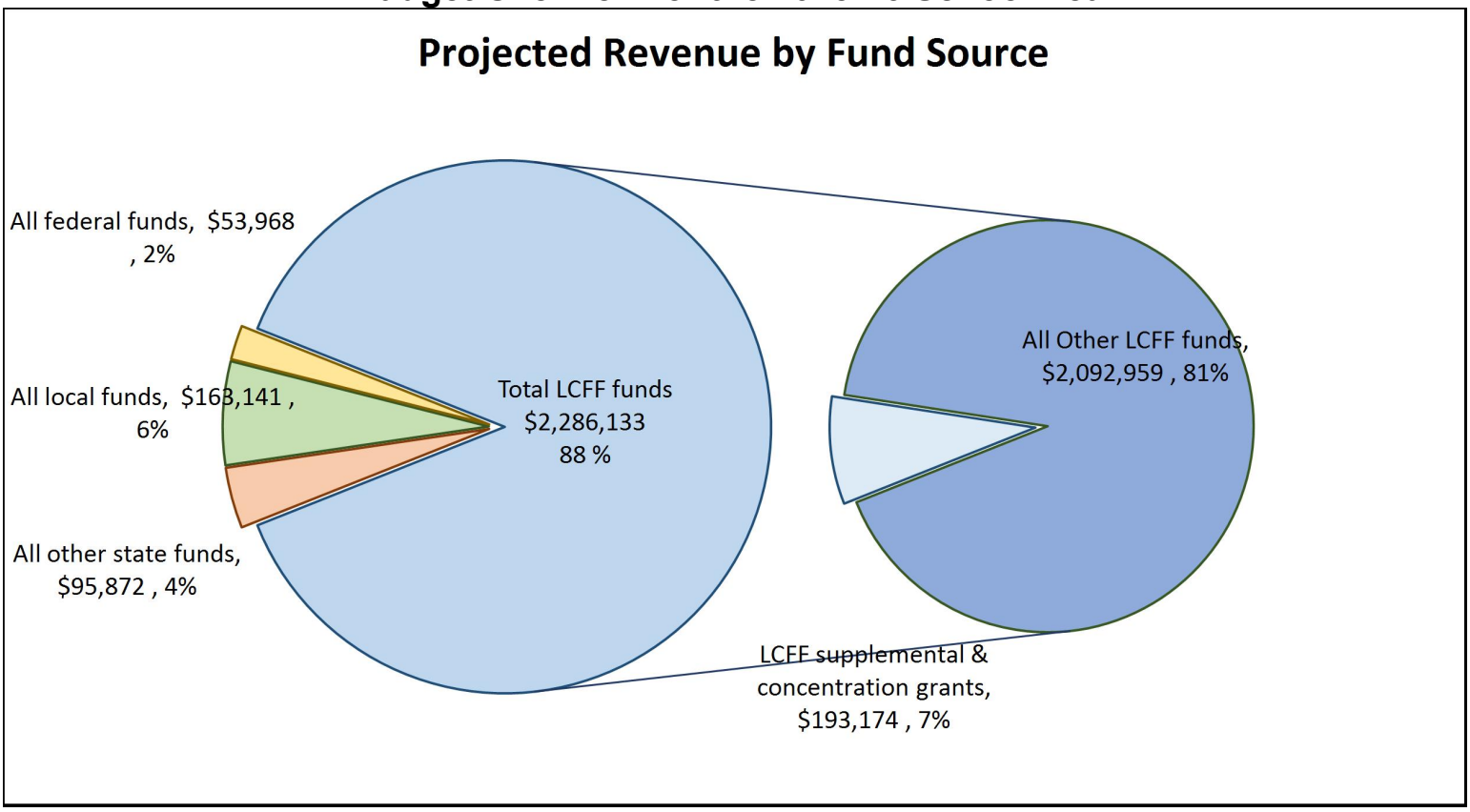
Horicon Elementary School District

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Horicon Elementary School District
CDS Code: 49707636051809
School Year: 2025-26
LEA contact information:
Alicia Henderson
Superintendent
(707) 888-0722
(707) 886-5322

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

Budget Overview for the 2025-26 School Year

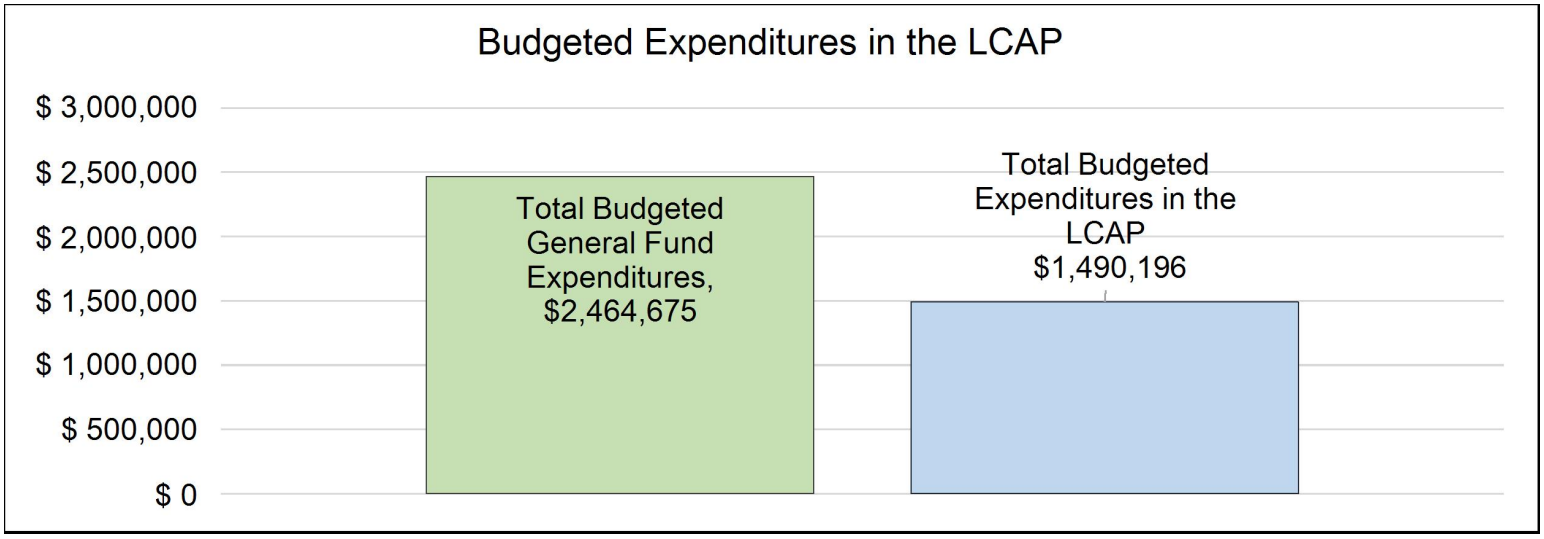


This chart shows the total general purpose revenue Horicon Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Horicon Elementary School District is $2,599,114, of which $2,286,133 is Local Control Funding Formula (LCFF), $95872 is other state funds, $163141 is local funds, and $53968 is federal funds. Of the $2,286,133 in LCFF Funds, $193,174 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 Horicon Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Horicon Elementary School District plans to spend $2,464,675 for the 2025-26 school year. Of that amount, $1,490,196 is tied to actions/services in the LCAP and $974,479 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

