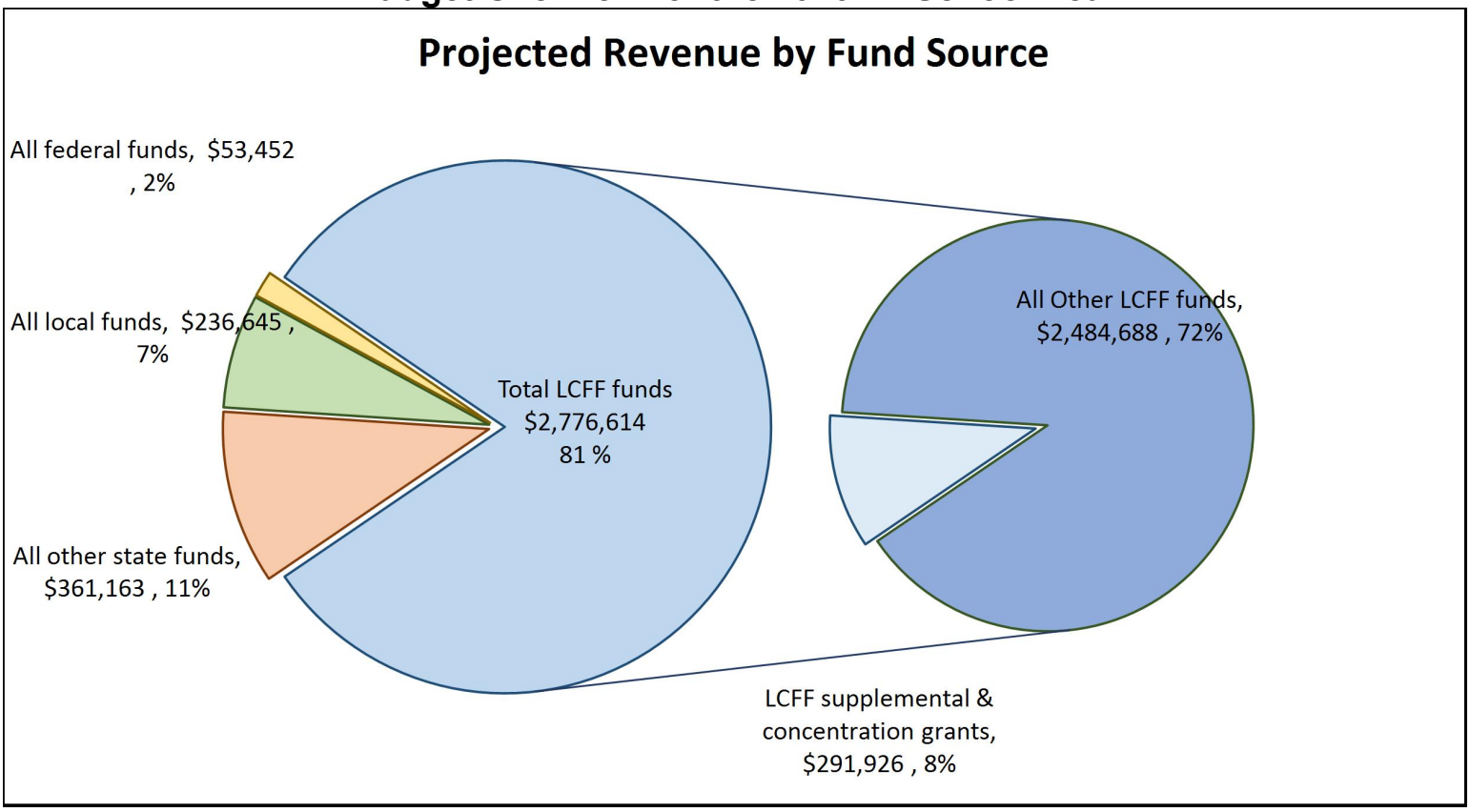
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Johnstonville Elementary School District
CDS Code: 18641136010748
School Year: 2026-27
LEA contact information:
Scott Smith, Ph.D.
Superintendent/Principal
ssmith@johnstonville.org
530-257-2471

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

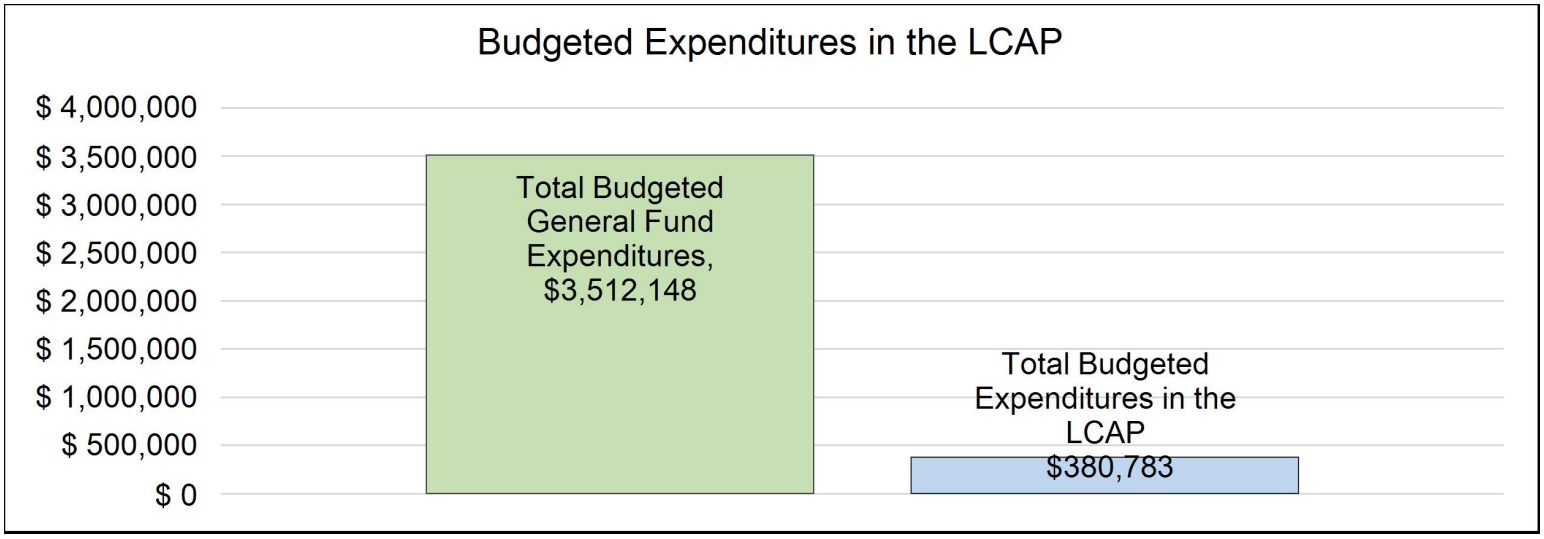


This chart shows the total general purpose revenue Johnstonville Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Johnstonville Elementary School District is $3,427,874, of which $2,776,614 is Local Control Funding Formula (LCFF), $361,163 is other state funds, $236,645 is local funds, and $53,452 is federal funds. Of the $2,776,614 in LCFF Funds, $291,926 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 Johnstonville Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Johnstonville Elementary School District plans to spend $3,512,148 for the 2026-27 school year. Of that amount, $380,783 is tied to actions/services in the LCAP and $3,131,365 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the Local Control and Accountability Plan include additional staff salaries and benefits ($2,465,811), books and supplies ($274,809) services such as electricity, phones, garbage removal, and facility maintenance/repairs ($746,025), and contributions to support the cafeteria ($35,898).

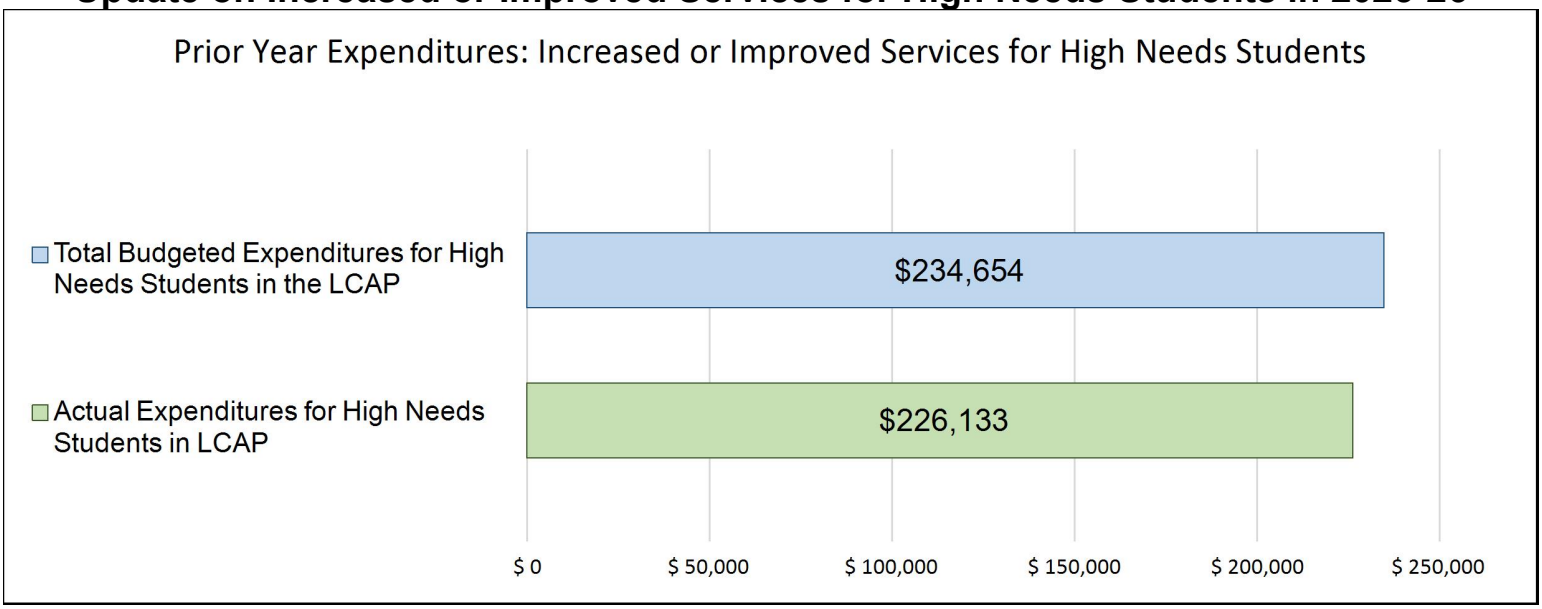
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Johnstonville Elementary School District is projecting it will receive $291,926 based on the enrollment of Foster Youth, English learner, and low-income students. Johnstonville Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Johnstonville Elementary School District plans to spend $291,924 towards meeting this requirement, as described in the LCAP.

