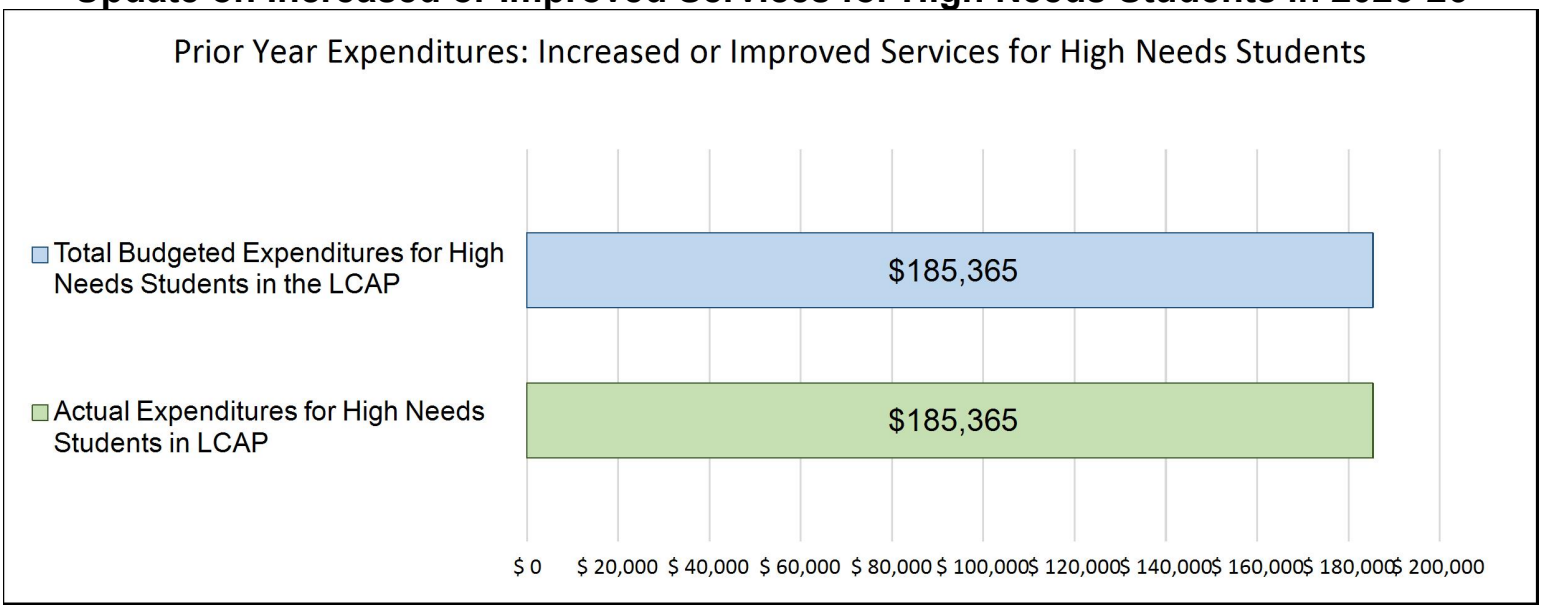
- Regular Teaching Staff
- Transportation
- Facilities
- Administrative, core services and other essential and non-instructional services

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

In 2026-27, Stony Creek Joint Unified School District is projecting it will receive $150,394 based on the enrollment of Foster Youth, English learner, and low-income students. Stony Creek Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stony Creek Joint Unified School District plans to spend $225,469 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 Stony Creek Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stony Creek Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Stony Creek Joint Unified School District's LCAP budgeted $185,365 for planned actions to increase or improve services for high needs students. Stony Creek Joint Unified School District actually spent $185,365 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
Stony Creek Joint Unified School District	Emily Pendell Superintendent/Principal	ependell@scjusd.org 5309685361

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 Stony Creek Joint Unified School District, situated within the confines of Glenn County, operates as a small, rural institution. Providing primary to high school education, the District serves roughly 65 students. This district comprises four distinct educational establishments, namely Elk Creek High School, Bidwell Point Continuation School, Elk Creek Elementary School, and Indian Valley Intermediate School. An array of combination classes can be found across all the institutions, aimed to cater to the unique needs of the student population. The District serves a diverse range of communities, consisting of Elk Creek, Grindstone Rancheria, and Stonyford. The primary retirement hub of Elk Creek plays host to the district office and three schools in its location. In contrast, Grindstone Rancheria, identified as a federal Native American Rancheria, houses more than half of the District's students. Lastly, Stonyford, primarily populated by ranching families, proudly accommodates the Indian Valley Intermediate School. Challenges stem inherently from the remote geographical location of this District. Limited local opportunities constrain economic operations to School District initiatives, Forest Services, ranching, and a handful of small-scale businesses. However, the unwavering support from the community strengthens the resolve to deliver high-quality education to all students. Notably, the socio-economic challenges faced by these communities are highlighted by the fact that the entirety of the student population qualifies for free/reduced meals as well as receiving equity multiplier funding at Bidwell Point. Proving resilient, the Stony Creek Joint Unified School District thrives despite adversities. This achievement stems from the WASC accreditation earned by Elk Creek High School and the addition of A-G approved courses to their curriculum. The District lays firm emphasis on agricultural science, underscored by a robust FFA program that enrolls all high school students in an agriculture science class during their time. At the elementary and high school levels, class sizes average to a 12:1 and 7:1 ratio respectively. This ensures a nourishing, personal interaction between the receptive learners and the staff. A diverse faculty comprising full-time and part-time teachers, academic and mental health counselors, and para educators ensure a well-balanced academic and emotional support system for the students. The District also significantly supports cultural

and extracurricular activities. For instance, the SPARK program provides supplementary tutoring and cultural activities for K-6 students. To further enhance student experience, plans to expand the athletic programs are underway, introducing sports like football, basketball, volleyball and track. All the endeavors of the Stony Creek Joint Unified School District reinforce their mission to instill growth and development within students. Despite imminent socio-economic challenges, the district upholds its promise to deliver high-quality education, sustain smaller class sizes, and propound additional academic and cultural initiatives. This unwavering dedication towards education and community building has garnered the District deserved community support.

Reflections: Annual Performance

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

In the 2025–26 school year, Stony Creek Joint Unified School District (SCJUSD) continued to make meaningful progress in strengthening parent-school connections and increasing family engagement across the district. Family connectedness has increased significantly, with educational partners reporting that they feel more informed, welcomed, and connected to school life. Attendance at school events has also increased, reflecting stronger relationships between families, staff, students, and the broader school community.

A key area of growth has been the district's continued use of multiple communication tools and intentional outreach strategies to build trust and improve transparency. ParentSquare, newsletters, in-person events, and culturally inclusive activities have helped families stay more connected and engaged. These efforts have been especially important in supporting historically underserved communities and ensuring families have more consistent opportunities to participate in school activities and decision-making.

SCJUSD also continued to strengthen student and family wellness supports. The district entered into an MOU with Kno'Qoti Native Wellness, Inc. to provide culturally responsive support, coordination, and resource connections for Native American students and families. In addition, families have access to ParentGuidance, an online resource that provides parents and caregivers with courses, coaching, and tools related to youth mental health, emotional well-being, and parenting support.

Although overall daily attendance has improved, chronic absenteeism remains a significant area of need. Based on the 2023 California School Dashboard, Elk Creek Elementary School was identified in the lowest performance level, Red, for Chronic Absenteeism for the All Students group. Additionally, the Socioeconomically Disadvantaged student group was identified in the lowest performance level, Red, for Chronic Absenteeism at the district level. The district continues to address absenteeism through empathy-based attendance practices, increased family outreach, PBIS, MTSS, and stronger communication with families to better understand and reduce barriers to regular attendance. In response to family and community input, SCJUSD is also transitioning to a four-day school week with the goal of reducing barriers and improving student attendance.