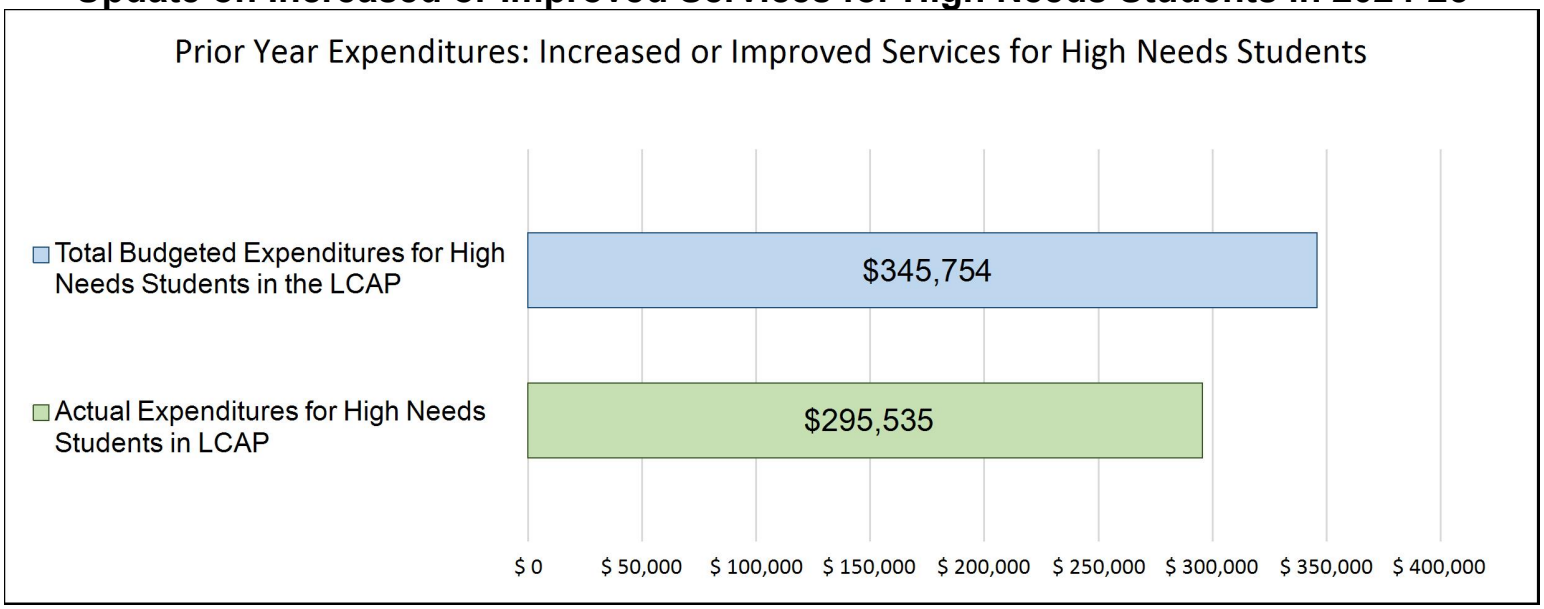
Special Ed Learning Center, Administration (insurance, audit, legal, other general administration), Prop 28 (Art items), transportation.

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

In 2025-26, Horicon Elementary School District is projecting it will receive $193,174 based on the enrollment of foster youth, English learner, and low-income students. Horicon Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Horicon Elementary School District plans to spend $353,711 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Horicon 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 Horicon 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 2024-25, Horicon Elementary School District's LCAP budgeted $345,754 for planned actions to increase or improve services for high needs students. Horicon Elementary School District actually spent $295,535 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $50,219 had the following impact on Horicon Elementary School District's ability to increase or improve services for high needs students:

No impact to services delivered for high need students in 2024-25. Less service needed than budgeted for.



Horicon Elementary School District

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
Horicon Elementary School District	Alicia Henderson Superintendent	ahenderson@horiconsd.org (707) 886-5322

Plan Summary [2025-26]

General Information

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

Horicon Elementary School is set among redwood forests and rural farms of Annapolis and includes the coastal community of The Sea Ranch and Stewarts Point. We have the unique distinction of being a small, one-school district serving this rural community with students stretched over residency in two counties. Our District size is 151.8 square miles, with 9.1 people per square mile, listing us as a qualifying frontier school (11:1 ratio or lower residents per square mile). This distinction is important when factoring in how rural our district is. Horicon has around 74 students annually, in grades TK-8, of which 76% are socioeconomically disadvantaged, 23% English Language Learners, 23% Student with Disabilities and 0% foster youth. There are no schools in the district receiving Equity Multiplier Funding.

HORICON SCHOOL DISTRICT MISSION Students achieve a strong academic foundation, are curious and excited learners, think critically, problem-solve, strive for excellence, work diligently, achieve personal understanding, and try new things without fear. The school community of staff, parents, board, and community members provide a safe, respectful, and nurturing environment. Horicon’s goals are achieved through wise use of resources to support Horicon’s goals Adults and students participate in ongoing learning Adults and students communicate with integrity and in a timely manner.

For the 2025-2026 school year, there are no schools in the district identified for the Equity Multiplier. The 2025-2026 LCAP serves as the district’s strategic plan.

Reflections: Annual Performance

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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)
Our District **has expended** all LREBG funds. However, an LREGB Needs Assessment was conducted to analyze Chronic Absenteeism, ELA and Math data and it was determined that if additional funding arises the following will be our LREBG funded action: Goal 2 Action 2: Safety and Connectedness. The Needs Assessment indicated that Chronic Absenteeism, ELA and Math were all areas of need (Chronic Absenteeism being the highest priority) and that support for social-emotional health is the most effective way to support academic learning recovery and student social and emotional well-being.

2.2 Safety and Connectedness
If additional LREBG funding is provided, this action will be considered an LREBG action and utilize LREBG Funds. Social-emotional health support is an evidence-based approach to support academic learning recovery and student social and emotional well-being. This action is listed under category (C) for allowable uses: (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. This includes evidence-based resources for reducing chronic absenteeism. The metrics being used to monitor the impact of the action is: Chronic Absenteeism and the ELA/Math Academic Indicators on the CA Dashboard.