In 2026-27 school year, Johnstonville Elementary School District is projecting it will receive $291,924 to use to meet the needs of high needs students based on the enrollment of foster youth, English learner, and low-income students. Johnstonville Elementary School District intends to increase or improve services for high needs students as described in this LCAP document. These actions include providing staff to support smaller class sizes, provide small group instruction, keep the campus clean and safe, provide access to technology and books, make an afterschool program available, and make sure staff are provided the training needed.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Johnstonville Elementary School District's LCAP budgeted $234,654 for planned actions to increase or improve services for high needs students. Johnstonville Elementary School District actually spent $226,133 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $8,521 had the following impact on Johnstonville Elementary School District’s ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures was $8,521 or 3.6%. This impact this had on Johnstonville Elementary School District’s ability to increase or improve services for high needs students is estimated to have been negligible and was met in alternative ways.

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
Johnstonville Elementary School District	Scott Smith, Ph.D. Superintendent/Principal	ssmith@johnstonville.org 530-257-2471

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.

Johnstonville Elementary School District's vision states that "ALL Grizzlies are ENGAGED, EMPATHETIC, EMPOWERED, and EDUCATED." We are a single-school district and the smallest geographically-bound school district in Lassen County. Over half of our students transfer into the district from surrounding communities. Our small bedroom community has little industry or retail center and the majority of our families are employed at either High Desert State Prison or in the town of Susanville. Our small school atmosphere allows us to develop a community of learners with a dedicated team of educators who believe in the potential of every student.

We are a Transitional Kindergarten through 8th-grade school and our small school setting helps families feel a strong connection with the school at large. In partnership with our parents and our community members, we are ensuring that all of our students are competent in the basic skill areas and that all of our students are demonstrating continuous improvement toward educational excellence. Our goal is to help all students reach their highest potential as productive, responsible citizens. Our staff is highly trained in content areas and cooperative learning. We take pride in using a common language, common expectations, and in student academic achievement.

At Johnstonville, we are a family of teachers and learners with a student body of two hundred (200) students and eleven (11) full-time teachers. We serve the following student populations: one hundred three (103) socioeconomically disadvantaged students, thirty-six (36) special education students, two (2) foster youth, ten (10) homeless students, and six (6) English learners, as of May 4, 2026. Johnstonville Elementary School District does not receive any Equity Multiplier Funds.

We have a part-time bilingual instructional aide to support our English Learners. In addition, we have a full-time special education teacher and a part-time special education aide. Though a small school district, Johnstonville Elementary has made it a priority to provide students access to a part-time socio-emotional counselor. Our counselor meets with students three days per week. Johnstonville School provides instructional aides in Kindergarten through sixth-grade classes during intervention time and other identified priority times. Johnstonville School provides needed services to all students and takes special care to address the needs of special populations such as the Homeless and Foster Youth. Johnstonville also offers an after-school program that is available to all TK-6th-grade students, but prioritizes unduplicated student participation. The program runs until 5:00 pm every school day and is split-funded through both the Expanded Learning Opportunities Program (ELOP) and the Local Control Funding Formula (LCFF). This split-funding model allows for additional resources to be placed with the after-school program to the benefit of the participating students.

Staff turnover has been a significant challenge for our Johnstonville Elementary School District over the past few years. Each year, the departure of experienced teachers and staff members creates gaps in our instructional continuity and disrupts the strong relationships that our students rely on for support and guidance. It takes time for new staff to acclimate to our school's culture and understand the unique needs of our student body, which can affect the overall learning environment. Additionally, the constant cycle of recruiting, hiring, and training new personnel strains our resources and diverts attention from our primary focus: delivering high-quality education. Stability in staffing is crucial for fostering a consistent, nurturing, and effective learning environment.

Reflections: Annual Performance

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

Johnstonville Elementary School District staff has analyzed and reflected upon the annual data provided by the California School Dashboard and our local data to develop a sense of student progress and evaluate our academic rigor. It must be noted that the small nature of Johnstonville's student enrollment can cause large swings in the data from year to year. In addition, the state requires a minimum of ten (10) students within an identified sub-population for the group's performance to be published. As a result, the small enrollment in the school severely limits the number of sub-population groups within the school community. Analysis of the provided English Language Arts (ELA) and Math performance data reveals academic gaps both overall and among specific student groups, indicating a need for targeted interventions. While these indicators are in line with, or better than, other schools in the county, we know we can do better and help our students who struggle academically. Here's a breakdown:

ELA Performance Data Analysis:

- Overall student groups are performing 18.6 points below standard, which represents an improvement of 13 points from the prior year and places the district in the Yellow category.
- Socio-Economically Disadvantaged (SED) students and White students have both improved from the Orange category to the Yellow category during the 2024-25 school year.
- Overall, approximately sixty-seven (67%) percent of the students taking the SBAC assessment improved their English Language Arts score from the previous year. This has been identified as Average in the California Dashboard.
- Local data indicates the number of students needing Tier 2 or Tier 3 ELA supports increased by 8.21% in K-5th grades and 24% in 6th-8th grades.

Math Performance Data Analysis:

- Overall student groups are performing 39.1 points below standard, a significant improvement of 23 points from the prior year, placing the district in the Yellow category.
- Similar to ELA, both Socio-economically Disadvantaged (SED) and White student groups improved to the Yellow category on the most recent Dashboard.
- Overall, approximately eighty percent (80%) percent of the students taking the SBAC assessment improved their Math score from the previous year. This has been identified as being Accelerated in the California Dashboard.
- The number of students needing Tier 2 or Tier 3 Math supports shrank by 16.27% in K-5th grades and 15.84% in 6th-8th grades.

Suspension Rate: The district has seen significant improvement in this area, with the overall rate declining by 1.9% to a total of 1.4% of students suspended for at least one day. White students who were previously in the Red category, have improved to Green, as have Socio-economically Disadvantaged students. The Hispanic student group is currently identified within the Orange category.

Chronic Absenteeism Rate: The Socio-economically Disadvantaged (SED) student group has improved from the Red category to the Yellow category. The overall chronic absenteeism rate for the district is 12%, which represents a 2.6% decline from the previous reporting period and places the "All Students" group in the Yellow category. White students are also identified within the Yellow category.

Johnstonville Elementary School District has identified unused Learning Recovery Emergency Block Grant (LREBG) funds that will be utilized for the 2026-27 school year. These funds are specifically allocated to support Action 2.7: Additional In-school interventions and supports under Goal 2. This action was selected based on a needs assessment indicating that unduplicated pupils in early primary grades often enter school with academic skill gaps in both reading, language usage, and mathematical skills.

The rationale for this action is to provide targeted, small group and individual instructional interventions during the school day to accelerate learning and ensure these students meet grade-level standards. This action is directly aligned with the allowable uses of funds identified in EC Section 32526(c)(2), as it focuses on evidence-based academic supports designed to close achievement gaps for high-needs student groups. By using existing instructional expertise to provide small group and individual interventions, the district addresses the area of need identified in the needs assessment, directly responding to local performance data (Metric 2.15) which indicates the number of students requiring Tier 2 or Tier 3 ELA supports increased by 8.21% in K–5th grades and 24% in 6th–8th grades over the past year.

Reflections: Technical Assistance

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

Not applicable.

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.

Johnstonville Elementary School District does not have any schools that are eligible for comprehensive support and improvement. As such, this section of the LCAP is not applicable.

Support for Identified Schools

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

Johnstonville Elementary School District does not have any schools that are eligible for comprehensive support and improvement. As such, this section of the LCAP is not applicable.

Monitoring and Evaluating Effectiveness

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

Johnstonville Elementary School District does not have any schools that are eligible for comprehensive support and improvement. As such, this section of the LCAP is not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent/Community members	Input meetings: February 18th, February 25th, and March 11th. Informal meetings Parent surveys Staff calls
California School Employee Association	April 21st
Johnstonville Teachers Association	April 21st
SELPA administration	April 22nd and May 12th
Lassen County Foster Youth Services	February 28th and March 12th
Johnstonville Student Council	May 8th
English Leaner Parent Advisory Committee	This is not applicable since Johnstonville does not have such a committee due to the low number of EL students.

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

Stakeholder Input
Johnstonville Elementary School District conducted two virtual stakeholder round tables and one in-person meeting in the evenings to elicit input for the refinement of the District's LCAP. In addition, stakeholders frequently gave input during informal meetings with district staff. The qualitative data that was collected during these meetings, along with comments from staff and parent surveys indicate stakeholders desire some revisions of the following items for LCAP planning:

Parents/Community Members:

- Valued the small-school environment, positive relationships, and students being known by staff.
- Continued academic and social-emotional supports.

Staff:

- Identified student behavior, attendance, and social-emotional needs as factors affecting learning
- Continue the implementation of a social-emotional program with its accompanying professional development

Foster Youth Services:

- Continued collaboration and information sharing regarding foster youth
- Expand online resources for easier access to resources when the students are not at school

Student Council:

- Increased number of potential activities during recess
- More engaging learning opportunities, hands-on activities, enrichment, clubs, and leadership opportunities

Overarching Themes:
The input from parents, staff, and students emphasizes a commitment to social-emotional well-being and student engagement within the district's small-school framework. Stakeholders consistently prioritize the continuation and refinement of social-emotional supports and structured curricula, identifying student behavior and mental health as critical components for academic success. This is further reinforced by the students' desire for more hands-on, engaging learning opportunities and recess activities, which aligns with the district's existing efforts to maintain high levels of school connectedness. By integrating staff professional development with direct student services, the district aims to sustain a nurturing culture where positive relationships are at the forefront and every student feels safe and known.