SCJUSD continues to use Learning Recovery Emergency Block Grant funds to support academic recovery, student and family connectedness, and access to a broad course of study. The district received $116,078 in 2022–23 LREBG funding and $6,774 in 2025–26 LREBG funding, for a total of $122,852. These funds have not yet been fully expended. The district expended or plans to expend $50,098 in 2025–26, $55,000 in 2026–27, and $17,754 in 2027–28.

In 2025–26, LREBG funds supported reading intervention through staffing costs for a Reading Intervention Specialist, providing targeted literacy support for students with identified reading needs. The rationale for this action is based on local assessment data showing continued literacy gaps and the need for small-group, targeted intervention to support academic recovery.

In 2026–27 and 2027–28, LREBG funds are planned to support student connectedness and access to a broad course of study through staffing costs for an Academic Counselor. This action will support student engagement, school connectedness, graduation planning, A–G monitoring, dual enrollment, CTE pathway participation, college and career readiness, and expanded access to a broad course of study. The rationale for this action is based on local climate, engagement, and academic data showing a need to increase student connectedness, meaningful participation, motivation, course access, and postsecondary readiness.

The district's review of local assessment data identified a significant need to improve early literacy outcomes at Elk Creek Elementary School. During the 2024–25 school year, only 30.75% of students in grades 1–4 met grade-level expectations in English Language Arts as measured by the iReady Diagnostic. To address this need, the district will utilize Equity Multiplier funding to provide a Reading Intervention Specialist who will deliver targeted literacy intervention and progress monitoring for students performing below grade level, with a particular focus on socioeconomically disadvantaged students and those performing two or more grade levels below expectations. This investment is intended to increase access to intensive reading support and address identified barriers to grade-level literacy achievement.

Moving forward, SCJUSD will continue to focus on strengthening family connectedness, reducing chronic absenteeism, improving school climate, addressing academic recovery needs, and increasing access to individualized student supports. The district will continue using educational partner input, local data, and student outcome data to refine supports, monitor progress, and improve services for students and families.

Reflections: Technical Assistance

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

At this time, no technical assistance is being provided.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	• Regular monthly meetings were conducted with teachers to discuss the school climate and address existing concerns. This strategy aimed to promote open communication and ensure that the teachers' experiences and perspectives were integral to the decision-making processes. • The California Healthy Kids Survey was administered in the Spring of 2026 to obtain a comprehensive understanding of the school environment from the teachers' perspective. This enabled the school district to better comprehend and address the issues affecting both teachers and students within the district. • A staff meeting was organized in Spring 2026 to specifically discuss the goals of the school district. This facilitated a comprehensive review of the district's objectives and progress, and encouraged a dialogue about future goals among the members of the school district.
Principals	The principal of each school is also the superintendent.
Administrators	There is only one administrator for the district. Administrator is actively engaged in all meetings.
Other School Personnel	• Engaged in meetings with other school personnel to review and assess the data procured from the California Healthy Kids Survey in Spring 2026. The objective was to pinpoint any representation gaps and devise strategies for comprehensive educational partner engagement.

Educational Partner(s)	Process for Engagement
	• Organized outreach initiatives specifically targeted towards groups identified as underrepresented through data analysis. Communication was established through phone calls and local meetings to gather their input.
Certificated Bargaining Unit	• Regular meetings were held with the Local Education Agency (LEA) Bargaining Unit to discuss routine updates and significant matters concerning the school district's operations. • The LEA Bargaining Unit participated in three scheduled inservice days, fostering a deeper understanding and collaboration towards our shared educational objectives. • We utilized the California Healthy Kids Survey to collect valuable feedback from our educational partner, the LEA Bargaining Unit. • A thorough survey was conducted among the staff to gather input on student needs and evaluate potential modifications to the Local Control and Accountability Plan (LCAP), incorporating feedback from the LEA Bargaining Unit.
Classified Bargaining Unit	• Initiated regular staff meetings with LEA Bargaining Unit (CSEA) to facilitate ongoing communication and collaboration. • Distributed the California Healthy Kids Survey among the staff members of the LEA Bargaining Unit (CSEA) to solicit their perceptions and perspectives. • Scheduled two inservice days with LEA Bargaining Unit (CSEA) for professional development. • Sought feedback from LEA Bargaining Unit (CSEA) through various mediums. These mediums include face-to- face meetings, online surveys, and dedicated inservice days. This feedback was used to inform the development of the district's LCAP.
Parents	• The California Healthy Kids Survey was administered to gain insights into parent needs during the Spring of 2026.

Educational Partner(s)	Process for Engagement
	• Regular monthly meetings were conducted with the Grindstone Parent Advisory Council (GPAC) to gather parental feedback and discuss ongoing issues. • Data received was analyzed to identify under-represented groups, and proactive efforts were made to reach them via phone and local meetings.
Students	• Administered the California Healthy Kids Survey, ensuring participation and understanding among students in the spring of 2026. • Met with students to gather feedback about school culture and course offerings.
Student Advisory Committee	•. Met with ASB acting as student advisory committee.
SELPA	• Met with SELPA director to discuss student needs and staffing at monthly SELPA governance meetings.
School Site Council	• Met with parents, students, teachers, and community members to discuss needs and goals in Summer 2025 and Spring 2026.
Equity Multiplier Partners	• Met with parents, students, teachers, and counselor to review needs in Spring 2026.

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

In response to feedback from staff, students, families, and educational partners expressing a desire for stronger school culture, increased student connectedness, and more consistent behavioral expectations, Stony Creek Joint Unified School District developed a broad goal to improve school climate, attendance, and family engagement. This feedback influenced the following actions:

- A uniform set of behavioral expectations has been established across grade levels through PBIS and a reward-based approach to support a positive and consistent school environment. This action responds to educational partner feedback requesting clearer expectations, stronger school culture, and more consistent behavior supports. (Action 1.1)

- The district continues to strengthen communication with families through ParentSquare, newsletters, in-person events, and direct outreach. These strategies respond to feedback from families and staff about the need for timely communication, increased transparency, and stronger parent-school connections. (Action 1.2)

- Public access to school board policies is provided through the district website, supporting transparency and family and community engagement within the LEA. (Action 1.4)

In response to feedback from staff and families emphasizing the need for data-driven instruction and improved outcomes in English

Language Arts and Mathematics, SCJUSD developed a broad goal focused on academic achievement and targeted student support. This feedback influenced the following actions:

- The iReady diagnostic assessment is administered multiple times each year to provide data that informs instruction, intervention, and communication with families. (Action 2.1)
- iReady Personalized Instruction is provided to students to support individualized learning and address identified areas of academic need. (Action 2.2)
- The iReady Core Math curriculum is implemented in grades K–8 to support consistent math instruction aligned to state standards. (Action 2.3)
- A Multi-Tiered System of Supports framework is used to provide tiered academic, behavioral, and social-emotional supports for students. (Action 2.4)
- Summer learning opportunities are provided to support students needing additional academic intervention and enrichment. (Action 2.5)
- The SPARK after-school program provides additional support in literacy, math, enrichment, and student engagement. (Action 2.6)
- A Reading Intervention Specialist provides targeted small-group and individualized reading intervention for students with identified literacy needs. (Action 2.8)

In response to feedback from educational partners emphasizing the need for expanded Career Technical Education opportunities, college classes, and broader course access, SCJUSD developed a broad goal focused on college and career readiness. This feedback influenced the following actions:

- Dual enrollment opportunities are offered to provide high school students with expanded course options and exposure to college-level coursework. (Action 3.3)
- Elk Creek High School maintains WASC accreditation to ensure quality, support continuous improvement, and preserve student access to postsecondary opportunities. (Action 3.4)
- The district continues to develop CTE pathways and career-connected learning opportunities in response to student, family, and community interest in hands-on learning and career preparation. (Action 3.5)
- High school course offerings are reviewed for A–G alignment to support access to college-preparatory coursework and promote equitable access to higher education. (Action 3.6)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The District aims to enhance school climate and culture, alongside boosting student attendance and parent involvement for the upcoming academic year. Strategic initiatives will address each campus's specific challenges, with an emphasis on personalized attendance management and engagement strategies. Evaluation will involve school climate surveys, attendance records, and monitoring parental participation in school activities and digital platforms.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The overarching challenge faced by the school district is rooted in a deficiency of parent involvement and chronic absenteeism. A disconnect felt by parents from the educational institutions, coupled with delayed transmission of school-related data, is a significant contributing factor to the absence of parental participation. Chronic absenteeism is distressingly widespread, as demonstrated by the Dashboard, which reflects that nearly half of the student body remain consistently absent. This, in turn, negatively impacts both student engagement and the school climate, as deduced from the results of the California Healthy Kids Survey. The primary objective of the District is to boost parent involvement and curtail chronic absenteeism. This goal aligns with State Priorities 3, 5 and 6, encapsulating parent involvement, pupil engagement, and school climate, in that order. There is an expectation that an enhancement in the connection parents feel towards the schools their children are enrolled in, will create a conducive atmosphere of shared responsibility involving educators, families, and the larger community. This approach directly corresponds with Priority 3. The tackling of chronic absenteeism is in line with Priority 5, and is expected to better the school attendance rates. This increased parent engagement and improved consistent attendance can then lead to a more positive school climate (correlated with Priority 6). That would cultivate a sense of safety and a feeling of school connectedness. All things considered, these changes are forecast to bring about an improvement in student perspective towards their schools. This, in turn, is expected to stimulate an interest in learning and eventually lead to increased academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School Connectedness on CA Healthy Kids Survey	According to the CA Healthy Kids Survey, 55% of ECHS students	Students and families are reporting they feel	55% of secondary students reported school	Increase the percentage of all students in grades	0 percentage points from ECHS baseline; -17

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		say they feel connected to school. 72% at IVES.	more connected to school in a local survey. For CHKS, No data collected for 24-25 due to county administration oversight. Survey will be administered in 25-26 and results reported in the following LCAP.	connectedness on the 2025–26 California Healthy Kids Survey.	7- 12 reporting they feel connected to school to at least 65%.	percentage points from IVES baseline. Current CHKS reports combined secondary data only.
1.2	Source: CA School Dashboard	Dashboard indicates that 48.8% of our students are chronically absent.	Dashboard indicated that 42% of our students are chronically absent. 40% of our SED students are chronically absent, an 8.8% decrease.	Dashboard indicates that 43.6% of our students are chronically absent. 48.3% of our SED students are chronically absent, an 8.3% increase.	Reduce the LEA's chronic absenteeism rate to 30%.	All students: -5.2 percentage points. SED students: +8.3 percentage points.
1.3	Source: Daily Attendance Reports	The daily attendance rate was 90% for ECE, 89% for IVE, and 84% for ECHS.	The daily attendance rate was 90.88% for ECE and 83.8% for ECHS. The total attendance rate for the district was 88.27%.	The daily attendance rate was 92.2% for ECE and 92.3% for ECHS. The total attendance rate for the district was 92.2%.	Increase the daily attendance rate to 90% for all LEA school sites.	ECE: +2.2 percentage points; ECHS: +8.3 percentage points; IVE: no current data reported. Districtwide attendance is currently 92.2%, but no districtwide baseline was established.
1.4	Source: CA Healthy Kids Survey	0% of parents participated in the school climate survey.	This survey will be given next year.	80% of parents participated in the	20% of parents will complete the	80% increase over baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				school climate survey.	school climate survey.	

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.

Action #	Title	Implementation Level	Successes/Challenges
1.1	Consistent Behavioral Expectations	Implemented	Tier 1 PBIS has continued to be implemented districtwide. Staff have been trained, and clear behavioral expectations and reward-based systems remain in place to support a positive school climate. The district continues to refine implementation through consistent use of expectations, reinforcement systems, and staff follow-through.
1.2	Communication with Families	Implemented	ParentSquare continues to be an effective communication tool, with strong family access and engagement. Families report feeling more connected to the school, and attendance at school events has increased. The district also expanded family and student wellness supports through an MOU with Kno'Qoti Native Wellness, Inc. to better support students and families through culturally responsive services, coordination, and connection to resources. SCJUSD also provided access to ParentGuidance, an online family support resource that offers parents and caregivers courses, coaching, and tools related to youth mental health, emotional well-being, and parenting support. These efforts support Priority 6 by strengthening school climate, student wellness, family partnership, and school connectedness. Continued staff training is needed to ensure consistent use of ParentSquare for timely communication, including attendance-related messaging and family outreach.
1.3	Transparency of Student Progress	Implemented	Parents have access to the Aeries Parent Portal, allowing families to monitor student progress and stay informed about grades and academic performance. This supports greater transparency between school and home and helps families participate more actively in their students' education.
1.4	Transparency of School Policies	Implemented	Board policies are posted on the district website, supporting public access, transparency, and family/community awareness of district policies and procedures.
1.5	Chronic Absenteeism for Socioeconomically Disadvantaged Students	In Progress	Overall daily attendance has improved, with current attendance rates of 92.2% at Elk Creek Elementary, 92.3% at Elk Creek High School, and 92.2% districtwide. However, chronic absenteeism remains a significant concern, especially for socioeconomically disadvantaged students and Native American students. The district continues to increase communication with families, use empathy-based attendance practices, build trust, and strengthen partnerships and supports to address barriers to regular attendance. In response to family and community input, the district is also transitioning to a four-day school week next year, with the ultimate goal of improving student attendance and reducing barriers to regular participation. The California Healthy Kids Survey was administered in 2025–26. Secondary survey results showed 55% school connectedness, 57% caring adult relationships, 65% high expectations from adults, 48% promotion of parent involvement, and 70% of students reporting that school feels

safe or very safe. These results provide current local data for Priority 6 and will inform continued work around school climate, student engagement, family partnership, and attendance.

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 material differences between the Budgeted Expenditures and the Estimated Actual Expenditures, nor between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for this goal.

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

The district saw meaningful progress in several areas related to Goal 1, particularly in family engagement, overall daily attendance, communication, and school climate supports. The actions implemented to improve communication, transparency, behavioral expectations, and attendance appear to be partially effective, while chronic absenteeism remains an area of significant need.

Family connectedness and participation increased during the year. ParentSquare continued to support timely communication with families, and families reported feeling more connected to school. Attendance at school events also increased, suggesting that communication efforts and intentional outreach are helping strengthen relationships between home and school. The addition of supports through Kno'Qoti Native Wellness, Inc. and ParentGuidance further strengthened the district's ability to support student wellness, family engagement, and school connectedness.

The California Healthy Kids Survey was administered in 2025–26, providing updated school climate data. Secondary students reported 55% school connectedness, 57% caring adult relationships, 65% high expectations from adults, 48% promotion of parent involvement, and 70% of students reporting that school feels safe or very safe. These results show areas of strength, particularly around safety and adult expectations, while also indicating a continued need to improve student connectedness, meaningful participation, and engagement.

Daily attendance improved compared to baseline. Elk Creek Elementary increased from 90% to 92.2%, a gain of 2.2 percentage points. Elk Creek High School increased from 84% to 92.3%, a gain of 8.3 percentage points. The districtwide daily attendance rate is currently 92.2%. These improvements suggest that communication, family outreach, PBIS implementation, and increased attention to attendance are having a positive impact on regular daily attendance.

However, chronic absenteeism continues to be a significant concern, especially among socioeconomically disadvantaged students and Native American students. While overall attendance has improved, chronic absenteeism data show that some students and families continue to experience barriers to consistent school attendance. The district continues to use empathy-based attendance practices, family outreach, and stronger partnerships to better understand and address these barriers.