2024 CA DASHBOARD

SUCCESSES based on 2024 CA Dashboard and Local Data
State indicators where the LEA/School received "green" or "blue" performance level on the 2024 Dashboard for "all students"
- Suspension Rate (Blue)

Student groups within the School/LEA that received "green" or "blue" performance level on one or more state indicators on the 2024 Dashboard:
-Socioeconomically Disadvantaged: Suspension Rate (Blue)
- Hispanic: Suspension Rate (Blue)

The following local indicators were at the "standard met" level.
- Basic Services
- Implementation the Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to Broad Course of Study

CHALLENGES based on 2024 CA Dashboard and Local Data:
Indicators where the School/LEA received the lowest performance level ('red") on the 2024 Dashboard for “all students”
- Chronic Absenteeism Rate

Student groups within the School/LEA that received the lowest performance level ('red") on one or more state indicators on the 2024 Dashboard:
- Socioeconomically Disadvantaged: Chronic Absenteeism Rate
- Hispanic: Chronic Absenteeism Rate

REFERENCES
https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2024&cdcode=4970763&scode=
https://www.caschooldashboard.org/reports/49707630000000/2024

ADDRESSING THE NEED
Our district is addressing the identified needs of student groups, and/or schools within the LCAP based on this data in the following LCAP actions:
- 1.3 Enrichment
- 2.4 Counseling
- 2.6 Attendance

REQUIRED ACTIONS
The State of California requires the following actions to be included in a district LCAP:
- Students with Disabilities Required Action is found under action 1.2 Academic Support
- English Learners and Long-Term English Learners Required Action: N/A our district has less than 30 English Learners and less than15 Long-Term English Learners (LTEL)
- Technical Assistance Required Actions: is found under 1.1 Implementation of the Standards; 2.1 Family and Community Engagement; 2.2 Safety and Connectedness
- LREBG Action: 1.2 Academic Support
- Equity Multiplier: N/A for our district
- 2023 CA Dashboard Required Actions are found under: N/A for our district
- 2024 CA Dashboard Required Actions are found under: N/A for our district

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The section below is based on the 2023 CA Dashboard and remains unchanged during the three-year LCAP cycle:

CHALLENGES based on 2023 CA Dashboard
There were no state indicators where the LEA/School/Student Groups received "red" performance level on the 2023 Dashboard.

The following Local Indicators were at the "Not Met for Two or More Years" Level on the 2023 CA Dashboard
- Basic Services
- Implementation the Academic Standards
- Parent and Family Engagement

- Local Climate Survey
- Access to Broad Course of Study

Reflections: Technical Assistance

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

Based on the 2024 CA School Dashboard, our district is no longer identified as "Differentiated Assistance" eligible because we no longer have any student demographic group in red in two or more priority areas and we have met all local indicators.

Our district was eligible for differentiated assistance based on the 2023 CA Dashboard due to not submitting our Local indicators (Basic Services, Implementation the Academic Standards, Parent and Family Engagement, Local Climate Survey, Access to Broad Course of Study to the CDE website for "Two or More years": The work completed as part of receiving technical assistance was: We drafted our Local Indicators; reviewed at the June Board Meeting (the same as the LCAP Adoption); and submitted these local indicators to the CDE website prior to July 31, 2024.

Our eligibility in 2023 qualified us for 2 consecutive years of support through Sonoma County Office of Education. As a means to address the above, Horicon is participating in a yearlong Continuous Improvement Collaborative in partnership with Sonoma County Office of Education and other eligible districts and charter schools. Through the continuous improvement model we analyzed public data as well as local data. We have identified our Urgent Articulated Problem as mathematics. Horicon has identified through root cause analysis challenges they believe to be impacting the above UAP that include the following: Students do not demonstrate an understanding of the academic vocabulary necessary to complete word problems with accuracy; All classrooms are combination classrooms, requiring teachers to prioritize essential standards within their Go Math! curriculum which are not yet identified; Emphasis of instruction has been on curriculum coverage rather than in depth conceptual understanding.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers and other school personnel / Local bargaining units of the LEA	Types of Engagement: Survey: [March 2025]; Staff meetings to discuss priorities: April 9, 2025 Local bargaining units were consulted: Certificated: April 9, 2025; Classified: April 9, 2025 Process for Engagement: During meetings we reviewed LCAP goals and actions, discussed that this year is year 2 of 3-year cycle for LCAP and there were not many changes from previous LCAP to this LCAP, collected any requested needs to include, and reviewed summary of LCAP metrics to determine any additional needs. Notes were taken for each meeting. Important priorities were in person speech therapy services (instead of remote) and interest in having academic intervention during the school day (instead of after school) due to transportation. Influence: "Provide in-person speech therapy (to the extent possible" was added to action 1.5 Students with Disabilities. "Reading Intervention: Provide reading intervention support to 1st-3rd grade students within the school day" was added to 1.2 Academic Support.
Principal/Administrators	Types of Engagement: Meetings to discuss revisions: December 12, 2024, Ongoing Feedback and Discussions with Educational Partners: [Jan-May 2025]

Educational Partner(s)	Process for Engagement
	Process for Engagement: Reviewed LCAP Goals and Actions and LCAP Metric Summary to determine any additional needs. Conducted LREBG Needs Assessment. Consulted with educational partners to determine changes. Due to low enrollment ELOP programming was determined to not continue next year. Administrators participated in a yearlong Continuous Improvement Collaborative in partnership with Sonoma County Office of Education to identify priority areas and support. Review of Chronic Absenteeism data was also discussed and ways to improve explored. Influence: Minor updates were made to the LCAP. The following areas were deleted "After School Programs Tutoring: to be provided two afternoons a week. This will support our English Learners, foster youth, and free and reduced-priced lunch populations. 5 days a week programming focused on academic support and enrichment" under Action 1.2 Academic Support.
Students	Types of Engagement: Survey: [March 2025] ; Observations and informal meetings: [Ongoing] Student Advisory Group: Leadership Meeting: 4/7/2025 Process for Engagement: Analysis of survey was completed. Notes from informal observations and informal meetings. Overall students love their teachers and their school. Influence: No changes were requested. Students love the food and want to continue 1.4 Food Service Program
SELPA (Special Education Local Plan Area Administrator)	Types of Engagement: Email was sent on April 22, 2025 Process for Engagement: The superintendent consulted with its special education local plan area administrator to determine that specific actions for individuals with exceptional needs (Students with Disabilities) are included and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs (Students with Disabilities).

Educational Partner(s)	Process for Engagement
	Influence: No requested changes made
Parents/ Parent Advisory Committee	Types of Engagement: Survey: [March 2025] ; Site Council Meetings (Site Council Serves as Parent Advisory Committee (PAC) School Priority Discussions: January 13, 2025, Feb 10, 2025, March 10, 2025 Superintendent Presented LCAP: March 10, 2025 Process for Engagement: As a single school district, our LCAP serves as our school plan. Site Council also serves as our Parent Advisory Committee (PAC). Superintendent presented the LCAP to the School Site Council: we reviewed LCAP goals and actions, discussed that this year is year 2 of 3-year cycle for LCAP and there were not many changes from previous LCAP to this LCAP, collected any requested needs to include. In May 2025, the superintendent responded, in writing, to comments received from the Parent Advisory Committee. Influence: No changes were requested. Overall parents are happy that their kids are happy and that the school is running well.
Community (Public Notification	The superintendent notified members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP using the most efficient method of notification possible (does not need to be printed or mailed) (June 2025)
Governing Board/Community (Public Hearing)	The governing board held one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. (The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the local control and accountability plan or annual update to the local control and accountability plan was available for public inspection. The public hearing was held at the same meeting as the public hearing for Budget Adoption) (June 2, 2025) Board members requested clarification and changes on different components of the LCAP.