A secondary overarching theme centers on educational equity and the expansion of specialized support networks for high-needs student populations. Feedback from Foster Youth Services and parents underscores a collective desire for instructional continuity and increased resource accessibility, ensuring that support follows students beyond the school day. This theme is reflected in the district's ongoing refinement of its social-emotions program and the Response to Instruction and Intervention (RTI²) model. By maintaining expanded learning opportunities, such as the after-school program, Saturday Academy, and summer enrichment, the district directly responds to stakeholder calls for sustained activities that bridge the gap between home and school environments.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students shall have access to fully credentialed teachers, instructional materials aligned with state standards, and safe, functional school facilities. We will further ensure that all students have access to a broad course of study that utilizes the state standards to help them succeed in their future endeavors. (Local priorities 1, 2, and 7) Implementing the actions listed below will support our goal of ensuring that all students have access to fully credentialed teachers, aligned instructional materials, and safe, functional school facilities. Small class sizes allow for personalized attention and improved classroom management, leading to better academic outcomes. Additional academic skill development programs target individual needs and provide enrichment opportunities, ensuring all students can meet state standards. Instructional assistants offer supplemental support, enhancing the learning environment and allowing teachers to focus on delivering high-quality instruction aligned with state standards, thereby supporting a broad course of study that prepares students for future success.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

An analysis of input from stakeholders has not identified any concerns or needs within priorities 1, 2, or 7. The data provided by the baseline metrics below reflect the maintenance of this goal and ongoing data monitoring helps identify any potential gaps created by a lack of progress. The actions have been selected based on input from stakeholders and their proven effectiveness in maintaining the positive outcomes of this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1a: Local Indicator: Percentage of properly credentialed teachers.	1a. 2023-24 ~ 100% of teachers and staff possess requisite	1a. 2024-25 ~ We discovered earlier this year, that a teacher we	1a. 2025-26 ~ 91% of teachers and staff possess requisite	1a. 100% of teachers and staff possess requisite credentials and are	There is a - 9% difference between the 2025-26 school year and the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Quarterly Williams report Percentage of teachers and staff possess requisite credentials and are appropriately assigned.	credentials and are appropriately assigned.	employed does not have the correct credential for their assignment. The individual is currently working toward obtaining the required credential. We are closely monitoring their progress to ensure minimal impact on student learning. This results in a 91% of teachers and staff possess requisite credentials and are appropriately assigned.	credentials and are appropriately assigned.	appropriately assigned.	baseline established in 2023-24.
1.2	Priority 1b: Local Indicator: Percentage of classrooms having sufficient standards-aligned instructional materials. Quarterly Williams report Percentage of pupils having access to their own copies of standards-aligned instructional materials.	1b. 2023-24 ~ Every pupil has access to their copies of standards-aligned instructional materials. 100% of our classrooms have sufficient instructional materials in the areas of ELA and Math. 100% of our 6th-8th grade classrooms have sufficient instructional materials in the area of Social Studies. New K-5th grade standards-aligned social studies and K-8th grade	1b. 2024-25 ~ Every pupil has access to their copies of standards-aligned instructional materials. 100% of our classrooms have sufficient instructional materials in the areas of ELA and Math.	1b. 2025-26 ~ Every pupil has access to their copies of standards-aligned instructional materials. 100% of our classrooms have sufficient instructional materials in the areas of ELA and Math.	1b. Every pupil has access to their copies of standards-aligned instructional materials. 100% of our classrooms have sufficient instructional materials in the areas of ELA and Math.	There is no difference between the 2025-26 school year and the baseline established in 2023-24.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		science curricula have not yet been adopted.				
1.3	Priority 1c: Local Indicator: Facilities in good repair. Facility Inspection Tool (FIT) Percentage of Johnstonville School buildings have a “good”’ or “exemplary” facilities rating.	1c. 100% of Johnstonville School buildings have a “good”’ or “exemplary” facilities rating.	1c. 2024-25 ~ 100% of Johnstonville School buildings have a “good”’ or “exemplary” facilities rating.	1c. 2025-26 ~ 100% of Johnstonville School buildings have a “good”’ or “exemplary” facilities rating.	1c. 100% of Johnstonville School buildings have a “good”’ or “exemplary” facilities rating.	The is no difference between the 2025-26 school year and the baseline established in 2023-24.
1.4	Priority 2a: Local Indicator: Implementation of State Standards California State Board of Education's adopted self-reflection tool and rubric as outlined: Rating Level Scale (lowest to highest) - 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	2a. 2023-24 ~ Full Implementation (level 4) of content and literacy standards.	2a. 2024-25 ~ Full Implementation (level 4) of content and literacy standards.	2a. 2025-26 ~ Full Implementation (level 4) of content and literacy standards.	2a. Full Implementation (level 4) of content and literacy standards.	The is no difference between the 2025-26 school year and the baseline established in 2023-24.
1.5	Priority 2b: Local Indicator:	2b. 2023-24 ~ Beginning Development (Level 2)	2b. 2024-25 ~ Beginning Development	2b. 2025-26 ~ Beginning Development	2b. Beginning Development (Level 2)	The is no difference between the 2025-26 school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation of State Standards ~ ELD EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD. California State Board of Education's adopted self-reflection tool and rubric as outlined: Rating Level Scale (lowest to highest) - 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	implementation of professional development in the area of the ELD standards.	(Level 2) implementation of professional development in the area of the ELD standards.	(Level 2) implementation of professional development in the area of the ELD standards.	implementation of professional development in the area of the ELD standards.	year and the baseline established in 2023-24.
1.6	Priority 7a: Local Indicator: Broad course of study Local Performance Indicator Self Reflection Percentage of the students having access	7a. 2023-24 Local Performance Indicator Self-Reflection within Document Tracking Service: 100% of the students have access to, and are	7a. 2024-25 Local Performance Indicator Self-Reflection within Document Tracking Service: 100% of the students have	7a. 2025-26 Local Performance Indicator Self-Reflection within Document Tracking Service: 100% of the students have	7a. 2026-27 Local Performance Indicator Self-Reflection within Document Tracking Service: 100% of the students have	The is no difference between the 2025-26 school year and the baseline established in 2023-24.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	to, and enrolled in, a broad course of studies.	enrolled in, a broad course of studies.	access to, and are enrolled in, a broad course of studies.	access to, and are enrolled in, a broad course of studies.	access to, and are enrolled in, a broad course of studies.	
1.7	Priority 7b: Local Indicator: Programs/services developed and provided to unduplicated pupils Local Performance Indicator Self Reflection Percentage of unduplicated students having access to, and enrolled in, a broad course of studies.	7b. 2023-24 Local Performance Indicator Self-Reflection within Document Tracking Service: 100% of unduplicated students have access to, and are enrolled in, programs and services developed to meet their needs, conditions, and circumstances.	7b. 2024-25 Local Performance Indicator Self-Reflection within Document Tracking Service: 100% of unduplicated students have access to, and are enrolled in, programs and services developed to meet their needs, conditions, and circumstances.	7b. 2025-26 Local Performance Indicator Self-Reflection within Document Tracking Service: 100% of unduplicated students have access to, and are enrolled in, programs and services developed to meet their needs, conditions, and circumstances.	7b. 2026-27 Local Performance Indicator Self-Reflection within Document Tracking Service: 100% of unduplicated students have access to, and are enrolled in, programs and services developed to meet their needs, conditions, and circumstances.	The is no difference between the 2025-26 school year and the baseline established in 2023-24.
1.8	Priority 7c: Local Indicator: Programs/services are developed and provided to students with exceptional needs Local Performance Indicator Self Reflection Percentage of students with exceptional needs having access to, and enrolled in, a broad course of studies.	7c. 2023-24 Local Performance Indicator Self-Reflection within Document Tracking Service: 100% of students with exceptional needs have access to, and are enrolled in, programs and services developed to meet their unique needs, conditions, and circumstances.	7c. 2024-25 Local Performance Indicator Self-Reflection within Document Tracking Service: 100% of students with exceptional needs have access to, and are enrolled in, programs and services developed to meet	7c. 2025-26 Local Performance Indicator Self-Reflection within Document Tracking Service: 100% of students with exceptional needs have access to, and are enrolled in, programs and services developed to meet	7c. 2026-27 Local Performance Indicator Self-Reflection within Document Tracking Service: 100% of students with exceptional needs have access to, and are enrolled in, programs and services developed to meet	The is no difference between the 2025-26 school year and the baseline established in 2023-24.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			their unique needs, conditions, and circumstances.	their unique needs, conditions, and circumstances.	their unique needs, conditions, and circumstances.	

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.

During the transition from the 2024-25 school year to 2025-26, Johnstonville Elementary School demonstrated a consistent ability to maintain high learning standards, though growth in certain professional areas remained stagnant. The district continues to maintain 100% student access to standards-aligned instructional materials and a broad course of study for all pupils, including those with exceptional needs and unduplicated student groups. Implementation success was also reflected in the ongoing maintenance of small class sizes through straight grade levels from TK to 5th grade, which allowed for more personalized, targeted support. Furthermore, the media and library technician position remained a cornerstone of the implementation strategy by bridging the resource gap for high-needs students, providing critical access to technology, essential books, and individual tutorial support.

However, there continues to be a lack of growth in other areas. The percentage of properly credentialed teachers remained at 91%, showing no improvement since Year 1 though there has been teacher turnover. While the district is monitoring this individual's progress toward the required credential, the metric has not yet returned to the 100% target. Similarly, professional development for English Language Development (ELD) standards showed little progress over the past year, remaining at the Level 2, or "Beginning Development" stage. This indicates that while the district is effectively maintaining foundational student services, it has yet to see measurable year-over-year growth in advancing teacher credentialing and ELD instructional implementation.

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

For Action 1.1, more funds were spent on teacher salaries due to a teacher being out on partially paid leave and a long-term substitute needing to be hired.

For Action 1.2, more funds were spent on the media/library technician salary due to a negotiated raise which took effect during the school year.

For Action 1.3, significantly less funds were spent for an instructional aide as this position was difficult to fill and when it was filled, it was for less hours than budgeted.

For Action 1.4, slightly less funds were spent for the maintenance position as there was a change in personnel toward the end of the school year which resulted in a change in the salary calculations.

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

The specific actions implemented under Goal 1 have proven highly effective in maintaining the foundational conditions of learning and ensuring equitable course access for all students. Action 1.4, which provides for facility upgrades and dedicated maintenance personnel, was instrumental in ensuring that 100% of school buildings maintained a "good" or "exemplary" rating, successfully meeting the target for the 2025-26 school year. Similarly, Actions 1.2 and 1.3, which fund a media/library technician and an instructional assistant, were effective in ensuring that 100% of students, including unduplicated pupils and those with exceptional needs, maintained full access to their own copies of standards-aligned instructional materials and were enrolled in a broad course of study. The district's commitment to maintaining straight grade levels (Action 1.1) to support small class sizes and personalized instruction has also been effective in sustaining a Level 4 "Full Implementation" rating for state content and literacy standards.

However, certain professional metrics indicate areas where actions have been less effective in driving growth. Progress toward the goal of 100% teacher credentialing was set back when the metric dropped to 91%. Furthermore, implementation has been ineffective in advancing professional development for English Language Development (ELD) standards, as this metric has remained stagnant at Level 2 (Beginning Development) since the baseline. These data points suggest that while the district is effectively maintaining student-facing resources and facilities, its actions have yet to produce the intended progress in teacher credentialing and specialized ELD instructional training.

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.

At this time there are no planned changes to the goal, metrics, target outcomes, or actions. The district believes the percentage of credentialed teachers will meet the original goal at the end of next year due to the inclusion of staff members in the credential induction program run through the Tehama County Office of Education. In addition, the district believes planned professional development will help increase the implementation of the English Language Development (ELD) standards.