Overall, the actions under Goal 1 have been partially effective. Progress is evident in improved daily attendance, stronger family connectedness, increased event participation, implementation of PBIS, access to the Aeries Parent Portal, and updated CHKS school climate data. Continued work is needed to reduce chronic absenteeism, improve student connectedness, and ensure that attendance and

engagement gains are sustained. In response to family and community input, the district will transition to a four-day school week next year with the goal of improving attendance and reducing barriers to regular participation.

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

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Consistent behavioral expectations and incentives	The District is responsible for establishing uniform behavioral expectations across all grade levels. An affirmative approach will be employed to reward student behavior, which in return, is projected to nurture a positive school culture. This initiative is part of the District's strategic efforts to improve the school environment, increase student attendance, and encourage parental participation. Spending Items: Positive Behavior Interventions & Supports (PBIS) Training PBIS incentives and signage	$3,900.00	No
1.2	Communication with families	The District utilizes ParentSquare, an educational communication platform, to embody its dedication to improving school environment, student attendance, and parental engagement effectively. Essential school information is shared promptly and transparently with parents, maintaining consistent communication. This approach provides parents with the relevant details they need to actively participate in their children's academic journey. Spending Items: Aeries ParentSquare Subscription	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Transparency of student progress	The online gradebook function within the student information system, Aeries, will be available to parents of seventh through twelfth-grade students. This access empowers parents to track their child's academic progress and grades at their convenience. Spending Items: Aeries subscription	$1,000.00	No
1.4	Transparency of school policies	Public access to the school board's policies through the District's website has been made easier. Efforts have been made to encourage family and community awareness and involvement within the Local Education Agency. Spending Items: GAMUT subscription	$3,910.00	No
1.5	Reduce Chronic Absenteeism for Socioeconomically Disadvantaged Students	In order to address chronic absenteeism for socioeconomically disadvantaged students, we are going to use evidence based practices to increase attendance, targeting students at Elk Creek Elementary.	$200.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The District aims to ensure all students improve in English Language Arts (ELA) and Math, reaching or surpassing educational standards. Intensive teaching strategies and innovative educational activities will be key, with regular, state-aligned assessments in ELA and Math to monitor progress and effectiveness. This data-driven approach is central to adapting future teaching methods, highlighting the District's commitment to academic excellence.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The CA School Dashboard highlighted a pressing need for enhancements in literacy and numeracy among students in the District. This was particularly noted among socioeconomically disadvantaged students who were significantly below the standard in both English Language Arts (ELA) and Mathematics, as per the CAASPP test results. In light of these performance deficits, the District has set a goal to boost students' proficiency in literacy and mathematics, giving special attention to socioeconomically disadvantaged students. This goal is congruent with State Priorities 2 and 4 that advocate for the application of state-academic standards for all students and focus on performance in standardized tests. The execution of this initiative is anticipated to mitigate the existing disparities and favorably contribute towards equitable learning opportunities, in alignment with the State's equity objectives. For the successful realization of this objective, the action plan involves revisiting and reassessing the curriculum instruction and assessment strategies in place to cater to the diverse needs of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students in 3-8 and 11 who meet or exceed standards in ELA. Data source: California Assessment of Student	34.78% of All 22.58% of Socioeconomically Disadvantaged	24.14% of all	32.15% of all students in grades 3–8 and 11 met or exceeded standards in ELA. 10.52% of SED.	40% of All 28% of Socioeconomically Disadvantaged	All Students: -2.63 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance and Progress (CAASPP)					
2.2	Percent of students in 3-8 and 11 who meet or exceed standards in math. Data source: California Assessment of Student Performance and Progress (CAASPP)	40.48% of All 25% of Socioeconomically Disadvantaged	22.43% of all	28.58% of all students met or exceeded standard in math. 5.26% of SED.	45% of All 30% of Socioeconomically Disadvantaged	All Students: -11.90 percentage points.
2.3	Percent of students performing at or above grade level on ELA local assessment. Data source: iReady Diagnostic Assessment	26% of all 32% of grades 1-4 30% of grades 5-8 8% of grades 9-12	21.83% of all 30.75% of grades 1-4 11.5% of grade 5-8 23.25% of grades 9-12	All students: 21% Grades K–4: 40% Grades 5–8: 6.25% Grades 9–12: 20%	35% of all	All students: -5 percentage points K–4 / 1–4 comparison: +8 percentage points Grades 5–8: -23.75 percentage points Grades 9–12: +12 percentage points
2.4	Percent of students performing at or above grade level on math local assessment. Data source: iReady Diagnostic Assessment	27% of all 32% of grades 1-4 29% of grades 5-8 17% of grades 9-12	30.27% of all 51.3% of grades 1-4 9.5% of grades 5-8 30% of grades 9-12	All students: 20% Grades K–4: 37.4% Grades 5–8: 3.25% Grades 9–12: 13%	35% of all	All students: -7 percentage points K–4 / 1–4 comparison: +5.4 percentage points Grades 5–8: -25.75 percentage points Grades 9–12: -4 percentage points
2.5	Implementation of state board adopted academic content and performance standards for all students.	ELA: Rating of 5 Math: Rating of 4 Science: Rating of 4 History: Rating of 2	ELA: Rating of 5 Math: Rating of 4 Science: Rating of 4 History: Rating of 2	ELA: Rating of 5 Math: Rating of 5 Science: Rating of 4 History: Rating of 3	ELA: 5 Math: 5 Science: 5 History: 4	Math increased by 1 History increased by 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Percent of students performing at or above grade level on the statewide assessment CAST	0% of 11th graders for 2023-2024 25% of 8th graders for 2023-2024 28% of 5th graders for 2023-2024	33% of 11th graders 17% of 8th graders 0% of 5th graders 16.67% of all	33% of 11th graders 17% of 8th graders 0% of 5th graders	25% of 11th graders 50% of 8th graders 50% of 5th graders	11th Grade: +33 percentage points 8th Grade: -8 percentage points 5th Grade: -28 percentage points

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.

Action #	Title	Implementation Level	Successes/Challenges
2.1	Diagnostic Assessment	Implemented	iReady diagnostic assessments were implemented three times per year for students in grades K–12. Teachers used assessment data to monitor student progress, identify areas of need, and guide instructional planning and intervention.
2.2	Personalized Instruction	Implemented	iReady Personalized Instruction was implemented for students in grades K–12. This provided students with adaptive lessons based on diagnostic results and supported individualized practice in areas of academic need.
2.3	Common Core Aligned Math Program	Implemented	The iReady Core Math curriculum continued to be implemented in grades K–8, supporting consistency in math instruction and alignment to state standards. Continued implementation support and data review remain important, particularly as math data show ongoing needs in some grade spans.
2.4	Multi-Tiered Systems of Support	Implemented	The district continued implementation of MTSS to support academic, behavioral, and social-emotional needs. Staff participated in training related to MTSS, and the district continued to refine tiered supports and intervention practices to better respond to student needs.
2.5	Summer Program	Implemented	A summer program was available for students in grades TK–12, providing additional academic support, enrichment, and opportunities for continued learning outside the regular school year.
2.6	After-School Program (SPARK)	Implemented	The SPARK after-school program continued to be available for students in grades TK–6, supporting literacy, math, enrichment, and student engagement after school.
2.7	Professional Development	Implemented	Professional development was provided in MTSS, PBIS, cultural awareness, and anti-bullying. These trainings supported staff capacity to implement academic interventions, strengthen school climate, respond to student needs, and provide more inclusive and supportive learning environments.
2.8	Reading Intervention Specialist	Implemented	A Reading Intervention Specialist was on staff to provide targeted reading support. This action supported students with identified literacy needs through small-group and individualized intervention.