Educational Partner(s)	Process for Engagement
Governing Board (Adoption: Public Meeting)	The governing board adopted the LCAP in a public meeting. This meeting was held after, but not on the same day as, the public hearing. This meeting was the same meeting that the governing board adopted a budget. (June 9, 2025)

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

LCAP engagement supported 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. During the 2024-2025 LCAP cycle significant work was done to update and revise the LCAP based on educational partner feedback. The 2025-2026 LCAP is in year 2 of a 3-year LCAP cycle. No major changes were made to the 2025-2026 LCAP goals and actions. The following is summary of the changes based on educational partner feedback:

1.1 Implementation of the Standards:

- Teachers: "All teachers are fully credentialed to teach our student population" was changed to "Ensure teachers meet state credential requirements." to add clarity to the statement.
- Professional Learning: "Utilize Sonoma County Office of Education (SCOE) to provide professional learning opportunities." was added as SCOE is an important resource.
- "Math Focus: Staff will efficiently use their adopted curriculum, GoMath! in a way that focuses on problem solving strategies and closer alignment to the new California Math Framework. Staff will focus on Math Language Strategies that will support all students and specifically the multilingual students in their classrooms in order to be successful and engaged during math instruction." was added based on the differentiated assistance work that our district has done this year with SCOE.

1.2 Academic Support

- The following items were deleted due to no longer having ELOP for next year: After School Programs: -Tutoring: to be provided two afternoons a week. This will support our English Learners, foster youth, and free and reduced-priced lunch populations. 5 days a week programming focused on academic support and enrichment (ELOP funded) and Summer Programs: Provide a 30 day summer program focused on academic support and enrichment to students (ELOP funded)
- Added "-Reading Intervention: Provide reading intervention support to 1st-3rd grade students within the school day. "
- Adjusted "In-class Support: Provide 5-hour instructional aides in all the majority of classrooms to support students who are struggling or to support differentiation/intervention techniques." to "In-class Support: Provide instructional aides in all classrooms to support students who are struggling or to support differentiation/intervention techniques."

1.5 Students with Disabilities

- Added "Provide in-person speech therapy (to the extent possible)"

2.2 Safety and Connectedness

- Added "Safety Plan: Continue to update Safety Plan each year as needed"

2.6 Attendance

- Added "Continue to send out messages via newsletter and regular reminders regarding absenteeism. "

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Achievement and Support Students will be near grade level, proficient, or above grade level standards in ELA and Math. This goal will support all students, including, but not limited to all subgroups and specifically, Students with disabilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want a student to be successful academically. All of our educational partners believe that additional support is needed for low-income, English learners, foster youth, students with disabilities, and students who are struggling academically. The actions and metrics grouped together demonstrate all the components necessary to help students learn and understand the academic standards and frameworks and provide support when needed to help reduce disparities in opportunities and outcomes between student groups indicated by the CA Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CLEAR CREDENTIAL (Local Indicator) % authorized by a clear or preliminary credential	2021-2022 (Dataquest) 83%	2022-2023 (Dataquest) 67%		85%+ *modified target outcome from 2024-25 LCAP*	Decreased 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	or authorized by a local assignment option (LAO) **Metric adjusted see prompt 4**	*removed local data metric from 2024-25 LCAP*				
1.2	INSTRUCTIONAL MATERIALS (Local Indicator) % of students without access to their own copies of standards-aligned instructional materials for use at school and at home # of Williams Complaints	2023-2024 0% / 0	2024-2025 0% / 0		0% / 0	Maintained 0% / 0
1.3	IMPLEMENTATION OF THE STANDARDS (Local Indicator) See local Indicator report for detailed version. For each content area, list implementation status for: -1: Professional Learning -2: Instructional Materials -3: Delivering Instruction https://horiconsd.org/District/Portal/lcff-and-budget	2023 "Not Met for Two or More Years" June 2024 The local indicator report has been created and submitted to the board and will be submitted to the state by July 31, 2024 ELA: 1. Full 2. Full 3. Full ELD: 1. Full 2. Full 3. Full Math: 1. Full 2. Full 3. Full	2024 Dashboard-"Standard Met" ELA: 1. Full 2. Full 3. Full ELD: 1. Full 2. Full 3. Full Math: 1. Full 2. Full 3. Full NGSS: 1. Initial 2. Initial 3. Initial History/SS: 1. Full 2. Full 3. Full		Local Indicator Report is created and submitted on time each year and the CA Dashboard lists: "Standard Met"	Maintained "Standard Met" Maintained in all content areas

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		NGSS: 1. Initial 2. Initial 3. Initial History/SS: 1. Full 2. Full 3. Full				
1.4	ENGLISH LEARNER ACCESS % with access to CA Standards, including ELD Standards	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
1.5	COURSE OF STUDY % of students who have access to a broad course of study (see local indicator report for more details)	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
1.6	ELA ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change from previous year	2023 Status: 16 points above Change: Increased 35 points	2024 Status: 53 Below standard Change: Declined 69 points		Increase 3 points each year or maintain above status	Decreased 69 points
1.7	MATH ACADEMIC INDICATOR (CA Dashboard) Distance from Standard Met (status), Change from previous year	2023 Status: 39.4 points below Change: Increased 0.5 points	2024 Status: 72.6 Below standard Change: Declined 33 points		Increase 3 points each year or maintain above status	Decreased 33 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	SCIENCE (CAST) % met or exceed	2023 N/A Less than 11 students - data not displayed for privacy	2024 23%		Increase 3%, if applicable with more than 11 students.	N/A
1.9	PHYSICAL FITNESS TEST (PFT) Participation Rate	2023-2024 100%	2024-2025 100%		95%+	Maintained 100%
1.10	ENGLISH LEARNER PROGRESS (ELPI) % of English learners making progress towards English Language Proficiency (CA Dashboard)	2023 N/A Less than 11 students - data not displayed for privacy	2024 33% making progress		Increase 3%, if applicable with more than 11 students.	N/A
1.11	RECLASSIFICATION RATE (Dataquest) % of Ever-Els considered RFEP	2022-2023 12% RFEP	2023-2024 6% RFEP		20%+ OR 2 or less LTELs	Note it takes 5-7 years to attain English Language Proficiency. RFEP: Decrease 6%
1.12	CA DASHBOARD-SUBGROUPS # of Subgroups at the “red performance level” on one or more state indicators.	2023 0	2024 2 Chronic Absenteeism: SED, Hispanic		0	Increased by 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	UNDUPLICATED PROGRAMS AND SERVICES % of English learners, low-income students, and foster youth who are provided with access to legally required or Title-funded programs and services and have access to additional services.	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
1.14	EXCEPTIONAL NEEDS PROGRAMS AND SERVICES % of students with disabilities who are provided with access to legally required programs and services and have access to additional services.	2023-2024 100%	2024-2025 100%		100%	Maintained 100%
1.15	LOCAL ASSESSMENTS (NWEA Maps)	2023/24, of all students were above, at, or near grade level in ELA and Math according to internal NWEA Maps benchmark assessments. 58% Math 53% Reading 64% Language	2024-2025 Fall Administration (21st percentile or higher) 54% Math 67% Reading 69% Language		Increase 2% each year	Math - Decreased 4% Reading - Increased 14% Language - Increased 5%

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

Goal Analysis [2024-25]

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

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

Actions with an * signify a contributing action.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 1.1 Implementation of the Standards: Ongoing Implementation. Ensured implementation of the standards and frameworks through teachers, small class sizes, instructional materials, classroom supplies, technology, professional learning and implementation of TK.
- 1.2 Academic Support*: Ongoing Implementation. Provided academic support to identified students through after school programs, in class support, summer programs, reading incentive program, and English Learner Support.
- 1.3 Enrichment: Ongoing Implementation. Provided enrichment per classroom each week (Examples include: STEAM, Art, Computer, Library)
- 1.4 Food Service Program*: Ongoing Implementation. Provided healthy food and fresh produce that is enjoyable and utilized by all students through the Food Service Program to all students.
- 1.5 Students with Disabilities: Ongoing Implementation. Provided support to students with disabilities in the least restrictive environment.