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	Small class size	District administration will continue to make every effort to maintain straight grade levels in the Transitional Kindergarten through the fifth-grade program to help unduplicated students access smaller class sizes and increase the teacher-to-student ratio. The total costs for certificated staff for Transitional Kindergarten through fifth grade for the 2026-2027 school year will be $759,979. Of that amount, $141,767 will come from Supplementary Funds, $314,314 will come from Education Protection Account Funds (EPA), and the remaining $303,897 from the General Fund.	$141,768.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Additional academic skill development ~ Media/Library Technician	District administration will continue to maintain a media/library technician position to help students access books, computers, and tutorial support in the library. The total cost for this position will be $50,435 for the 2026-2027 school year. Of this amount, $33,185 will come from the Supplemental Funds and $17,250 will come from the General Fund.	$33,185.00	Yes
1.3	Instructional Assistant	District administration will provide an instructional assistant to help unduplicated students access the programs, services, and academic materials that meet their unique needs, conditions, and circumstances. A special focus will be on the early primary grade levels to prevent the establishment of an academic gap. For the 2026-2027 school year, the Supplemental Funds will be combined with ELOP funds for this position. ELOP will fund $2,025 and Supplemental funds will cover $18,228.	$18,228.00	Yes
1.4	Facilities in good repair	District administration will provide materials and personnel to improve facilities that require repair or upgrading. The total cost for this position is $81,178 for the 2026-2027 school year. Of this amount, $20,890 will come from the Supplemental Funds and the remaining $60,287 will come from the General Funds.	$20,893.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve the academic achievement in English Language Arts and mathematics for all students particularly those who struggle academically. (State priorities 4 and 8)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Analysis of student performance data as measured by the Smarter Balanced Assessment Consortium (SBAC) English Language Arts and Math assessments have shown the All Students category is Orange in both ELA and Math, as demonstrated on the California Dashboard. Further analysis of the SBAC data shows minimal academic gap between Johnstonville's two identified subgroups. Both the White and Socio-economically Disadvantaged groups are at the Orange level in both ELA and Math. This is probably due to the strong crossover of students within both the White and Socio-economically Disadvantaged sub-populations. Input from stakeholders through various surveys and input sessions has indicated a desire to increase the number of students, both as a whole and as subgroups, performing at, or above, grade level standards in both English Language Arts and math. The identified metrics specifically examines these areas of concern and utilizes a method to analyze both student scores and growth to provide a holistic view of student performance. The identified actions will help support and improve learning for all students, with a special emphasis on unduplicated students, and will measure progress toward our goal using the metrics below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4a1: State Indicator/Academic Indicator: SBAC ELA performance California Dashboard 5x5 English Language Arts Placement Report	4a1. 2023 California ELA Dashboard All Students: Orange Socio-economically Disadvantaged: Orange White: Orange	4a1. 2023-24 California ELA Dashboard All Students: Orange Socio-economically Disadvantaged: Orange White: Orange	4a1. 2024-25 California ELA Dashboard All Students: Yellow Socio-economically Disadvantaged: Yellow White: Yellow	4a1. 2026 California ELA Dashboard All Students: Green Socio-economically Disadvantaged: Green White: Green	All three categories within the 2024-25 California ELA Dashboard (All Students, Socio-economically Disadvantaged, and White) have improved one

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Color Rating Level Scale (lowest to highest) - 1) Red 2) Orange 3) Yellow 4) Green 5) Blue					rating from the Orange Level to the Yellow Level from the 2022-23 baseline.
2.2	Priority 4a2: State Indicator/Academic Indicator: SBAC Math performance California Dashboard 5x5 Math Placement Report Color Rating Level Scale (lowest to highest) - 1) Red 2) Orange 3) Yellow 4) Green 5) Blue	4a2. 2023 California Math Dashboard All Students: Orange Socio-economically Disadvantaged: Orange White: Orange	4a2. 2023-24 California Math Dashboard All Students: Orange Socio-economically Disadvantaged: Orange White: Orange	4a1. 2024-25 California Math Dashboard All Students: Yellow Socio-economically Disadvantaged: Yellow White: Yellow	4a2. 2026 California Math Dashboard All Students: Green Socio-economically Disadvantaged: Green White: Green	All three categories within the 2024-25 California ELA Dashboard (All Students, Socio-economically Disadvantaged, and White) have improved one rating from the Orange Level to the Yellow Level from the 2022-23 baseline.
2.6	Priority 4b: State Indicator/ Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University	4b. 2023-24 Johnstonville School is an elementary school and, as such, this metric is not applicable.	4b. 2024-25 ~ Johnstonville School is an elementary school and, as such, this metric is not applicable.	4b. 2025-26 ~ Johnstonville School is an elementary school and, as such, this metric is not applicable.	4b. Johnstonville School is an elementary school and, as such, this metric is not applicable.	The is no difference between the 2025-26 school year and the baseline established in 2023-24.
2.7	Priority 4c State Indicator/ Percentage of pupils who have successfully completed	4c. 2023-24 Johnstonville School is an elementary school	4c. 2024-25 ~ Johnstonville School is an elementary school	4c. 2025-26 ~ Johnstonville School is an elementary school	4c. Johnstonville School is an elementary school and, as such, this	The is no difference between the 2025-26 school year and the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks	and, as such, this metric is not applicable.	and, as such, this metric is not applicable.	and, as such, this metric is not applicable.	metric is not applicable.	baseline established in 2023-24.
2.8	Priority 4d: State Indicator/ Percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C);	4d. 2023-24 Johnstonville School is an elementary school and, as such, this metric is not applicable.	4d. 2024-25 ~ Johnstonville School is an elementary school and, as such, this metric is not applicable.	4d. 2025-26 ~ Johnstonville School is an elementary school and, as such, this metric is not applicable.	4d. Johnstonville School is an elementary school and, as such, this metric is not applicable.	The is no difference between the 2025-26 school year and the baseline established in 2023-24.
2.11	Priority 4e: State Indicator/Academic Indicator/EL students English proficiency English Language Proficiency Assessments for California (ELPAC) Percentage of EL students making progress toward English Proficiency	4e. 2023-24 Percentage of EL students making progress toward English Proficiency: Twenty-five percent (25%)	4e. 2024-25 ~ Percentage of EL students making progress toward English Proficiency: Twenty-five percent (25%)	4e. 2025-26 ~ Johnstonville School has not received our 2025-26 ELPAC data yet. The information will be added when it is received.	4e. 2026-27 ELPAC: Seventy-five percent (75%)	Johnstonville School has not received our 2025-26 ELPAC data yet. The information will be added when it is received.
2.12	Priority 4f: State Indicator/Academic Indicator/EL students English proficiency/Reclassification Rates	4f. 2023-24 Percentage of EL students redesignated as Fluent English Proficient: Zero percent (0%)	4f. 2024-25 ~ Percentage of EL students redesignated as Fluent English Proficient: Zero percent (0%)	4f. 2025-26 ~ Johnstonville School has not received our 2025-26 ELPAC data yet. The information will be	4e. 2026-27 ELPAC: Twenty-five percent (25%)	Johnstonville School has not received our 2025-26 ELPAC data yet. The information will be

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Proficiency Assessments for California (ELPAC) Percentage of EL students redesignated as Fluent English Proficient			added when it is received.		added when it is received.
2.13	Priority 4g: State Indicator/ Percentage of pupils who have passed an advanced placement examination with a score of 3 or higher	4g. 2023-24 Johnstonville School is an elementary school and, as such, this metric is not applicable.	4g. 2024-25 ~ Johnstonville School is an elementary school and, as such, this metric is not applicable.	4g. 2025-26 ~ Johnstonville School is an elementary school and, as such, this metric is not applicable.	4g. Johnstonville School is an elementary school and, as such, this metric is not applicable.	The is no difference between the 2025-26 school year and the baseline established in 2023-24.
2.14	Priority 4h: State Indicator/ Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	4h. 2023-24 Johnstonville School is an elementary school and, as such, this metric is not applicable.	4h. 2024-25 ~ Johnstonville School is an elementary school and, as such, this metric is not applicable.	4h. 2025-26 ~ Johnstonville School is an elementary school and, as such, this metric is not applicable.	4h. Johnstonville School is an elementary school and, as such, this metric is not applicable.	The is no difference between the 2025-26 school year and the baseline established in 2023-24.
2.15	Priority 8a: Local Indicator/Other Student Outcomes: District grade level English Language Arts performance K-5th grade: March Istation performance reports 6th-8th grade: Winter NWEA MAP Language Usage performance	8a. 2023-24 Istation and NWEA MAP Reading reports: K-5th Grade Istation: 48.03% 6th-8th Grade NWEA MAP: 83.02%	8a. 2024-25 Istation and NWEA MAP Reading reports: K-5th Grade Istation: 42.86% 6th-8th Grade NWEA MAP: 42.86%	8a. 2025-26 Istation and NWEA MAP Reading reports: K-5th Grade Istation: 51.07% 6th-8th Grade NWEA MAP: 66.86%	8a. 2026-27 Istation and NWEA MAP Reading reports: K-5th Grade Istation: 40% 6th-8th Grade NWEA MAP: 50%	The percentage of students needing Tier 2 or Tier 3 supports in the K-5th grades increased by 3.04% and in the 6th-8th grades decreased by 16.16%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of students needing Tier 2 or Tier 3 English Language Arts supports:					
2.16	Priority 8b: Local Indicator/Other Student Outcomes: District grade level Math performance K-5th grade: March Istation performance reports 6th-8th grade: Winter NWEA MAP Math performance Percentage of students needing Tier 2 or Tier 3 Math supports	8b. 2023-24 Istation and NWEA MAP Math reports: K-5th Grade Istation: 44.27% 6th-8th Grade NWEA MAP: 79%	8b. 2024-25 Istation and NWEA MAP Math reports: K-5th Grade Istation: 56.41% 6th-8th Grade NWEA MAP: 59.25%	8b. 2025-26 Istation and NWEA MAP Math reports: K-5th Grade Istation: 40.14% 6th-8th Grade NWEA MAP: 43.41%	8a. 2026-27 Istation and NWEA MAP Math reports: K-5th Grade Istation: 35% 6th-8th Grade NWEA MAP: 50%	The percentage of students needing Tier 2 or Tier 3 supports in the K-5th grades decreased by 4.13% and in the 6th-8th grades decreased by 35.59%.

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.

Over the past school year, Johnstonville Elementary School demonstrated a strong upward trajectory in academic achievement, particularly in mathematics, where the district realized a significant 23-point improvement that successfully elevated all student groups into the Yellow category on the California Dashboard. This acceleration was further highlighted by the fact that 80% of students improved their SBAC math scores compared to the 2024-25 school year, an achievement identified as "Accelerated" by state standards. Local data further expanded on these successes, revealing a significant reduction in students requiring intensive Tier 2 or Tier 3 math intervention, which shrank by 16.27% in grades K-5 and 15.84% in grades 6-8 over the last year. English Language Arts (ELA) performance also experienced growth, with a 13-point increase on the dashboard and 67% of students showing score improvements since the prior year. These successes were inclusive across student populations, as both White and Socio-economically Disadvantaged subgroups improved from the Orange to the Yellow category in both subject areas. It must be noted that Johnstonville Elementary School District has a small student population and the increase or decrease of a relatively small number of student assessment scores can create large swings, in either the positive or negative trajectories.

However, there was a lack of growth in specific local ELA indicators and specialized student outcomes. While state test scores rose, local March Istation and Winter NWEA MAP reports showed an increase in students needing Tier 2 or 3 ELA intervention assistance, rising by 8.21% for K-5 and 24% for 6th-8th grades. Furthermore, there has been no reported progress in the English Learner (EL) reclassification rate, which remained stagnant at 0%, while the percentage of EL students making progress toward English proficiency also showed no growth, remaining at 25% in the most recently available data. These findings indicate that while the district has been highly effective in driving broad academic gains in math and state-level ELA scores, it faces ongoing challenges in reducing the intervention needs for language usage and accelerating the proficiency of its English Learner population. Again, it is important to note the very small EL population enrolled at Johnstonville School. This small population can easily result in instability within the data. One student's, response, or unusual score can dramatically change schoolwide results.