2.9	Maintain Small Class Sizes	Implemented	An additional teacher was maintained at the elementary school to support small class sizes. This allowed for more individualized instruction, closer monitoring of student progress, and increased ability to provide timely academic support.

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 material differences between the Budgeted Expenditures and the Estimated Actual Expenditures, nor between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for this goal.

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

The effectiveness of the actions varied by assessment type and grade span. Overall, the data show that the district's actions are supporting some areas of progress, particularly in early-grade intervention, while continued academic gaps remain in both ELA and mathematics, especially in grades 5–8.

CAASPP ELA performance improved from the prior year outcome of 24.14% to 32.15% of all students meeting or exceeding standard. While this remains slightly below the original baseline of 34.78%, the increase from the prior year suggests that instructional supports, reading intervention, iReady implementation, and ongoing professional development are contributing to academic recovery in ELA.

CAASPP Math performance also improved from the prior year outcome of 22.43% to 28.58% of all students meeting or exceeding standard. However, this remains below the baseline of 40.48%, indicating that mathematics achievement continues to be an area of need. The continued use of iReady Core Math, diagnostic data, personalized instruction, small class sizes, and MTSS supports will remain important as the district works to strengthen math outcomes.

iReady ELA results showed mixed outcomes across grade spans. Overall, 21% of students are performing at or above grade level in ELA. Students in grades K–4 showed stronger progress, with 40% performing at or above grade level, which is above the original grades 1–4 baseline of 32%. This suggests that early literacy supports, including the Reading Intervention Specialist and small-group intervention, are having a positive impact. However, grades 5–8 remain an area of significant concern, with 6.25% of students performing at or above grade level, compared with the baseline of 30%. Grades 9–12 are at 20%, which remains above the original baseline of 8%, but slightly below last year's outcome.

iReady Math results also showed mixed outcomes. Overall, 20% of students are performing at or above grade level in math. Grades K–4 are at 37.4%, which is above the original grades 1–4 baseline of 32%, suggesting that math supports are having some positive impact in the early grades. However, grades 5–8 are at 3.25%, compared with the baseline of 29%, showing a continued need for targeted intervention in

upper elementary and middle grades. Grades 9–12 are at 13%, below the original baseline of 17%, indicating that math support also needs to be strengthened at the secondary level.

CAST science results remain inconsistent. 11th grade performance is at 33%, showing improvement from the baseline of 0%. However, 8th grade performance is 17%, below the baseline of 25%, and 5th grade performance remains at 0%, below the baseline of 28%. These results indicate that science instruction and alignment to performance expectations will need continued attention, particularly in grades 5 and 8.

Overall, the actions under Goal 2 have been partially effective. The district has implemented iReady diagnostics and personalized instruction in grades K–12, maintained iReady Core Math in grades K–8, provided professional development in MTSS, PBIS, cultural awareness, and anti-bullying, maintained small class sizes, and continued reading intervention support. These actions appear to be contributing to growth in some areas, particularly early-grade ELA and math and overall CAASPP improvement from the prior year. However, persistent gaps in grades 5–8 ELA and math, secondary math, and elementary/middle school science show that intervention strategies need to be strengthened and more tightly targeted. Moving forward, SCJUSD will continue refining MTSS supports, using diagnostic data to guide instruction, and purchasing new intervention curriculum to target reading fluency in grades 3–12.

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

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Diagnostic assessment	The District is committed to administering the iReady diagnostic assessment at least three times annually. This is aimed at supplying educators and families with crucial data which is essential for informed instruction. Ultimately, this contributes to the attainment of the goal for Progression and Achievement in English Language Arts and Mathematics for all students. Spending Items: iReady subscription	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Personalized instruction	The iReady program in the District provides adaptive lessons to all students from kindergarten to 8th grade. This program is tailored to individual student needs and focuses on areas where they might be struggling with standards. As part of this program, Tier 1 interventions are also provided. Spending items: iReady CORE Math Curriculum	$4,000.00	No
2.3	Common core aligned math program	As mandated by the District, the iReady CORE Math curriculum must be implemented across grades K-8. This program, directly related to the District's diagnostic assessment, promotes consistent learning throughout the grade levels. This action is in alignment with the goal of "Progression and Achievement in English Language Arts and Mathematics for All Students". Spending items: iReady CORE Math Curriculum	$4,000.00	No
2.4	Multi-Tiered Systems of Supports framework	A structured framework of support systems, including tiered intervention strategies, has been established as part of the Multi-Tiered System of Supports (MTSS) implementation. The purpose of this action is to foster progress and achievement in English Language Arts and Mathematics, as well as teaching the whole child for all students. Spending items: MTSS conference and training	$1,000.00	No
2.5	Summer program	Students enrolled in kindergarten through sixth grade are invited to join a summer educational program designed to provide personalized learning experiences. This initiative prioritizes students who are currently achieving below their grade level in Mathematics or English Language Arts. To assess the program's impact, we will employ the iReady diagnostic assessment as a measure of its effectiveness.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Afterschool program (SPARK)	The District will offer an after-school program aimed at enhancing literacy and mathematics skills for students in grades K-6.	$0.00	No
2.7	Professional development	Teachers and administrators will be provided with opportunities for consistent professional development and coaching. This crucial initiative aims to enhance the implementation of Multi- Tiered Systems of Support (MTSS) and the introduction of a new curriculum. Furthermore, we are committed to teaching strategies that facilitate intervention and align with the broader objective: to promote progression and achievement in English Language Arts and Mathematics for all students. Spending items: Training and conferences	$0.00	No
2.8	Reading Intervention Specialist	The provision of specialized, small-group, and individualized intensive interventions focusing on reading strategies for students in kindergarten through the fourth grade. These interventions are overseen by the Reading Intervention Specialist within the District. Spending items: Reading Intervention Specialist	$55,000.00	No
2.9	Maintain small class sizes at Elk Creek Elementary	Maintaining a small class size allows teachers to tailor each lesson and necessary interventions to the unique needs of students. This is a cornerstone to the District's strategic approach to foster academic growth and success in English Language Arts and Mathematics for all learners. Spending Items: Additional teacher at Elk Creek Elementary	$225,269.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ensure every student has access to a wide-ranging study program, certified by California State University and the University of California, and includes Career Technical Education pathways. A key component is the Freshmen Career Planning Course, offered in collaboration with Butte College, aimed at bolstering students' career readiness. The program's success hinges on university admission rates, enrollment in the planning course, and securing WASC high school accreditation.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has established a goal to improve availability to a wide-ranging curriculum and Career and Technical Education (CTE), to meet all students' comprehensive preparation needs for college and prospective careers. According to the State's Priority 7, an extensive course of study is extremely beneficial for students as it combines academic content and 21st-century skills like critical thinking and collaboration. To further this objective, increased CTE access, as outlined in Priority 8, provides students with diverse career experiences and practical understanding. The achievement of this objective aligns with the State's focus on promoting equal access to and inclusion in education resources, thereby reflecting the fundamentals of Priority 1. Essentially, attaining this goal will boost students' preparedness for college and readiness for their careers, ensuring compatibility with state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 4 B. A-G Course Completion/CTE Pathways	0% of high school graduates met A-G requirements	0% of high school graduates met A-G requirements	0% of high school graduates met A-G requirements.	75% of high school graduates will meet A-G requirements	No change (remains at 0%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Priority 4 B. A-G Course Completion/CTE Pathways	0% of high school graduates have completed a CTE pathway; 0% of high school students are enrolled in a CTE pathway	0% of high school graduates have completed a CTE pathway, 100% of high school students are enrolled in a CTE pathway	0% of high school graduates have completed a CTE pathway, 100% of high school students are enrolled in a CTE pathway	25% of graduates will complete a CTE pathway. 75% of high school students will be enrolled in a CTE pathway.	CTE Completion: No change (0%) CTE Enrollment: +100 percentage points
3.3	Post-Graduation College/Career Rate	60% of high school graduates are enrolled in a community college in the fall.	100% of high school graduates are enrolled in a community college in the fall	100% of high school graduates are enrolled in a community college in the fall	75% of high school seniors will be enrolled in a college, university, or technical school upon graduation.	+40 percentage points
3.4	Priority 5 E. high school graduation rates Data source: CA School Dashboard	87.5% of high school seniors graduated.	100% of high school seniors graduated	100% of high school seniors graduated	100% of high school seniors graduate.	+12.5 percentage points
3.5	Priority 1 A. teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	22% of teachers are misassigned	22% of teachers are misassigned	22% of teachers are misassigned	0% of teachers are misassigned.	No change (remains at 22%)

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.