Implementation Challenges,

- 1.2 Academic Support*: After school programming was difficult due to transportation issues and few or no students attending.
- 1.1 Implementation of the Standards: The district needed to hire a new teacher after the school year started.

Modified Implementation

- 1.4 Food Service Program*: Our new cafeteria worker is reinvigorating the menus.

Non-Implemented Actions

- All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 1.1 Implementation of the Standards: Due to new staffing the cost of staffing decreased.
- 1.2 Academic Support*: The amount of time needed for some of the academic support services was less than needed.
- 1.3 Enrichment: The librarian became the food service person and existing certificated staff facilitated the library time for part of the year resulting in not all the allocation being spent.
- 1.4 Food Service Program*: No material difference
- 1.5 Students with Disabilities: No material difference

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 1, as demonstrated by both quantitative data and qualitative indicators:

[Data below marked with a * indicate metrics designated to monitor effectiveness for a contributing action]

1.1 Implementation of the Standards
The implementation of academic standards is essential for ensuring all students receive a consistent, high-quality education. Standards provide clear learning goals that guide instruction, support effective learning opportunities. Effective implementation ensures alignment across classrooms and improves overall student achievement. This action demonstrated strong effectiveness based on the following metrics:

- Metric 1.1 Clear Credential (% authorized by a clear or preliminary credential or authorized by a local assignment option (LAO))
- Metric 1.2 Instructional Materials (0% of students without access to their own copies of standards-aligned instructional materials for use at school and at home and # of Williams Complaints)
- Metric 1.3 Implementation of the Standards (Standard Met, Maintained in all content areas)
- Metric 1.4 English Learner Access (Maintained 100%)
- Metric 1.5 Course of Study (Maintained 100%)

1.2 Academic Support
[Contributing Action]
Academic support is important for helping students build confidence, close learning gaps, and achieve academic success. By providing targeted instruction and personalized assistance, academic support ensures all students have the resources they need to understand content, stay on track, and reach their full potential. This action demonstrated strong effectiveness based on the following metrics:

- Professional development with SCOE with primary teachers called the Early Literacy Fellowship is implementing some great practices and has great energy.
- Professional development with SCOE for math in all grades is positively impacting students (word problems to help with language)

Data demonstrating continued need and areas of extra attention include:

- Metric 1.6 ELA Academic Indicator (Decreased 69 points from 2023 to 2024)

- Metric 1.7 Math Academic Indicator (Decreased 33 points from 2023 to 2024)
- *Metric 1.6 ELA Academic Indicator (SED) (Decreased 75 points from 2023 to 2024)
- *Metric 1.7 Math Academic Indicator (SED) (Decreased 34 points from 2023 to 2024)

1.3 Enrichment
Engaging experiences stimulate students' interest and motivation, leading to deeper understanding and retention of knowledge. By making learning interactive and relevant, educators can foster a love for learning, encourage active participation, and support the development of critical thinking and problem-solving skills. Engaging experiences create a dynamic and enjoyable learning environment that enhances overall student success. This action demonstrated strong effectiveness based on the following metrics:

- We were able to offer art, STEAM, library every week to all grades and students express that they enjoy these.
- 68% of students agree or strongly agree with the survey question "I enjoy school most of the time."
- Metric 2.11 Attendance Rate (P1: Increased 2%, P2: Increased 5%)

1.4 Food Service Program
[Contributing Action]
A strong food service program is essential for supporting student health, focus, and academic success. Nutritious meals help fuel learning by improving concentration, energy levels, and overall well-being. By ensuring all students have access to healthy food, schools promote equity and create a foundation for better educational outcomes. This action demonstrated strong effectiveness based on the following metrics:

- Survey results indicate students are very pleased with food service program.
- *65% of students agree or strongly agree with the survey question "The food served at my school is good"
- *72 % of students agree or strongly agree with the survey question "The food served at my school provides me with the energy needed to learn and concentrate."
- *80% of students agree or strongly agree with the survey question "The food served at my school supports my overall health and well-being"
- Metric 2.11 Attendance Rate (P1: Increased 3%, P2: Increased 3%)

1.5 Students with Disabilities
Supporting students with disabilities fosters an inclusive and equitable educational environment. By providing tailored resources, accommodations, and interventions, schools ensure that all students have access to quality education and the opportunity to reach their full potential. This support not only enhances academic outcomes but also promotes social and emotional well-being, preparing students with disabilities for a successful and independent future. This action demonstrated strong effectiveness based on the following metrics:

- Less than 11 students - data not displayed for privacy

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

There were no changes to planned goal for the coming year.

The following metrics were adjusted

- Metric 1.1 CREDENTIAL: Change Baseline to be 2021-2022 and Year 1 to be 2022-2023 to ensure Dataquest data was available for preview during educational partner engagement sessions. Deleted Local Data as the definitions were not aligned to the publicly available data on Dataquest/CA Dashboard.
- Metric 1.11 RECLASSIFICATION RATE: Baseline data was adjusted to 2022-2023 and so Year 1 data became 2023-2024 to ensure Dataquest data was available for preview during educational partner engagement sessions. The following data was added to Baseline and Year 1: 0-3, 4-5, LTEL, RFEP to demonstrate how many students are at each level. A majority of students have been English Learners for 0-3 years.

The following target outcomes was adjusted
- Metric 1.11 RECLASSIFICATION RATE: was updated to "2 or less LTELs" instead of "0 LTELS". Please note it takes 5-7 to attain English Language Proficiency.

The following changes were made to the actions:
1.1 Implementation of the Standards:
- Teachers: "All teachers are fully credentialed to teach our student population" was changed to "Ensure teachers meet state credential requirements." to add clarity to the statement.
- Professional Learning: "Utilize Sonoma County Office of Education (SCOE) to provide professional learning opportunities." was added as SCOE is an important resource.
- "Math Focus: Staff will efficiently use their adopted curriculum, GoMath! in a way that focuses on problem solving strategies and closer alignment to the new California Math Framework. Staff will focus on Math Language Strategies that will support all students and specifically the multilingual students in their classrooms in order to be successful and engaged during math instruction." was added based on the differentiated assistance work that our district has done this year with SCOE.

1.2 Academic Support
- The following items were deleted due to no longer having ELOP for next year: After School Programs: -Tutoring: to be provided two afternoons a week. This will support our English Learners, foster youth, and free and reduced-priced lunch populations. 5 days a week programming focused on academic support and enrichment (ELOP funded) and Summer Programs: Provide a 30 day summer program focused on academic support and enrichment to students (ELOP funded)
- Added "-Reading Intervention: Provide reading intervention support to 1st-3rd grade students within the school day. "
- Adjusted "In-class Support: Provide 5-hour instructional aides in all the majority of classrooms to support students who are struggling or to support differentiation/intervention techniques." to "In-class Support: Provide instructional aides in all classrooms to support students who are struggling or to support differentiation/intervention techniques."