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.

For Action 2.2, no funds were needed for the literacy program. Needs were met using Title IV funding instead.
For Action 2.3, the instructional aide designated for this often worked extended shifts which increased the payroll costs.
For Action 2.7, the instructional aides designated for this would occasionally need to work extra hours which increased the payroll costs.

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

The specific actions implemented under Goal 2 have been highly effective in driving strong mathematics achievement, though they have shown varied levels of success in addressing English Language Arts (ELA) intervention needs and English Learner outcomes. Actions 2.1 and 2.4, which focused on the development of a Response to Instruction and Intervention (RTI²) program and targeted in-school supports, proved successful in mathematics, leading to a 23-point improvement on the California Dashboard and moving all student groups into the Yellow category. This effectiveness was further validated by local data, which showed a reduction in the percentage of students needing intensive Tier 2 or Tier 3 math intervention, shrinking by 16.27% in grades K-5 and 15.84% in grades 6-8. Additionally, Action 2.3, which provides instructional aide support for small-group assistance, contributed to an overall 13-point improvement in state SBAC ELA scores, with 67% of students showing year-over-year growth.

However, the implementation of Action 2.2 (Literacy Program) and associated intervention strategies has been less effective in reducing the number of students requiring intensive ELA support. Despite the rise in state test scores, local performance reports indicated that the percentage of students needing Tier 2 or Tier 3 ELA intervention actually increased by 8.21% in K-5 and by 24% in grades 6-8. Furthermore, actions targeted toward English Learners have remained largely ineffective to date, as the English Learner reclassification rate stayed stagnant at 0%, and the percentage of students making progress toward English proficiency showed no growth in the most recently available data. These outcomes suggest that while the district’s RTI² and small-group personnel actions are yielding strong results in mathematics, the specific literacy and language supports have not yet produced the desired results in closing the internal intervention gaps for language usage or accelerating proficiency for English Learners.

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.

At this time there are no planned changes to the goal, metrics, target outcomes, or actions. The district believes the large swings in both ELA and Math achievements can be partially attributed to the small population of test takers at Johnstonville. One student's, response, or unusual score can dramatically change schoolwide results. This, in no way, diminishes the hard-working staff at Johnstonville. The district wil continue to monitor both instructional work and student assessments to determine if there is a trend in student achievement.

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	Response to Instruction and Intervention Development	District administration and staff will develop and implement a Response to Instruction and Intervention (RTI²) program with a special emphasis for socio-economically disadvantaged students, foster youth, students who qualify under McKinney Vento, and English learners who struggle academically in order to help them meet, or exceed, grade level standards.	$9,160.00	Yes
2.2	Literacy Program	The district administration will continue to emphasize and bolster Johnstonville's literacy program to increase the percentage of students who read daily, enabling them to meet or exceed grade-level ELA standards. Special emphasis will be placed on developing a reward system that encourages personal reading.	$1,000.00	Yes
2.3	Title I ~ Response to Instruction and Intervention Support ~ Personnel	District administration will provide additional academic support in the early primary grade levels with an emphasis on supporting unduplicated students who struggle academically in order to help them meet, or exceed, grade-level standards. To fund this, the district will use Title I, Part A funds, for a total of $27,789 for the 2025-2026 school year.	$27,789.00	No
2.4	Revised 2024-2025~ In-school interventions and supports	Instructional staff will implement a targeted academic intervention program during the school day for students performing below grade level, with a focus on unduplicated pupils in the early primary grades. One designated teacher will adjust their daily schedule to release their class early and	$20,331.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide intervention support to later-scheduled classes for the remainder of the day. This action will be funded using Supplemental Funds in 2026–27, allocating 15.38% of one teacher's salary (equivalent to 1 hour of a 6.5-hour day).		
2.5	After School Interventions and Supports	District administration will implement an after-school intervention and support program to help students who struggle academically in order to help them meet, or exceed, grade-level standards. A special emphasis will be placed on the recruitment of unduplicated students.	$0.00	Yes
2.6	New 2024-2025 ~ Special education support staff professional development.	District administration will provide special education professional development to staff in order to improve academic outcomes for students with disabilities who are struggling to meet grade-level standards.	$0.00	No
2.7	New 2024-2025 ~ Additional In-school interventions and supports	District administration will deploy additional academic support staff in the early primary grades to provide targeted instructional interventions for unduplicated pupils who are performing below grade level, in order to accelerate learning and ensure they meet or exceed grade-level standards. To fund this, the district will use the remaining Learning Recovery Emergency Block Grant (LREBG) funds.	$61,070.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Johnstonville School will foster a safe and engaging school environment that promotes active student and parent participation. (Local priorities 3, 5, and 6)	Maintenance of Progress 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.

Johnstonville School strives to create an environment that is both academically rigorous and welcoming to students, families, and stakeholders. Analysis of schoolwide pulse surveys indicate approximately fifty-eight percent (58%) of 3rd-8th grade students feel connected with a school staff member at least most of the time and sixty-eight percent (68%) of 3rd-8th grade students feel safe on campus. In addition, a slim majority of responding parents (fifty-four percent, 54%) have indicated they feel included in the school's decision-making process. The suspension rate is within the Orange category overall. The expulsion rate remains at zero percent (0%) and the attendance rate is 94.62%. According to the California Dashboard, the Chronic Absenteeism rate is Yellow for the All Student group and Red for Socio-economically Disadvantaged subgroup. In addition, both White and Hispanic subgroups are within the Orange rating for Chronic Absenteeism. While the attendance and chronic absenteeism rates have been improving, there is still additional work that needs to be done. The identified actions will help support student connectedness and safety for all students, with a special emphasis on socio-economically disadvantaged, homeless, foster youth, and EL students, and we will measure progress toward our goal using the metrics below.

Johnstonville intends to maintain the progress made on this goal through a continuation and expansion of the actions that brought some success during the last LCAP. The initiative to expand the hours of our mental health counselor and their ability to provide socio-emotional supports, particularly for socio-economically disadvantaged students, foster youth, and English learners, will significantly enhance school connectedness and mental health, fostering a safe and engaging environment. By developing attendance incentives and partnering with county agencies to address chronic absenteeism, the district aims to reduce absenteeism, especially among unduplicated students, ensuring consistent student participation. In addition, the collaboration with the Johnstonville School Community Association (JSCA) volunteers to offer fun days and field trips as attendance incentives further promotes active student involvement. Finally, the continued implementation of a life skills course for sixth to eighth graders, in partnership with Lassen County agencies, equips students with essential skills, enhancing their engagement and fostering a supportive school community.