Action #	Title	Implementation Level	Successes/Challenges
3.1	Increase teacher salary schedule to attract and retain highly qualified teachers.	Implemented	The district maintained efforts to offer a competitive salary schedule to support teacher recruitment and retention. Teaching staff were

retained, which supported continuity of instruction, course access, and student relationships. Recruiting and retaining fully credentialed teachers remains an ongoing challenge due to the district's small size and rural location.

3.2 Increase professional development opportunities to attract and retain highly qualified teachers. Implemented

Staff were provided opportunities to attend requested professional development. Professional learning supported instructional improvement, MTSS implementation, school climate, cultural awareness, anti-bullying, and continued development of college and career readiness programs.

3.3 Add Dual Enrollment Classes for high school students. Implemented

Dual enrollment opportunities continued for high school students. The district added one dual enrollment course in 2024–25 and continued working to expand access in 2025–26. These opportunities support college readiness by allowing students to experience college-level coursework while still in high school.

3.4 WASC Accreditation Implemented

Elk Creek High School remains fully WASC accredited. This supports college and career readiness by ensuring the high school maintains recognized standards of quality, continuous improvement, and access to postsecondary opportunities for students.

3.5 Create CTE Pathways In Progress

The district continued developing CTE pathways. One pathway was created in 2024–25, and additional pathway development continued in 2025–26. CTE enrollment remains strong, but pathway completion has not yet increased because students are still progressing through pathway sequences and the district continues refining tracking, scheduling, and completion requirements.

3.6 High School course offerings are A-G aligned In Progress

The high school course schedule is A-G aligned, supporting student access to college-preparatory coursework. However, A-G completion remains at 0%, indicating continued need for transcript monitoring, student counseling, course completion support, and alignment between course offerings and student graduation plans.

3.7 Academic Counselor Implemented

Academic counseling continued to be available to students in grades 9–12. The counselor supported graduation planning, credit monitoring, college and career exploration, dual enrollment, and postsecondary transition planning. This support contributed to continued strong graduation and postsecondary enrollment outcomes.

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 material differences between the Budgeted Expenditures and the Estimated Actual Expenditures, nor between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for this goal.

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

Actions under Goal 3 continue to be partially effective. The district has maintained strong outcomes in graduation, postsecondary enrollment, teacher retention, WASC accreditation, dual enrollment access, and CTE enrollment. Year 2 outcomes remained the same as Year 1 outcomes, indicating that the district sustained progress in several key college and career readiness areas, while some long-term measures such as A–G completion and CTE pathway completion continue to require additional development.

The district retained teaching staff, which supported continuity of instruction and relationships for students. This is especially important in a small, rural district where staffing challenges can directly impact course access and program stability. Professional development opportunities also supported staff capacity and helped the district continue strengthening academic programs, college and career readiness, and student support systems.

Dual enrollment remained an effective strategy for expanding course access and preparing students for postsecondary education. Students continued to have access to college-level coursework, helping build confidence, increase exposure to college expectations, and support the district's goal of improving college and career readiness.

WASC accreditation continues to be a significant strength. Elk Creek High School remains fully accredited, which supports student access to postsecondary opportunities and validates the district's continued focus on instructional quality, accountability, and continuous improvement.

CTE pathway development is progressing, but pathway completion remains an area for continued growth. While students are enrolled in CTE pathways and the district has continued developing additional pathway options, completion rates have not yet increased. This is likely due to students still moving through pathway sequences, continued refinement of course sequencing, and the need for ongoing tracking of pathway completion requirements.

A–G completion also remains an area of need. Although the high school course schedule is A–G aligned, the percentage of graduates completing A–G requirements remains at 0%. This indicates that additional counseling, transcript monitoring, student course planning, credit support, and ongoing review of course enrollment patterns are needed to ensure students are not only offered A–G aligned courses but are completing the full sequence required for UC/CSU eligibility.

Academic counseling continues to be effective in supporting graduation planning, credit monitoring, dual enrollment, college and career exploration, and postsecondary transition. This support contributed to sustained strong graduation and postsecondary enrollment outcomes.

Overall, Goal 3 actions have been effective in maintaining strong graduation, college enrollment, dual enrollment, WASC accreditation, teacher retention, and CTE participation outcomes. However, the data show continued need to strengthen systems that lead to completed A–G sequences and completed CTE pathways. Moving forward, the district will continue refining academic counseling, transcript review, pathway sequencing, and course completion monitoring so that access to college and career readiness opportunities results in measurable completion outcomes.

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

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase teacher salary schedule to attract and retain highly qualified teachers.	The District will establish a competitive pay scale designed to attract qualified teachers. This initiative is likely to expand access to a wider variety of courses and could potentially boost college acceptance rates.	$25,000.00	No
3.2	Increase professional development opportunities to attract and retain high qualified teachers.	The District is committed to providing increased opportunities for professional development to our educators. These initiatives, designed to cater to the diverse learning needs of our students, also serve to attract and retain highly qualified teachers. By reinforcing the skills of our teachers and supporting their efforts we effectively contribute to the overall improvement of our educational environment. Spending items: Conferences and trainings	$10,000.00	No
3.3	Add Dual Enrollment Classes for high school students.	The district prioritizes the expansion of dual enrollment to broaden the range of class opportunities available to high school students. This endeavor seeks to equip students with college credits and familiarize them with the college class environment in a well-managed and supportive context, consequently boosting their confidence.	$5,000.00	No
3.4	WASC Accreditation	The District actively pursues accreditation from the Western Association of Schools and Colleges (WASC) for Elk Creek High School. WASC accreditation is a seal of approval that attests to high-quality standards and encourages ongoing improvement and accountability within these institutions. It guarantees access to funding and resources. Additionally, it benefits students by improving their collegiate admission opportunities and potential scholarships. This accreditation bolsters trust and confidence among stakeholders, thereby strengthening the schools' reputations and fostering community support.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Create CTE Pathways	Developing Career and Technical Education (CTE) pathways will enhance student engagement in academic pursuits, thereby improving attendance rates. Additionally, it will bolster our capacity to prepare our students for both college and career success upon graduation. Spending Items: eDynamic subscriptions	$5,000.00	No
3.6	High School course offerings are A-G aligned	Ensures students complete a curriculum that meets the University of California (UC) and California State University (CSU) admission requirements, improving their tertiary education prospects. Standardizing course quality and content provides a consistent academic foundation and promotes equity by ensuring every student has access to college-qualifying courses, supporting their academic and career goals.	$0.00	No
3.7	Academic Counselor Support	Personalized academic planning is provided to meet the requirements for graduation and college admissions. This is achieved through the guidance of a high school academic counselor. They offer critical advice regarding college applications, scholarships, and exploring potential careers. The counselor assists students in navigating their post-secondary options. Advocacy is provided for student welfare and resource linkage is encompassed within the counselor's responsibilities. The primary emphasis of this action is on meeting students' social and emotional needs.	$37,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The District aims to boost student learning and assist with credit recovery by appointing additional instructors for study skill and credit recovery classes. This supports the lowest-performing student groups, ensuring they meet credit requirements. The plan will be implemented from September to June and monitored through quarterly assessments and bi-monthly data reviews.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal focuses on addressing critical state priorities by implementing comprehensive measures to support high school students in meeting graduation requirements, with additional attention to the needs of students at Bidwell Point Continuation School, which generates Equity Multiplier funding. Local data indicate that approximately 50% of high school students are currently credit deficient, demonstrating a need for targeted academic support, credit recovery, individualized planning, and increased student engagement.