1.5 Students with Disabilities
- Added "Provide in-person speech therapy (to the extent possible)"

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	Implementation of the Standards	Ensure implementation of the standards and frameworks. • Teachers: Ensure teachers meet state credential requirements. • Small Class sizes allow for additional student support and engagement • Instructional Materials: Books and other supplies are sufficiently provided annually. • Classroom Supplies: Basic classroom supplies and additional supplies are provided • Technology: Maintain use of technology to implement state standards and assist in students technological development by replacing technology as needed and providing technology support and repairs. • Professional Learning: Utilize Sonoma County Office of Education (SCOE) to provide professional learning opportunities. • UPK: Implement UPK Plan (Transitional Kindergarten) • Math Focus: Staff will efficiently use their adopted curriculum, GoMath! in a way that focuses on problem solving strategies and closer alignment to the new California Math Framework. Staff will focus on Math Language Strategies that will support all students and specifically the multilingual students in their classrooms in order to be successful and engaged during math instruction.	$624,083.00	No
1.2	Academic Support	Provide academic support to identified students using a multi-tiered systems of support (MTSS) model. • In-class Support: Provide instructional aides in all classrooms to support students who are struggling or to support differentiation/intervention techniques. • Reading Intervention: Provide reading intervention support to 1st-3rd grade students within the school day. • Reading Incentive Program: Incentivize reading through the “Spectrum of Reading Program” • English Learner Support: Provide additional support to English Learners as applicable.	$290,989.22	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Enrichment	Provide 50-minute enrichment per classroom each week (Examples include: STEAM, Art, Computer, Library)	$33,996.00	No
1.4	Food Service Program	Provide healthy food and fresh produce that is enjoyable and utilized by all students through the Food Service Program to all students.	$151,067.00	Yes
1.5	Student with Disabilities	All students in our school, including those with IEPs, have equal access to the general education curriculum and extracurricular learning activities with appropriate support. • Provide support to students with disabilities in the least restrictive environment. • Provide additional academic support as needed. • Provide in-person speech therapy (to the extent possible)	$90,567.90	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Culture, Climate, and Community Students will have a safe, nurturing and welcoming learning environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

"A growing body of research shows that school climate strongly influences students' motivation to learn and improve academic achievement. When school members feel safe, valued, cared for, respected, and engaged, learning increases. Schools that provide students with support to meet these basic needs allow them to grow socially and emotionally and avoid problems ranging from emotional distress to drug use to violence—in addition to helping them achieve academically." https://www.cde.ca.gov/ls/ss/se/schoolclimate.asp. The state of California has set eight priority areas they would like schools to focus on related to a "Whole Child" model (https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp). Priority areas for this goal area are marked above. The goal was developed based on educational partner input and ensuring all state priorities are met. All of our educational partners want a positive school culture that is welcoming, safe, and well maintained. The actions and metrics grouped together demonstrate all the components necessary for developing a positive, safe school culture and climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	FACILITIES (FIT Report-Local Indicator) # of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)	2023-2024 2	2024-2025 0		0	Decreased by 2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	FACILITIES (FIT Report-Local Indicator) % schools meet the overall "good" or "exemplary" rating on FIT Report.	2023-2024 100%	2024-2025 100% Exemplary Rating		100%	Maintained 100%
2.3	FAMILY INPUT / PARENT PARTICIPATION-UNDUPLICATED / EXCEPTIONAL NEEDS (Efforts to seek parent input in decision making) (Local Indicator-CA Dashboard) # of Family Surveys Returned % families agree or strongly agree that "I have opportunities for involvement at the school." Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any	2023-2024 Survey Participants: 32 responses "I have opportunities for involvement at the school." Survey Results: 88% Rating: "Initial Implementation" **metric updated see prompt #4)	2024-2025 Survey Participants: 36 responses "I have opportunities for involvement at the school." Survey Results: 92% Rating: "Initial Implementation"		2-3% increase each year Full Implementation	Increase of 4 responses Increase of 4% Maintained "Initial Implementation"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	underrepresented groups in the school community.					
2.4	FAMILY ENGAGEMENT (Local Indicator) See local Indicator report for detailed version. https://horiconsd.org/District/Portal/lcff-and-budget For each evaluated area, list implementation status for.	2023 "Not Met for Two or More Years" June 2024 The local indicator report has been created and submitted to the board and will be submitted to the state by July 31, 2024 Building Relationships Relationships: Full Welcoming: Full Professional Development: Full Communication: Full Developing Partnerships Professional Learning: Full Information and Resources: Full Supporting Students: Full Supporting Families: Full Seeking Input Engaging Families: Full	2024 "Standard Met" on CA Dashboard Building Relationships Relationships: Full Welcoming: Full Professional Development: Full Communication: Full Developing Partnerships Professional Learning: Full Information and Resources: Full Supporting Students: Full Supporting Families: Full Seeking Input Engaging Families: Full Family Engagement: Full Family Input: Full		Local Indicator Report is created and submitted on time each year and the CA Dashboard lists: "Standard Met"	Increased to "Standard Met"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Family Engagement: Full Family Input: Full Opportunities to Work Together: Full	Opportunities to Work Together: Full			
2.5	SUSPENSION RATE (CA Dashboard)	2023 Status: 1.6% Change: Declined 1.6% Color: Green	2024 Status: 0% Change: Declined 1.6% Color: Blue		Maintain less than 3%	Decreased 1.6%
2.6	EXPULSION RATE (DataQuest)	2022-2023 0% 2023-2024 0%	2024-2025 0%		Maintain less than 1%	Maintained less than 1%
2.7	SAFE AT SCHOOL % positive rate survey questions: Families: "The school is safe." Students "I feel safe during school" Staff: "The school is safe"	2023-2024 Families: 88% Students: 89% Staff: 93% *metric updated see prompt #4*	2024-2025 Families: 89% Students: 88% Staff: 91%		Increase 2-3% each year or maintain 90% or above.	Families: Increased 1% Students: Decreased 1% Staff: Decreased 2%
2.8	SCHOOL CONNECTEDNESS % positive survey questions:	2023-2024 Family: 88% Student: 64%	2024-2025 Families: 86% Students: 57% Staff: 82%		90%+	Families: Decreased 2% Students: Decreased 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Family: "The school is a caring and nurturing place." Student: "I enjoy school most of the time." Staff: "The school is a caring and nurturing place." *metric updated see prompt #4*	Staff: 93%				Staff: Decreased 11%
2.9	LOCAL CLIMATE SURVEY (Local Indicator)	2023 "Not Met for Two or More Years" June 2024 The local indicator report has been created and submitted to the board and will be submitted to the state by July 31, 2024	2024 "Standard Met"		Local Indicator Report is created and submitted on time each year and the CA Dashboard lists: "Standard Met"	Increased to "Standard Met"
2.10	CHRONIC ABSENTEEISM RATE (CA Dashboard)	2023 Status: 27% Change: Declined 28% Color: Orange	2024 Status: 46% Change: Increased 19% Color: Red		Decrease 3% each year, ideally below 20%	Increased by 19%
2.11	ATTENDANCE RATE (Local Data) P1 P2	2023-2024 P1: 90% P2: 89%	2024-2025 (Aug-Dec) P1: 93% P2: 92%		93%+	P1: Increased 3% P2: Increased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	MS Dropout Rate (Local Data)	2022-2023 0%	2023-2024 0%		0%	Maintained 0%

Goal Analysis [2024-25]

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

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

Actions with an * signify a contributing action.