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 3a: Local Indicator/Parent Involvement: Seeking input from parents/guardians in the decision-making process Local Performance Indicator Self Reflection Rating Scale (lowest to highest) - 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	3a. 2023-24 Local Performance Indicator Self-Reflection within Document Tracking Service: 3 - Initial Implementation	3a. 2024-25 Local Performance Indicator Self-Reflection within Document Tracking Service: 3 - Initial Implementation	3a. 2025-26 Local Performance Indicator Self-Reflection within Document Tracking Service: 3 - Initial Implementation	3a. 2026-27 Local Performance Indicator Self-Reflection within Document Tracking Service: 4 - Full Implementation	The is no difference between the 2025-26 school year and the baseline established in 2023-24.
3.2	Priority 3b: Local Indicator/Parent Involvement: Promotion of unduplicated student's parent participation Local Performance Indicator Self Reflection Rating Scale (lowest to highest) - 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation	3b. 2023-24 Local Performance Indicator Self-Reflection within Document Tracking Service: 3 - Initial Implementation	3b. 2024-25 Local Performance Indicator Self-Reflection within Document Tracking Service: 3 - Initial Implementation	3b. 2025-26 Local Performance Indicator Self-Reflection within Document Tracking Service: 3 - Initial Implementation	3b. 2026-27 Local Performance Indicator Self-Reflection within Document Tracking Service: 4 - Full Implementation	The is no difference between the 2025-26 school year and the baseline established in 2023-24.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5 - Full Implementation and Sustainability					
3.3	Priority 3c: Local Indicator/Parent Involvement: Promotion of parental participation in programs for students with disabilities. Local Performance Indicator Self Reflection Rating Scale (lowest to highest) - 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	3c. 2023-24 Local Performance Indicator Self-Reflection within Document Tracking Service: 3 - Initial Implementation	3c. 2024-25 Local Performance Indicator Self-Reflection within Document Tracking Service 3 - Initial Implementation`	3c. 2025-26 Local Performance Indicator Self-Reflection within Document Tracking Service 3 - Initial Implementation`	3c. 2026-27 Local Performance Indicator Self-Reflection within Document Tracking Service: 4 - Full Implementation	The is no difference between the 2025-26 school year and the baseline established in 2023-24.
3.4	Priority 3c: Local Indicator/Parent Involvement: Promotion of parent involvement Schoolwide Parent Survey The percentage of parents who respond “Agree” or “Strongly agree”	3c. 2023-24 Schoolwide Parent Survey: Sixty-nine percent (69%)	3c. 2024-25 Schoolwide Parent Survey: Seventy-eight percent (78%) n=30	3c. 2025-26 Schoolwide Parent Survey: Eighty-two percent (82%) n=26	3c. 2026-27 Schoolwide Parent Survey: Eighty-five percent (85%)	The current survey indicates a thirteen percent (13%) increase in those parents who agree Johnstonville School promotes parent involvement.
3.5	Priority 3c: Local Indicator/Parent Involvement: Rate of	3c. 2023-24 Schoolwide Parent Survey: Fifteen percent (15%)	3c. 2024-25 Schoolwide Parent Survey:	3c. 2025-26 Schoolwide Parent Survey:	3c. 2026-27 Schoolwide Parent Survey:	The current survey indicates a six percent (6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participation in schoolwide surveys Schoolwide Parent Survey Percentage of families participating in schoolwide surveys		Twenty-three percent (23%) n=30	percent (21%) n=26	Thirty percent (30%)	increase in parental participation in the schoolwide surveys.
3.6	Priority 3c: Local Indicator/Parent Involvement: Seeking input from parents/guardians in the decision-making process Schoolwide Parent Survey The percentage of parents who respond “Agree” or “Strongly agree”	3c. 2023-24 Schoolwide Parent Survey: Fifty-four percent (54%)	3c. 2024-25 Schoolwide Parent Survey: Seventy percent (70%) n=30	3c. 2025-26 Schoolwide Parent Survey: Sixty-five percent (65%) n=26	3c. 2026-27 Schoolwide Parent Survey: Seventy percent (70%)	The current survey indicates a eleven percent (11%) increase in those parents who agree Johnstonville School seeks input in the decision-making process.
3.7	Priority 3d: Local Indicator/Parent Involvement: Promotion of unduplicated student-parent participation Attendance logs, meeting notes/minutes, surveys Percentage of unduplicated student families actively participating in meetings	3d. 2023-24 Attendance logs, meeting notes/minutes, surveys: Fifteen percent (15%)	3d. 2024-25 Attendance logs, meeting notes/minutes, surveys: Sixteen percent (16%)	3d. 2025-26 Attendance logs, meeting notes/minutes, surveys: Fourteen percent (14%)	3d. 2026-27 Attendance logs, meeting notes/minutes, surveys: Thirty percent (30%)	The percentage of unduplicated student families actively participating in meetings of the local governing board, advisory committees, and/or input meetings has decreased by one percent (1%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of the local governing board, advisory committees, and/or input meetings.					
3.8	Priority 3d: Local Indicator/Parent Involvement: Seeking input from parents/guardians in the decision-making process Attendance logs, meeting notes/minutes, surveys Percentage of Johnstonville's student families actively participating in meetings of the local governing board, advisory committees, and/or input meetings.	3d. 2023-24 Attendance logs, meeting notes/minutes, surveys: Five percent (5%)	3d. 2024-25 Attendance logs, meeting notes/minutes, surveys: Five percent (5%)	3d. 2025-26 Attendance logs, meeting notes/minutes, surveys: Five percent (5%)	3d. 2026-27 Attendance logs, meeting notes/minutes, surveys: Twenty percent (20%)	The percentage of Johnstonville's student families actively participating in meetings of the local governing board, advisory committees, and/or input meetings continues to be five percent (5%), thus indicating no difference between the current year and baseline.
3.9	Priority 5a: State Indicator/Student Engagement: School attendance rates Schoolwise (JESD's student information system) data Average student attendance rate	5a. 2023-24 Schoolwise data: ninety-four and sixty-two hundredths percent (94.62%)	5a. 2024-25 Schoolwise data: ninety-six and eighty-three hundredths percent (96.83%)	5a. 2025-26 Schoolwise data: Ninety-five and seven hundredths percent (95.07%)	5a. 2026-27 Schoolwise data: Ninety-six percent (96%)	The average student attendance rate at the end of P2 demonstrated a forty-five hundredths of a percent (0.45%) increase.
3.10	Priority 5b: State Indicator/Student	5b. 2023: California Dashboard: Chronic	5b. 2024: California Dashboard:	5b. 2025: California Dashboard:	5b. 2026: California Dashboard:	From the 2023 to 2025 the Chronic Absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Engagement: Chronic Absenteeism California Dashboard: Chronic Absenteeism Placement Report Chronic absenteeism rate from the California Dashboard Color Rating Level Scale (lowest to highest) - 1) Red 2) Orange 3) Yellow 4) Green 5) Blue	Absenteeism Placement Report All Students: Yellow Socio-economically Disadvantaged: Yellow Hispanic: Orange White: Orange	Chronic Absenteeism Placement Report All Students: Yellow Socio-economically Disadvantaged: Red Hispanic: None White: Yellow	Chronic Absenteeism Placement Report All Students: Yellow Socio-economically Disadvantaged: Yellow Hispanic: None White: Yellow	Chronic Absenteeism Placement Report All Students: Green Socio-economically Disadvantaged: Green Hispanic: Yellow White: Yellow	Placement Reports indicate the All Students and Socio-economically Disadvantaged sub group has remained at the Yellow rating. The White sub group has improved from Orange to the Yellow rating, a growth of one category. Finally, the number of students within the Hispanic subgroup has shrank at Johnstonville School and the subgroup is no longer reportable.
3.11	Priority 5c: State Indicator/Student Engagement: Middle school dropout rates Schoolwise Student Information System The middle school dropout rate	5c. 2022-23 Schoolwise: Zero percent (0%)	5c. 2023-24 Schoolwise: Zero percent (0%)	5c. 2024-25 Schoolwise: Zero percent (0%)	5c. 2026 Schoolwise: Zero percent (0%)	The drop out rate has remained the same from the 2022-23 to the 2024-25 school year.
3.12	Priority 5d: State Indicator/Student Engagement: High school dropout rate	Johnstonville Elementary School District does not have a high school and as	Johnstonville Elementary School District does not have a high school	Johnstonville Elementary School District does not have a high school	Johnstonville Elementary School District does not have a high school	Johnstonville Elementary School District does not have a high school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		such, this metric does not apply.	and as such, this metric does not apply.	and as such, this metric does not apply.	and as such, this metric does not apply.	and as such, this metric does not apply.
3.13	Priority 5e: State Indicator/Student Engagement: High school graduation rate	Johnstonville Elementary School District does not have a high school and as such, this metric does not apply.	Johnstonville Elementary School District does not have a high school and as such, this metric does not apply.	Johnstonville Elementary School District does not have a high school and as such, this metric does not apply.	Johnstonville Elementary School District does not have a high school and as such, this metric does not apply.	Johnstonville Elementary School District does not have a high school and as such, this metric does not apply.
3.14	Priority 6a: State Indicator/School Climate: Pupil Suspension Rates California School Dashboard Suspension rate from the California Dashboard Color Rating Level Scale (lowest to highest) - 1) Red 2) Orange 3) Yellow 4) Green 5) Blue	6a. 2022-23 school year: All Students: Orange Socio-economically Disadvantaged: Orange Hispanic: Orange White: Red	6a. 2023-24 school year: All Students: Yellow Socio-economically Disadvantaged: Orange Hispanic: Blue White: Yellow	6a. 2024-25 school year: All Students: Green Socio-economically Disadvantaged: Green Hispanic: Orange White: Green	6a. 2026 school year: All Students: Yellow Socio-economically Disadvantaged: Yellow Hispanic: Yellow White: Yellow	From the 2022-23 to 2024-25 school year, the Pupil Suspension Rates indicate improvement in the All Student category and all student subgroups, except the Hispanic sub group, from the Orange to Green rating. This indicates an improvement of two categories. The Hispanic sub group remains within the Orange category.
3.15	Priority 6b: Local Indicator/School Climate: Pupil Expulsion Rates	6b. 2022-23 Data Quest Expulsion Rate school year: Zero percent (0%)	6b. 2023-24 Data Quest Expulsion Rate school year: Zero percent (0%)	6b. 2024-25 Data Quest Expulsion Rate school year: Zero percent (0%)	6b. 2026 Data Quest Expulsion Rate school year: Zero percent (0%)	The expulsion rate has remained the same from the 2022-23 to the 2024-25 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Department of Education Data Quest Expulsion Rate Expulsion rate					
3.16	Priority 6c: Local Indicator/School Climate: School Connectedness Schoolwide 3rd-8th grade Student Survey Percentage of student responses of “Agree” or “Strongly agree” results in the category of School Connectedness.	6c. 2023-24 Kelvin Pulse surveys Average 3rd-8th grade student response: Fifty-eight percent (58%)	6c. 2024-25 Kelvin Pulse surveys Average 3rd-8th grade student response: Fifty-nine percent (59%)	Survey data not available.	6c. 2025-26 Kelvin Pulse surveys Average 3rd-8th grade student response: Seventy-five (75%)	Survey data not available.
3.17	Priority 6d: Local Indicator/School Climate: School Safety Schoolwide 3rd-8th grade Student Survey Percentage of student responses of “Safe” or “Very Safe” results in the category of School Safety.	6d. 2023-24 Kelvin Pulse surveys Average 3rd-8th grade student response: Sixty-eight percent (68%)	6c. 2024-25 Kelvin Pulse surveys Average 3rd-8th grade student response: Fifty percent (50%)	Survey data not available.	6d. 2025-26 Kelvin Pulse surveys Average 3rd-8th grade student response: Eighty percent (80%)	Survey data not available.

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.

Johnstonville Elementary School District recently increased mental health counselor hours and specialized socio-emotional supports which were validated by significant growth on the California Dashboard, where suspension rates and chronic absenteeism for "All Students" and

Socio-economically Disadvantaged groups improved from Yellow and Red categories into the Green category. Success was further expanded through a collaborative partnership with the Johnstonville School Community Association to offer fun days and field trips as attendance incentives, which, along with the continued middle school life skills course, helped maintain a 0% dropout and expulsion rate.

In contrast, the district observed a notable lack of growth in parent engagement and formal participation metrics over the past year. While parent perception of the school's efforts to promote involvement grew by 4% to reach 82%, actual participation in schoolwide surveys fell from 23% to 21%. This disconnect was further evident in decision-making indicators, where the percentage of parents who felt the school sought their input decreased from 70% to 65%, and the active participation of unduplicated student families in formal board or advisory meetings dipped from 16% to 14%. Additionally, the average student attendance rate saw a year-over-year decrease of 1.76%, falling from a high of 96.83% down to 95.07%. These figures suggest that while the district's actions have been effective at transforming the student experience and dashboard accountability markers, they have yet to successfully reverse the downward trend in broader family participation and formal parent meeting 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.

For Action 3.2, less funds were spent on attendance awards as the end of the year field trip had to be downsized due to weather concerns. It was too cold to go to the outside community pool.

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

The specific actions implemented under Goal 3 have been effective in improving behavioral outcomes and reducing absenteeism, although they have proven less effective in reversing declining trends in formal parent engagement. Action 3.1 (Social-emotional Counseling) and Action 3.5 (SEL Curriculum) were instrumental in improving the district's standing on the California Dashboard, where suspension rates for "All Students" and Socio-economically Disadvantaged groups moved from the Orange into the Green categories. These behavioral supports, complemented by the Action 3.4 Life Skills course, contributed to a campus environment where the expulsion rate remained at 0%. Furthermore, Actions 3.2 and 3.3, which provided attendance incentives and leveraged community partnerships, successfully reduced the chronic absenteeism rate by 2.6%, elevating the "All Students" group to the Yellow category and moving disadvantaged students out of the Red category.

However, the actions have been somewhat ineffective in driving measurable growth in formal parent participation and meeting attendance. Despite a 4% increase in parents agreeing the school promotes involvement, actual survey participation fell from 23% to 21%, and the percentage of parents feeling included in decision-making dropped from 70% to 65%. Specific efforts to engage families of unduplicated students in formal meetings were also ineffective, as participation dipped to 14%, while total family participation in board or advisory meetings remained stagnant and low at 5%. Additionally, despite the focus on attendance incentives, the average student attendance rate saw a year-over-year regression of 1.76%, falling to 95.07%. These results suggest that while the district's actions have been successful at improving accountability markers like suspensions and chronic absenteeism, they have yet to produce the intended result of increasing broader parent and family engagement.

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.

At this time there are no planned changes to the goal, metrics, target outcomes, or actions. The continued effectiveness of current actions in improving student outcomes, such as elevating suspension and chronic absenteeism rates into more positive categories on the California Dashboard. Educational partner feedback also indicates a strong desire to continue established programs like the Expanded Learning Opportunity Program (ELOP) and counseling program as currently implemented.