For Priority 4, Pupil Achievement, the goal targets improved student achievement, credit completion, and college and career readiness. In response to credit deficiency data, the district will continue developing and implementing enhanced curriculum, targeted interventions, credit recovery options, and instructional strategies that support students in completing required coursework and making progress toward graduation. These supports are designed to ensure that learning experiences are engaging, effective, and responsive to individual student needs.

For Priority 5, Pupil Engagement, the goal emphasizes increasing high school graduation rates, improving attendance, and strengthening student connectedness. Recognizing that credit deficiency can create barriers to engagement and on-time graduation, the goal includes personalized learning plans, academic counseling, attendance monitoring, and targeted intervention to help students remain connected to school and on track for graduation.

For Priority 8, Other Pupil Outcomes, the goal underscores the importance of a broad course of study supported by relevant curriculum, formative assessments, and ongoing monitoring of student progress. These assessments help guide instruction, identify learning gaps, and support timely intervention.

This goal targets learning recovery, aligned to the allowable uses of the Learning Recovery Emergency Block Grant (LREBG), EC Section 32526(c)(2)(B)(ii), which authorizes funds for evidence-based learning recovery programs. The action was selected based on student need and the district’s local needs assessment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	High school graduation rates	85.7% of students graduated	100% of students graduated	100% of students graduated	100%	+14.3 percentage points
4.2	% of students on tract to graduate based on credits earned (all students and unduplicated)	(new metric)	67% overall	75%	80%	+8 percentage points

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.

Action #	Title	Implementation Level	Successes/Challenges
4.1	Additional credentialed teacher to create more support students time to receive extra support in classes, credit recovery.	Implemented	Additional teacher hired and allows

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 material differences between the Budgeted Expenditures and the Estimated Actual Expenditures, nor between the Planned Percentages of Improved Services and the Estimated Actual Percentages of Improved Services for this goal.

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

The goal to increase graduation rates was fully met, with an increase from 85.7% to 100% of high school students graduating in 2024–25 and again in 2025-2026. This indicates the actions were highly effective, particularly the individualized supports and monitoring systems put in place to address student credit status and reengagement needs. These strategies also likely supported the post-secondary outcomes noted in Goal 3.

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

No changes were made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Additional credentialed teacher to create more support. (LREGB-funded)	Hire an additional teacher to maintain small class sizes and establish periods for study skills, credit recovery and academic counseling. Spending Items: Teacher salary	$92,419.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase the percentage of K-4 students performing at or above grade level in ELA by at least 10 percentage points, with a focus on socioeconomically disadvantaged students and students performing in the "two or more grade levels below" band.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is the required Equity Multiplier Focus Goal for Elk Creek Elementary. iReady diagnostic data from 2024–25 showed that only 30.75% of students in grades 1–4 met grade-level expectations in ELA, indicating a significant need for early literacy intervention. This goal focuses on increasing the percentage of K–4 students performing at or above grade level in ELA, with focused attention on socioeconomically disadvantaged students and students performing two or more grade levels below grade level, because these students require targeted literacy instruction, progress monitoring, and intervention to accelerate movement toward grade-level proficiency. Educational partner feedback from the Equity Multiplier school community also identified early literacy as a priority need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of K–4 students performing at or above grade level on iReady ELA		30.75% (Baseline)	40%	40.75%	+9.25 percentage points
5.2	Frequency of small-group reading specialist sessions per week		0 (Baseline)	4	8	+4 sessions per week

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.

NA (New goal for 2025-2026)

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 are no material differences between Budgeted Expenditures and Estimated Actual Expenditures 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.

The action under Goal 5 has been effective in making progress toward the goal of increasing K–4 ELA performance. The district hired and deployed a Reading Intervention Specialist to provide targeted small-group reading instruction for students identified through iReady diagnostic data. This support has allowed students with significant reading needs to receive more focused intervention in addition to regular classroom instruction.

K–4 iReady ELA data show positive growth. The percentage of K–4 students performing at or above grade level increased from the baseline of 30.75% to 40%, a gain of 9.25 percentage points. This is close to the district's target of increasing performance by at least 10 percentage points and suggests that the Reading Intervention Specialist is having a positive impact on early literacy outcomes.

The district also increased access to small-group intervention. The baseline for small-group reading specialist sessions was 0, and students are now receiving reading specialist support 4 times per week. This represents meaningful progress in building a more consistent literacy intervention system for students who are below grade level.

While the action has been effective, continued support is needed. Some students remain below grade level in reading, and the district continues to see a need for targeted intervention beyond the earliest grades. Moving forward, SCJUSD will use Equity Multiplier funds and other available resources to strengthen reading intervention, including the purchase of new intervention curriculum focused on reading fluency for students in grades 3–12.

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.

NA

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Reading Specialist Support (Equity Multiplier Funded)	Hire and deploy a credentialed Reading Specialist to provide daily, targeted small-group ELA instruction to K–4 students identified as two or more grade levels below based on iReady diagnostics. Sessions will be structured using research-based literacy interventions aligned to the California ELA/ELD Framework. This action is grounded in the district's needs assessment, which identified K–4 literacy as a critical recovery area. Small-group interventions with a Reading Specialist are supported by research as an effective Tier 2 strategy to accelerate early literacy growth, especially for students facing socio-economic barriers.	$55,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$150,394	$12,464

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
7.835%	0.000%	$0.00	7.835%

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
1.5	**Action:** Reduce Chronic Absenteeism for Socioeconomically Disadvantaged Students **Need:** Analysis of district attendance data revealed that unduplicated pupils experience higher rates of chronic absenteeism compared to their peers.	Socioeconomically disadvantaged students in SCJUSD experience higher rates of chronic absenteeism and may face unique barriers to regular attendance, including transportation challenges, family work schedules, housing or economic instability, limited access to services, and other circumstances that can make consistent school attendance more difficult. Educational partners, including site administrators and families, reported that delayed communication with families can result in missed opportunities for early	1.3

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	intervention. Families also indicated a preference for receiving timely notifications through platforms they already use, such as ParentSquare. This action addresses the specific needs of socioeconomically disadvantaged students by strengthening early attendance monitoring, real-time communication, and family outreach before attendance concerns become more severe. By using timely notifications, empathy-based attendance practices, and direct family communication, the district can better identify barriers, connect families with supports, and partner with parents and guardians to improve regular attendance. This action is provided on an LEA-wide basis because SCJUSD is a small rural district where socioeconomically disadvantaged students are enrolled across school sites and grade spans. Implementing consistent attendance communication and outreach districtwide ensures that all families receive timely information and support, while principally benefiting socioeconomically disadvantaged students who are most impacted by chronic absenteeism.	
2.9	**Action:** Maintain small class sizes at Elk Creek Elementary **Need:** The leadership team at Elk Creek Elementary School has identified the necessity to sustain small class sizes throughout all student groups. This requirement emerges from the comprehension that minimal class sizes	Socioeconomically disadvantaged students at Elk Creek Elementary may experience barriers that affect academic progress, including inconsistent attendance, limited access to outside tutoring or enrichment, transportation challenges, and fewer opportunities for individualized academic support outside the school day. Maintaining small class sizes directly addresses these needs by allowing teachers to provide more individualized instruction, monitor student progress more closely, identify	2.1, 2.2, 2.3,2.4