The district made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation:

- 2.1 Family and Community Engagement: Ongoing Implementation. Actively involved families through translation, events, and communication.
- 2.2 Safety and Connectedness: Ongoing Implementation. Maintained a student-centered focus on Social-emotional wellbeing through PBIS, alternative discipline approaches, Soul Shoppe, Service learning, great kindness challenges, and safety plan.
- 2.3 Health and Wellness: Ongoing Implementation. Maintained school nurse and worked with local agencies for dental care activities.
- 2.4 Counseling: Ongoing Implementation. Empowered students to reach their full potential academically, socially, and emotionally through counseling support.
- 2.5 Facilities: Ongoing Implementation. Maintained grounds and buildings. School modernization is almost done. Gym has been modernized. Classrooms updated and HVAC and parking lot.
- 2.6 Attendance: Ongoing Implementation. Implemented and explore evidence-based practices to improve the Chronic Absenteeism rate.

Implementation Challenges

- 2.6 Attendance: Due to high rate of illness in January and February we are concerned that our Chronic Absenteeism rate will not show improvement.

Modified Implementation, Non-Implemented Actions

- All actions were implemented as described and there were no substantive differences in planned actions and actual implementation of these actions.

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.

The following were the material differences between Budgeted Expenditures and Estimated Actual Expenditures or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services:

- 2.1 Family and Community Engagement: This action was slightly higher due to the transition to a new website (higher initial cost, but lower ongoing costs)
- 2.2 Safety and Connectedness: The negotiated rate was slightly lower than expected.
- 2.3 Health and Wellness: This action was higher due to the increased need of having additional nursing time.
- 2.4 Counseling: This action was significantly more due to the additional counseling needs of our students.
- 2.5 Facilities: No material difference
- 2.6 Attendance: No material difference

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

Based on our analysis of metrics and outcomes, the implementation of actions showed varying levels of effectiveness in achieving Goal 2, as demonstrated by both quantitative data and qualitative indicators:

2.1 Family and Community Engagement
Family and community engagement is essential for student success and school improvement. When families and communities are actively involved, students benefit from stronger support systems, increased motivation, and higher academic achievement. Collaborative partnerships foster trust, enhance communication, and create a shared responsibility for student learning and well-being. This action demonstrated strong effectiveness based on the following metrics:

- Metric 2.3 Family Input (increased # parent/guardian respondents, 4% increase in the % families agree or strongly agree that "I have opportunities for involvement at the school.", maintained initial implementation.
- Metric 2.4 Family Engagement Data (Increased to "Standard Met")
- Overall parents are very happy to be part of the Horicon community and are happy that their kids are happy.

2.2 Safety and Connectedness, 2.3 Health and Wellness, 2.4 Counseling
Safety, connectedness, health and wellness, and counseling are critical to fostering a supportive learning environment where students can thrive. When students feel safe, connected, and cared for—both physically and emotionally—they are more engaged, resilient, and ready to learn. These supports promote overall well-being, reduce barriers to learning, and help students build the skills needed for lifelong success. This action demonstrated strong effectiveness based on the following metrics:

- Metric 2.5 Suspension Rate (Decreased 1.6%)
- Metric 2.6 Expulsion Rate (Maintained less than 1%)
- Metric 2.7 Safe at School Data (students: decreased 1%, however, better than the county by 17%; family increased 1%)
- Metric 2.8 School Connectedness Data (student: decreased 7%, however, better than the county by 24%)
- Metric 2.9 Local Climate Survey (Increased to "Standard Met")
- Metric 2.11 Attendance Rate (P1 increase 3% P2 increase of 3%)

Data demonstrating continued need and areas of extra attention include:

- Metric 2.10 Chronic Absenteeism Rate (Increased by 19%)
- Metric 2.7 Safe at School Data: (Staff decreased 2%)
- Metric 2.8 School Connectedness Data (families: decreased 2%, students decreased 7%, staff decreased 11%)

2.5 Facilities
Facilities play a crucial role in providing a conducive environment for learning, impacting students' safety, comfort, and overall educational experience. Well-maintained facilities support effective teaching and learning practices, promote a sense of belonging, and contribute to student well-being, ultimately enhancing the quality of education and academic outcomes. This action demonstrated strong effectiveness based on the following metrics:

- Metric 2.1 Facilities (0 instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)
- Metric 2.2 Facilities (100% schools meet the overall "good" or "exemplary" rating on FIT Report.

2.6 Attendance
Efforts to improve chronic absenteeism are crucial for ensuring students stay engaged and succeed academically. Regular attendance supports consistent learning, while addressing absenteeism helps identify and resolve underlying barriers such as health, transportation, or family challenges. Reducing chronic absenteeism strengthens student outcomes and promotes success across the school community. This action demonstrated strong effectiveness based on the following metrics:

- Metric 2.11 Attendance Rate (P1 increase 3% P2 increase of 3%)

Data demonstrating continued need and areas of extra attention include:

- Metric 2.10 Chronic Absenteeism Rate (Increased by 19% from 2023 to 2024)

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

There were no changes to planned goal or target outcomes for the coming year.

The following changes were made to the actions:
2.2 Safety and Connectedness

- Added "Safety Plan: Continue to update Safety Plan each year as needed"

2.6 Attendance

- Added "Continue to send out messages via newsletter and regular reminders regarding absenteeism. "

The following changes were made to the metric
-Metric 2.3: "I have opportunities for involvement at the school." The percentage (44%) was updated to match the combined "Agree" and "Strongly agree" percentages for both 2023-2024 and 2024-2025.

-Metric 2.7 Baseline numbers was updated to reflect corrected 2023-2024 data
-Metric 2.8 Staff metric changed to: "The school is a caring and nurturing place." instead of a safety question which was placed in error.

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	Family and Community Engagement	Actively involve families. • Translation: Translation services will be provided by current staffing • Events: Enhance school community through various events such as: holiday wrapping, yearbook, Halloween Carnival, Science Fair, Family Fun Night, and Holiday Family Night • Communication: Newsletters/Class Letters: Communication home concerning events going on at school through newsletter and class letters. One Call Now, where phone messages go to all parents to discuss important issues that are going on at school. Website: Website maintenance and compliance will be provided	$3,411.00	No
2.2	Safety and Connectedness	Maintain a student-centered focus on Social-emotional wellbeing • PBIS Implementation: Utilize Positive Behavioral Interventions and Supports (PBIS) to improve behavioral outcomes and overall well being. By utilizing PBIS, staff members create a positive school climate through clearly defined expectations, consistent reinforcement of desired behaviors, and interventions tailored to individual needs. • Discipline Approaches: Utilize reteaching and a supportive, growth mindset approach to discipline. • Soul Shoppe: Provide programming to support the social-emotional wellbeing of students (Soul Shoppe is offered to students once per month to all classes) • Service Learning Program: Provide the "Block H Program" which enhances school connectedness by incentivizing responsibility and community spirit through service tasks that earn them points	$53,500.00	No