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	Social-emotional Counseling	The District will contract with a mental health counselor to provide behavioral and socio-emotional supports to all students, with a special focus on socio-economically disadvantaged students, foster youth, students who qualify under McKinney Vento, and English learners, to help strengthen school connectedness and mental health.	$34,000.00	Yes
3.2	Chronic Absenteeism	District administration will develop and offer attendance incentives to students in order to reduce chronic absenteeism. A special emphasis will be placed on reducing chronic absenteeism of unduplicated students.	$4,951.00	Yes
3.3	Deleted 2024-2025 ~ Chronic Absenteeism~ Community Partnerships	District administration will partner with Lassen County agencies to offer assistance to families who struggle with student chronic absenteeism in order to increase student attendance. Additionally, the District will partner with the Johnstonville School Community Association (JSCA) volunteers to offer students attendance incentives, including fun days at school and field trips, to increase student attendance.		
3.4	Youth Services ~ Life Skills	District administration will partner with Lassen County agencies to implement a life skills course for all of the sixth-eighth-grade students.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	New 2025-2026 ~ SEL curriculum	The school district will implement a structured, evidence-based Social Emotional Learning (SEL) curriculum across all grade levels to provide students, particularly unduplicated pupils, with the skills needed to foster emotional regulation, build positive relationships, and strengthen school connectedness in order to improve behavior, reduce disciplinary incidents, and promote a safe and supportive learning environment. The district purchased the curriculum for 3 years at $8,408 per year. Please note, that all 3 years will be paid for in year 1.	$8,408.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$291,926	$5,949

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
11.924%	0.000%	$0.00	11.924%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Small class size **Need:** Students who are English learners, foster youth, homeless, and/or from low-income families, often face unique challenges that require consistent, focused support. Straight grade levels allow teachers to focus their instruction more precisely on each student and sub-group, creating a stable and predictable	Maintaining straight grade levels from Transitional Kindergarten through fifth grade provides unduplicated students with smaller class sizes, ensuring more personalized instruction. This structure increases the teacher-to-student ratio, allowing educators to focus on individual learning needs and address gaps effectively. As a result, unduplicated students receive the targeted support necessary for improved academic achievement	1.1 ~ Priority 1a: Local Indicator: Percentage of properly credentialed teachers. 1.2 ~ Priority 1b: Local Indicator: Percentage of classrooms having sufficient standards-aligned instructional materials.

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
	learning environment. This continuity helps unduplicated students build strong foundational skills while reducing the risk of learning gaps, ultimately fostering better academic outcomes. **Scope:** LEA-wide		
1.2	**Action:** Additional academic skill development ~ Media/Library Technician **Need:** This action is needed because English learners, socio-economically disadvantaged students, foster youth, and homeless students often face significant barriers to accessing educational resources outside of the school environment. **Scope:** LEA-wide	By maintaining a media/library technician position, Johnstonville ensures unduplicated students have access to essential books, computers, and support in a welcoming environment. This position helps bridge the educational gap by providing assistance, fostering literacy and technological skills, and offering stability to those who need it most.	2.1 ~ Priority 4a1: State Indicator/Academic Indicator: SBAC ELA performance
1.3	**Action:** Instructional Assistant **Need:** Unduplicated students often require additional academic and socio-emotional assistance to overcome barriers to learning, such as language proficiency challenges, socio-economic disadvantages, and other factors.	An instructional aide provides personalized support to unduplicated students in the early primary grades through small group assistance, helping to address learning challenges and close academic gaps. The aide will also help facilitate interventions and enhance classroom management, allowing teachers to focus on differentiated instruction.	2.1 ~ Priority 4a1: State Indicator/Academic Indicator: SBAC ELA performance 2.2 ~ Priority 4a2: State Indicator/Academic Indicator: SBAC Math performance

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		
1.4	**Action:** Facilities in good repair **Need:** This action is needed due to the unique challenges faced by English learners, socio-economically disadvantaged students, foster youth, and homeless students. Facilities that are in poor condition disproportionately affect students from low-income families. In addition, a safe, well-maintained learning environment fosters a sense of stability and continuity, crucial for student emotional well-being, which is an area of concern with unduplicated students. **Scope:** LEA-wide	A safe, well-maintained learning environment is critical for English learners, socio-economically disadvantaged students, foster youth, and homeless students because it ensures equitable opportunities by addressing their unique educational challenges. Specialized spaces for English learners, resource-rich environments for socio-economically disadvantaged students, stable support for foster youth, and clean facilities for homeless students are essential for their success. By prioritizing these upgrades, we align with our district's commitment to fostering a secure and supportive environment where all students can thrive.	1.3 ~ Priority 1c: Local Indicator: Facilities in good repair.
2.1	**Action:** Response to Instruction and Intervention Development **Need:** Foster youth, socio-economically disadvantaged, English learners, and homeless students have unique needs due to disrupted education, poverty, and language barriers which often result in an academic gap. **Scope:**	Developing and implementing a Response to Instruction and Intervention (RTI²) program is crucial for addressing the unique needs of unduplicated students, ensuring access to high-quality instruction (Priority 4a1). This targeted approach supports early identification and intervention, helping students overcome barriers to academic success while fostering learning experiences (Priority 4a2). By prioritizing data-driven decision-making, RTI² enables educators to monitor progress effectively, individualize interventions, and help students who struggle academically.	2.1 ~ Priority 4a1: State Indicator/Academic Indicator: SBAC ELA performance 2.2 ~ Priority 4a2: State Indicator/Academic Indicator: SBAC Math performance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Literacy Program **Need:** This literacy program is essential for unduplicated students (English Learners, low-income students, homeless, and foster youth) due to challenges that contribute to a persistent achievement gap in English Language Arts (ELA) compared to their peers. In addition, regular reading practices foster an increased vocabulary and deeper comprehension skills, which are critical for academic success. **Scope:** LEA-wide	A literacy program addresses the achievement gap and language development needs of unduplicated students by promoting daily reading through access to resources and a reward system for those individuals who are extrinsically motivated. Implementing it district-wide helps ensure consistent support while fostering a positive reading culture. This comprehensive approach benefits unduplicated students, and the entire student body, by improving literacy skills and academic performance.	2.1 ~ Priority 4a1: State Indicator/Academic Indicator: SBAC ELA performance
2.3	**Action:** Title I ~ Response to Instruction and Intervention Support ~ Personnel **Need:** Unduplicated students have unique circumstances that can create academic gaps when compared to their peers. This targeted support helps ensure access to educational opportunities, fostering academic growth and closing achievement gaps. **Scope:**	Providing additional instructional aide support LEA-wide addresses the needs of unduplicated students by offering small-group academic assistance and fostering a supportive learning environment. This action directly aligns with California LCAP Priority 4a1 and 4a2, ensuring that English Learners, socio-economically disadvantaged pupils, homeless students, and/or foster youth receive instructional strategies that boost engagement and achievement. By implementing it LEA-wide, all unduplicated students have access to these resources, effectively closing achievement gaps.	2.1 ~ Priority 4a1: State Indicator/Academic Indicator: SBAC ELA performance 2.2 ~ Priority 4a2: State Indicator/Academic Indicator: SBAC Math performance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Revised 2024-2025~ In-school interventions and supports **Need:** Unduplicated students need in-school intervention and support programs because there is a tendency to have academic gaps from their peers. In addition, there is a need to create small group tutoring to build foundational skills and there is a need to create socio-emotional support to reduce barriers to learning. **Scope:** LEA-wide	In-school intervention and support programs are provided on an LEA-wide basis to ensure that unduplicated students have access to academic resources. This is especially true for those families that are unable to participate in the school's after school program. Interventions will help address learning gaps by offering small group instruction, tutoring, and specialized support services that address the needs of English learners, low-income students, and foster youth. By implementing these actions district-wide, Johnstonville can create a support network that is comprehensive as it strives to enhance the learning environment for unduplicated students.	2.1 ~ Priority 4a1: State Indicator/Academic Indicator: SBAC ELA performance 2.2 ~ Priority 4a2: State Indicator/Academic Indicator: SBAC Math performance
2.5	**Action:** After School Interventions and Supports **Need:** Unduplicated students, including English learners, foster youth, homeless students, and low-income students, require additional academic support, focused English language instruction, and opportunities to interact in unstructured times to develop positive social norms, overcome learning gaps, and personal challenges. An after-school intervention and support program that addresses these needs helps students access educational opportunities and fosters academic success district-wide. **Scope:**	The after-school intervention and support program addresses the needs of unduplicated students by offering academic and homework assistance. In addition, students are able to have cross-grade-level interactions with students is an environment that allows for socialization and unstructured play.	2.1 ~ Priority 4a1: State Indicator/Academic Indicator: SBAC ELA performance 2.2 ~ Priority 4a2: State Indicator/Academic Indicator: SBAC Math performance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.7	**Action:** New 2024-2025 ~ Additional In-school interventions and supports **Need:** Unduplicated pupils in the early primary grades often enter school with academic skill gaps due to factors such as limited access to early learning opportunities, language barriers, and socioeconomic instability. These students are more likely to struggle with foundational literacy and numeracy skills, placing them at risk of falling further behind without timely intervention (National Center for Education Statistics, 2020). Targeted in-school academic supports are essential to address these early deficits and promote equitable access to grade-level learning. **Scope:**	This action addresses the academic needs of unduplicated pupils by providing targeted, small-group intervention during the school day, ensuring timely support for students who are performing below grade level. By adjusting a certificated teacher's schedule to provide direct intervention services, the district is leveraging existing instructional expertise to focus on closing achievement gaps in foundational skills, particularly in the early primary grades where early intervention is most impactful. The service is provided schoolwide because unduplicated pupils are enrolled across all classrooms, and a consistent, integrated model of intervention supports not only equity but also instructional coherence and continuity for all students needing academic support.	2.1 ~ Priority 4a1: State Indicator/Academic Indicator: SBAC ELA performance 2.2 ~ Priority 4a2: State Indicator/Academic Indicator: SBAC Math performance 2.15 ~ Priority 8a: Local Indicator/Other Student Outcomes: District grade level English Language Arts performance 2.16 ~ Priority 8b: Local Indicator/Other Student Outcomes: District grade level Math performance
3.1	**Action:** Social-emotional Counseling **Need:** Research and reports highlight the positive impact of counseling on the engagement and success of unduplicated students. Data from educational mandates like ESSA and LCFF, along with feedback from school surveys, underscore the need for counseling services. **Scope:**	Reports from the National Association for College Admission Counseling and the American School Counselor Association illustrate that school counseling not only improves academic and socio-emotional outcomes for underserved students but also benefits the entire student body by fostering a supportive learning environment. In addition, data from the California Department of Education under the LCFF highlights that counseling boosts achievement, attendance, and behavior among unduplicated students, suggesting that extending	3.17 ~ Priority 6a: State Indicator/School Climate: Pupil Suspension Rates 3.18 ~ Priority 6b: Local Indicator/School Climate: Pupil Expulsion Rates 3.19 ~ Priority 6c: Local Indicator/School Climate: School Connectedness 3.20 ~ Priority 6d: Local Indicator/School Climate: School Safety