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
	enable more focused instruction and intervention, accommodating to distinctive student needs. The decision to maintain small class sizes effectively addresses the essential need for personalized attention for every student. This approach allows educators to tailor their teaching methods to meet the unique requirements of each learner, thereby significantly improving the educational experience. This action's scope covers all the various student groups within Elk Creek Elementary. By sustaining small class sizes, the institution is assuring that every scholar receives the benefits of personalized instruction, irrespective of their individual situations. The leadership team is dedicated to observing the impact of this decision on student outcomes, pursued through regular evaluations and feedback sessions. **Scope:** Schoolwide	learning gaps earlier, and provide timely academic intervention. Small class sizes also support stronger relationships between students and teachers, which is especially important for students who may need additional encouragement, consistency, and connection at school. With fewer students in each class, teachers are better able to adjust instruction, provide targeted small-group support, communicate with families, and respond to academic, behavioral, and social-emotional needs as they arise. This action is provided on a schoolwide basis at Elk Creek Elementary because socioeconomically disadvantaged students are enrolled across grade levels and benefit when the overall instructional environment allows for more personalized attention and responsive support. Providing this action schoolwide ensures that support is available consistently across classrooms while principally benefiting socioeconomically disadvantaged students, who are more likely to need additional academic monitoring, intervention, and school-based support to close achievement gaps and maintain progress toward grade-level standards.	

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.

Elk Creek Elementary, where more than 55 percent of students are identified as foster youth or low-income, will receive additional concentration grant add-on funding to expand direct student services. The LEA has hired additional teachers to reduce class sizes and support individualized instruction, along with a Reading Intervention Specialist to provide targeted literacy support for students reading below grade level. Instructional aides have also been added to support small-group instruction during the school day. These positions are designed to improve academic outcomes and increase adult-student interactions. All staffing increases are located at Elk Creek Elementary and are focused on delivering direct services that meet the specific needs of unduplicated 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	N/A	1:22
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:4.3

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	1,919,511	150,394	7.835%	0.000%	7.835%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$293,279.00	$148,000.00	$0.00	$92,419.00	$533,698.00	$325,688.00	$208,010.00

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	Consistent behavioral expectations and incentives	All	No			All Schools		$0.00	$3,900.00	$3,900.00				$3,900.00	
1	1.2	Communication with families	All	No			All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.3	Transparency of student progress	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.4	Transparency of school policies	All	No			All Schools		$0.00	$3,910.00	$3,910.00				$3,910.00	
1	1.5	Reduce Chronic Absenteeism for Socioeconomically Disadvantaged Students	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			$0.00	$200.00	$200.00				$200.00	
2	2.1	Diagnostic assessment	All	No			K-8		$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.2	Personalized instruction	All	No			K-8		$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.3	Common core aligned math program	All	No			K-8		$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.4	Multi-Tiered Systems of Supports framework	All	No			All Schools		$1,000.00	$0.00		$1,000.00			$1,000.00	
2	2.5	Summer program	All	No			K-6		$0.00	$0.00	$0.00				$0.00	
2	2.6	Afterschool program (SPARK)	All	No			K-6		$0.00	$0.00	$0.00				$0.00	
2	2.7	Professional development	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.8	Reading Intervention Specialist	All	No			K-4		$0.00	$55,000.00				$55,000.00	$55,000.00	

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
2	2.9	Maintain small class sizes at Elk Creek Elementary	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Elk Creek Elementary K-4		$225,269.00	$0.00	$225,269.00				$225,269.00	
3	3.1	Increase teacher salary schedule to attract and retain highly qualified teachers.	All	No			All Schools		$25,000.00	$0.00	$25,000.00				$25,000.00	
3	3.2	Increase professional development opportunities to attract and retain high qualified teachers.	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.3	Add Dual Enrollment Classes for high school students.	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.4	WASC Accreditation	All	No			Specific Schools: Elk Creek High School		$0.00	$0.00	$0.00				$0.00	
3	3.5	Create CTE Pathways	All	No			All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.6	High School course offerings are A-G aligned	All	No			Specific Schools: Elk Creek High School		$0.00	$0.00	$0.00				$0.00	
3	3.7	Academic Counselor Support	All	No			Specific Schools: Elk Creek High School		$37,000.00	$0.00		$37,000.00			$37,000.00	
4	4.1	Additional credentialed teacher to create more support. (LREGB-funded)	All	No			Specific Schools: Elk Creek High School		$37,419.00	$55,000.00		$55,000.00		$37,419.00	$92,419.00	
5	5.1	Reading Specialist Support (Equity Multiplier Funded)	All	No			Specific Schools: Elk Creek Elementary K-4		$0.00	$55,000.00		$55,000.00			$55,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,919,511	150,394	7.835%	0.000%	7.835%	$225,469.00	0.000%	11.746 %	**Total:**	$225,469.00
								LEA-wide Total:	$200.00
								Limited Total:	$0.00
								Schoolwide Total:	$225,269.00

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	**1.5**	Reduce Chronic Absenteeism for Socioeconomically Disadvantaged Students	Yes	LEA-wide	Foster Youth Low Income		$200.00	
2	**2.9**	Maintain small class sizes at Elk Creek Elementary	Yes	Schoolwide	Low Income	Specific Schools: Elk Creek Elementary	$225,269.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$486,193.00	$486,193.00

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**	Consistent behavioral expectations and incentives	No	$3,900.00	$3,900.00
1	**1.2**	Communication with families	No	$2,000.00	$2,000.00
1	**1.3**	Transparency of student progress	No	$1,000.00	$1,000.00
1	**1.4**	Transparency of school policies	No	$3,910.00	$3,910.00
1	**1.5**	Chronic Absenteeism for Socioeconomically Disadvantaged Students	Yes	$200.00	$200.00
2	**2.1**	Diagnostic assessment	No	$4,000.00	$4,000.00
2	**2.2**	Personalized instruction	No	$4,000.00	$4,000.00
2	**2.3**	Common core aligned math program	No	$4,000.00	$4,000.00
2	**2.4**	Multi-Tiered Systems of Supports framework	No	$1,000.00	$1,000.00
2	**2.5**	Summer program	No	$0.00	$0.00
2	**2.6**	Afterschool program (SPARK)	No	$0.00	$0.00

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)
2	2.7	Professional development	No	$0.00	$0.00
2	2.8	Reading Intervention Specialist	No	$61,774.00	$61,774.00
2	2.9	Maintain small class sizes at Elk Creek Elementary	Yes	$185,165.00	$185,165.00
3	3.1	Increase teacher salary schedule to attract and retain highly qualified teachers.	No	$25,000.00	$25,000.00
3	3.2	Increase professional development opportunities to attract and retain high qualified teachers.	No	$10,000.00	$10,000.00
3	3.3	Add Dual Enrollment Classes for high school students.	No	$5,000.00	$5,000.00
3	3.4	WASC Accreditation	No	$0.00	$0.00
3	3.5	Create CTE Pathways	No	$5,000.00	$5,000.00
3	3.6	High School course offerings are A-G aligned	No	$0.00	$0.00
3	3.7	Academic Counselor Support	No	$37,000.00	$37,000.00
4	4.1	Additional credentialed teacher to create more support.	No	$78,244.00	$78,244.00
5	5.1	Reading Specialist Support (LREBG-Funded)	No	$55,000.00	$55,000.00

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)
$159,714.00	$185,365.00	$185,365.00	$0.00	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	**1.5**	Chronic Absenteeism for Socioeconomically Disadvantaged Students	Yes	$200.00	$200.00		
2	**2.9**	Maintain small class sizes at Elk Creek Elementary	Yes	$185,165.00	$185,165.00		

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)
1,496,892	$159,714.00	0	10.670%	$185,365.00	0.000%	12.383%	$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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