Action #	Title	Description	Total Funds	Contributing
		that accumulate throughout the year. (Examples of service tasks include taking out recycling, morning announcements, helping at mealtime) • Great Kindness Challenge: Participate in the “Great Kindness Challenge” • Safety Plan: Continue to update Safety Plan each year as needed **If there are additional Learning Recovery and Emergency Block Grant (LREBG) funds, it will be used to support this action (see "Reflections: Annual Performance" for more detail)**		
2.3	Health and Wellness	• Nurse: Maintain School Nurse for school year (2 times per month) • Dental: Work with local agencies to facilitate dental care activities.	$7,000.00	No
2.4	Counseling	Empower students to reach their full potential academically, socially, and emotionally. • Counseling: Provide 1 to 1 counseling, group and crisis counseling	$43,000.00	No
2.5	Facilities	Maintain grounds and buildings. • 5-year plan: facility improvement replaces school roof, playground surfacing, dead tree removal, general grounds and building upkeep, stripping and waxing of all appropriate surfaces occurred by the in-house custodian. Painting of the exterior of the campus. • Measure E Bond: modernize facilities with Measure E bond	$192,582.00	No
2.6	Attendance	Implement and explore evidence-based practices to improve the Chronic Absenteeism rate. Continue to send out messages via newsletter and regular reminders regarding absenteeism.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$193,174	$20,554

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.515%	0.000%	$0.00	23.515%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Academic Support **Need:** Our socioeconomically disadvantaged students are scoring lower than all students in ELA and Math on the 2023 CA Dashboard. Baseline data: ELA -All Students: 16 points above standard	This action addresses this need by providing additional academic support (after school program, in class support) to students who are struggling, especially for low-income, English Learners, and foster youth. Academic support strategies are the most effective use of funds to meet the needs of unduplicated students because providing targeted assistance through small-group instruction and differentiated learning approaches addresses the unique	• CA Dashboard Data for ELA and Math (socioeconomicall y disadvantaged students) • Local Assessment Data (ELA and Math) • Survey Data

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
	• socioeconomically disadvantaged: 2 points above standard Math -All Students: 39 points below standard • socioeconomically disadvantaged: 50 points below standard (note English Learners and Foster Youth have "Less than 11 students - data not displayed for privacy" **Scope:** LEA-wide	educational challenges faced by unduplicated students. This investment ensures that all students receive the necessary support to succeed academically, thereby promoting equity, closing achievement gaps, and fostering inclusive learning environments conducive to long-term academic success. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Academic Indicators for all students. This action will create the opportunity to improve CA dashboard data for socioeconomically disadvantaged students, English Learners, and Foster Youth because the action is specifically designed to address these student groups' identified needs.	
1.4	**Action:** Food Service Program **Need:** According to the 2023 CA Dashboard, 79% of Horicon student population is considered "Socioeconomically disadvantaged" Many students from low-income households may lack access to consistent, nutritious meals outside of school, leading to hunger, food insecurity, and health disparities. Without adequate nutrition, students may experience difficulty concentrating, low energy levels, and challenges in learning and cognitive development. Moreover, hunger and food insecurity can contribute to stress, anxiety,	This action addresses this need by providing nutritious food to all students that students want to eat and are excited to eat. Allocating funds for a high-quality food services program stands as the most effective investment to meet the needs of unduplicated students. By ensuring access to nutritious meals, this program addresses basic physiological needs, enhances concentration, and supports overall health and well-being. This investment not only promotes academic success but also reduces food insecurity, fosters equitable opportunities, and creates a supportive school environment conducive to learning and student growth. This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard	• Local Survey Questions • Chronic Absenteeism • Local Assessment Data ELA and Math)

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
	and social stigma, further impacting students' academic and emotional well-being. All educational partners of Horicon School District identify this as a priority item for the school district in serving low-income students. **Scope:** LEA-wide	Academic Indicators for all students. This action will create the opportunity to improve CA dashboard data for socioeconomically disadvantaged students, English Learners, Foster Youth because the action is specifically designed to address these student groups' identified needs.	

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

These funds are being used to support 7th and 8th grade students with a middle school instructional aide. This position supports students in Language Arts and Mathematics. This action falls under LCAP Action 1.2 Academic Support.

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	NA	4.75 FTE Classified Staff:69 Students (1:14.5)
Staff-to-student ratio of certificated staff providing direct services to students	NA	6.4 FTE Certificated Staff: 69 students (1:10.8)

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$821,509	193,174	23.515%	0.000%	23.515%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,259,897.22	$92,335.90	$0.00	$137,963.00	$1,490,196.12	$1,207,936.12	$282,260.00

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	Implementation of the Standards	All	No			All Schools	ongoing	$586,904.00	$37,179.00	$603,904.00	$16,768.00	$0.00	$3,411.00	$624,083.00	
1	1.2	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$290,989.22	$0.00	$290,989.22		$0.00	$0.00	$290,989.22	
1	1.3	Enrichment	All	No			All Schools	ongoing	$32,296.00	$1,700.00	$6,200.00			$27,796.00	$33,996.00	
1	1.4	Food Service Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$99,522.00	$51,545.00	$62,722.00			$88,345.00	$151,067.00	
1	1.5	Student with Disabilities	All	No			All Schools	ongoing	$75,567.90	$15,000.00	$0.00	$75,567.90	$0.00	$15,000.00	$90,567.90	
2	2.1	Family and Community Engagement	All	No			All Schools	ongoing	$3,411.00	$0.00	$0.00	$0.00	$0.00	$3,411.00	$3,411.00	
2	2.2	Safety and Connectedness	All	No			All Schools	ongoing	$0.00	$53,500.00	$53,500.00				$53,500.00	
2	2.3	Health and Wellness	All	No			All Schools	ongoing	$0.00	$7,000.00	$7,000.00				$7,000.00	
2	2.4	Counseling	All	No			All Schools	ongoing	$0.00	$43,000.00	$43,000.00				$43,000.00	
2	2.5	Facilities	All	No			All Schools	ongoing	$119,246.00	$73,336.00	$192,582.00				$192,582.00	
2	2.6	Attendance	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$821,509	193,174	23.515%	0.000%	23.515%	$353,711.22	0.000%	43.056 %	**Total:**	$353,711.22
								LEA-wide Total:	$353,711.22
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$290,989.22	
1	**1.4**	Food Service Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,722.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,375,427.00	$1,235,981.00

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**	Implementation of the Standards	No	$544,534.00	$491,267
1	**1.2**	Academic Support	Yes	$347,260.00	$274,457
1	**1.3**	Enrichment	No	$102,120.00	$67,999
1	**1.4**	Food Service Program	Yes	$159,162.00	$146,747
1	**1.5**	Student with Disabilities	No	$15,000.00	$15,000
2	**2.1**	Family and Community Engagement	No	$3,500.00	$6,823
2	**2.2**	Safety and Connectedness	No	$13,497.00	$10,750
2	**2.3**	Health and Wellness	No	$4,343.00	$6,361
2	**2.4**	Counseling	No	$7,000.00	$54,561
2	**2.5**	Facilities	No	$179,011.00	$162,016
2	**2.6**	Attendance	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
199949	$345,754.00	$295,535.00	$50,219.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Academic Support	Yes	$270,754.00	227438		
1	1.4	Food Service Program	Yes	$75,000.00	68097		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
812083	199949	0	24.622%	$295,535.00	0.000%	36.392%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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