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	such services school-wide could amplify these benefits across all demographics.	
3.2	**Action:** Chronic Absenteeism **Need:** Unduplicated students frequently require enhanced access to mental health support and targeted academic interventions. Unfortunately, chronic absenteeism denies students access to these school-based interventions and supports. In addition, the development of extrinsic motivators may help those students who struggle with school attendance. **Scope:** LEA-wide	Rolling out a schoolwide program to reduce chronic absenteeism specifically addresses the needs of unduplicated students by ensuring they have equitable access to educational opportunities and support services, crucial for their academic and personal development. Such programs often include elements like access to school counseling and family engagement initiatives, which directly alleviate barriers that disproportionately affect these students. Consistent attendance facilitated by these measures allows for continuous learning and skill development, which are vital for academic success and future opportunities. Furthermore, the very nature of a schoolwide approach fosters a supportive and welcoming school climate that encourages all students to attend regularly, benefiting unduplicated students by embedding them in a stable and consistent educational environment.	3.14 ~ Priority 5a: State Indicator/Student Engagement: School attendance rates 3.15 ~ Priority 5b: State Indicator/Student Engagement: Chronic Absenteeism
3.3	**Action:** Deleted 2024-2025 ~ Chronic Absenteeism~ Community Partnerships **Need:** Unduplicated students frequently require enhanced access to mental health support and targeted academic interventions. Unfortunately, chronic absenteeism denies students access to these school-based interventions and supports. **Scope:**	Rolling out a schoolwide program to reduce chronic absenteeism specifically addresses the needs of unduplicated students by ensuring they have equitable access to educational opportunities and support services, crucial for their academic and personal development. Such programs often include elements like access to school counseling and family engagement initiatives, which directly alleviate barriers that disproportionately affect these students. Consistent attendance facilitated by these measures allows for continuous learning and skill development, which are vital for academic success and future opportunities. Furthermore, the very nature of a schoolwide approach fosters a supportive and welcoming school climate that	3.14 ~ Priority 5a: State Indicator/Student Engagement: School attendance rates 3.15 ~ Priority 5b: State Indicator/Student Engagement: Chronic Absenteeism

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
		encourages all students to attend regularly, benefiting unduplicated students by embedding them in a stable and consistent educational environment.	
3.4	**Action:** Youth Services ~ Life Skills **Need:** Unduplicated students have unique educational needs that can be addressed through life skills courses. Data from the National Center for Education Statistics highlights that these students are more likely to experience instability in their home environments, which can affect their academic, social, and emotional development (National Center for Education Statistics, 2020). By incorporating a life skills curriculum, schools can provide these students with critical coping and interpersonal skills, thereby supporting their overall academic success and personal growth (Journal of Education for Students Placed at Risk, 2019). **Scope:** LEA-wide Schoolwide	The implementation of a life skills course for all sixth to eighth graders addresses the needs of unduplicated students by equipping them with essential skills like emotional regulation, effective communication, and decision-making, which are crucial for navigating their unique challenges. Offering this program on a schoolwide basis ensures that all students benefit from these skills, promoting a more supportive school environment. This approach also helps to normalize these teachings, reducing any stigma that might be associated with targeting only specific groups, and supports the holistic development of every student, thus enhancing overall school performance and community cohesion.	3.17 ~ Priority 6a: State Indicator/School Climate: Pupil Suspension Rates 3.18 ~ Priority 6b: Local Indicator/School Climate: Pupil Expulsion Rates 3.19 ~ Priority 6c: Local Indicator/School Climate: School Connectedness 3.20 ~ Priority 6d: Local Indicator/School Climate: School Safety
3.5	**Action:** New 2025-2026 ~ SEL curriculum **Need:** Unduplicated pupils face elevated risks related to trauma, socio-economic instability, and limited access to mental health resources,	The implementation of a structured, evidence-based Social Emotional Learning (SEL) curriculum addresses the specific needs of unduplicated pupils by equipping them with essential skills in self-awareness, emotional regulation, and positive social interaction. These areas are often impacted by the adverse conditions many unduplicated	3.17 ~ Priority 6a: State Indicator/School Climate: Pupil Suspension Rates 3.18 ~ Priority 6b: Local Indicator/School Climate: Pupil Expulsion Rates

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
	which can hinder their social-emotional development and academic engagement. Research indicates that students from low-income households and foster care settings are disproportionately affected by stressors that contribute to behavioral challenges and decreased school connectedness. Implementing a structured Social Emotional Learning (SEL) curriculum provides targeted support in emotional regulation, relationship-building, and decision-making skills shown to improve academic resilience and behavioral outcomes. **Scope:** LEA-wide	pupils face. By providing these supports schoolwide, the district ensures that all students, including those from low socio-economical backgrounds, English Learners, and foster youth, have equitable access to the social-emotional tools necessary to succeed academically and behaviorally. In addition, a schoolwide approach is justified because unduplicated pupils are enrolled throughout all classrooms and grade levels, and creating a consistent SEL framework promotes a supportive environment for all students, especially those with the greatest need.	3.19 ~ Priority 6c: Local Indicator/School Climate: School Connectedness 3.20 ~ Priority 6d: Local Indicator/School Climate: School Safety

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.

This section is not applicable since Johnstonville Elementary School District does not have any limited action within the LCAP.

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.

Additional Concentration Funding will be used to help off-set the cost of additional time for instructional aides.

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	0	1:18
Staff-to-student ratio of certificated staff providing direct services to students	0	1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,448,291	$291,926	11.924%	0.000%	11.924%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$291,924.00	$61,070.00	$0.00	$27,789.00	$380,783.00	$323,264.00	$57,519.00

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	Small class size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$141,768.00	$0.00	$141,768.00				$141,768.00	
1	1.2	Additional academic skill development ~ Media/Library Technician	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$33,185.00	$0.00	$33,185.00				$33,185.00	
1	1.3	Instructional Assistant	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$18,228.00	$0.00	$18,228.00				$18,228.00	
1	1.4	Facilities in good repair	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$20,893.00	$0.00	$20,893.00				$20,893.00	
2	2.1	Response to Instruction and Intervention Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$0.00	$9,160.00	$9,160.00				$9,160.00	
2	2.2	Literacy Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.3	Title I ~ Response to Instruction and Intervention Support ~ Personnel	All Students with Disabilities	No			All Schools Specific Schools: Johnstonville Elementary School	Annually	$27,789.00	$0.00				$27,789.00	$27,789.00	8%
2	2.4	Revised 2024-2025~ In-school interventions and supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$20,331.00	$0.00	$20,331.00				$20,331.00	

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	2.5	After School Interventions and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$0.00	$0.00	$0.00				$0.00	3%
2	2.6	New 2024-2025 ~ Special education support staff professional development.	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.7	New 2024-2025 ~ Additional In-school interventions and supports	All	No			All Schools Specific Schools: Johnstonville Elementary School	Annual	$61,070.00	$0.00		$61,070.00			$61,070.00	10%
3	3.1	Social-emotional Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$0.00	$34,000.00	$34,000.00				$34,000.00	
3	3.2	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$0.00	$4,951.00	$4,951.00				$4,951.00	
3	3.3	Deleted 2024-2025 ~ Chronic Absenteeism~ Community Partnerships					Specific Schools: Johnstonville Elementary School	Annually								
3	3.4	Youth Services ~ Life Skills	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 6th-8th grades	Annually	$0.00	$0.00	$0.00				$0.00	1.5%
3	3.5	New 2025-2026 ~ SEL curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$0.00	$8,408.00	$8,408.00				$8,408.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,448,291	$291,926	11.924%	0.000%	11.924%	$291,924.00	22.500%	34.424 %	**Total:**	$291,924.00
								LEA-wide Total:	$291,924.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Small class size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$141,768.00	
1	**1.2**	Additional academic skill development ~ Media/Library Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,185.00	
1	**1.3**	Instructional Assistant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,228.00	
1	**1.4**	Facilities in good repair	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,893.00	
2	**2.1**	Response to Instruction and Intervention Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,160.00	
2	**2.2**	Literacy Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Revised 2024-2025~ In-school interventions and supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,331.00	
2	2.5	After School Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	3%
3	3.1	Social-emotional Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,000.00	
3	3.2	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,951.00	
3	3.4	Youth Services ~ Life Skills	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 6th-8th grades	$0.00	1.5%
3	3.5	New 2025-2026 ~ SEL curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,408.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$312,099.00	$320,853.00

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**	Small class size	Yes	$79,382.00	$86,902
1	**1.2**	Additional academic skill development ~ Media/Library Technician	Yes	$33,391.00	$34,060
1	**1.3**	Instructional Assistant	Yes	$21,239.00	$9,951
1	**1.4**	Facilities in good repair	Yes	$20,107.00	$19,089
2	**2.1**	Response to Instruction and Intervention Development	Yes	$9,160.00	$9,160
2	**2.2**	Literacy Program	Yes	$1,000.00	$0
2	**2.3**	Title I ~ Response to Instruction and Intervention Support ~ Personnel	No	$26,860.00	$37,771
2	**2.4**	Revised ~ In-school interventions and supports	Yes	$24,980.00	$24,980
2	**2.5**	After School Interventions and Supports	Yes	$0.00	$0
2	**2.6**	New ~ Special education support staff professional development.	No	$0.00	$0
2	**2.7**	New ~ Additional In-school interventions and supports	No	$50,585.00	$56,967

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Social-emotional Counseling	Yes	$34,000.00	$32,000
3	**3.2**	Chronic Absenteeism	Yes	$2,987.00	$1,583
3	**3.3**	Deleted moving forward ~ Chronic Absenteeism~ Community Partnerships	No		
3	**3.4**	Youth Services ~ Life Skills	Yes	$0.00	$0
3	**3.5**	New ~ SEL curriculum	Yes	$8,408.00	$8,390

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)
266,090	$234,654.00	$226,133.00	$8,521.00	6.500%	6.500%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Small class size	Yes	$79,382.00	$86,902		
1	1.2	Additional academic skill development ~ Media/Library Technician	Yes	$33,391.00	$34,060		
1	1.3	Instructional Assistant	Yes	$21,239.00	$9,951		
1	1.4	Facilities in good repair	Yes	$20,107.00	$19,089		
2	2.1	Response to Instruction and Intervention Development	Yes	$9,160.00	$9,160		
2	2.2	Literacy Program	Yes	$1,000.00	$0		
2	2.4	Revised ~ In-school interventions and supports	Yes	$24,980.00	$24,980		
2	2.5	After School Interventions and Supports	Yes	$0.00		5%	5%
3	3.1	Social-emotional Counseling	Yes	$34,000.00	$32,000		
3	3.2	Chronic Absenteeism	Yes	$2,987.00	$1583		
3	3.4	Youth Services ~ Life Skills	Yes	$0.00		1.5%	1.5%
3	3.5	New ~ SEL curriculum	Yes	$8,408.00	$8,408		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,350,633	266,090	0.315	11.635%	$226,133.00	6.500%	16.120%	$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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