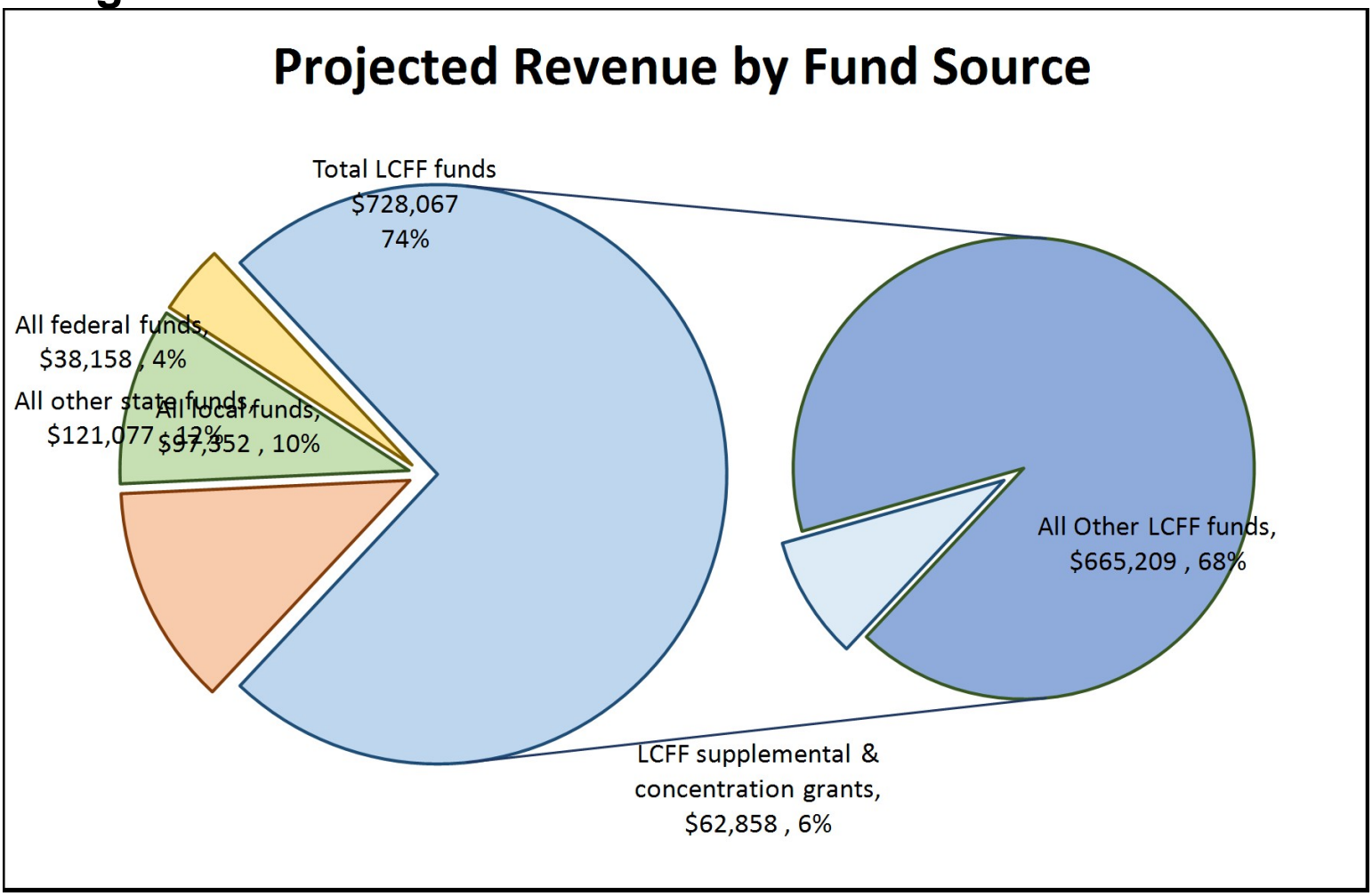
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Montgomery School District
CDS Code: 49708216051874
School Year: 2025-26
LEA contact information:
Teresa Raef
Superintendent~Principal
traef@mescaz.org
(707) 632-5221

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

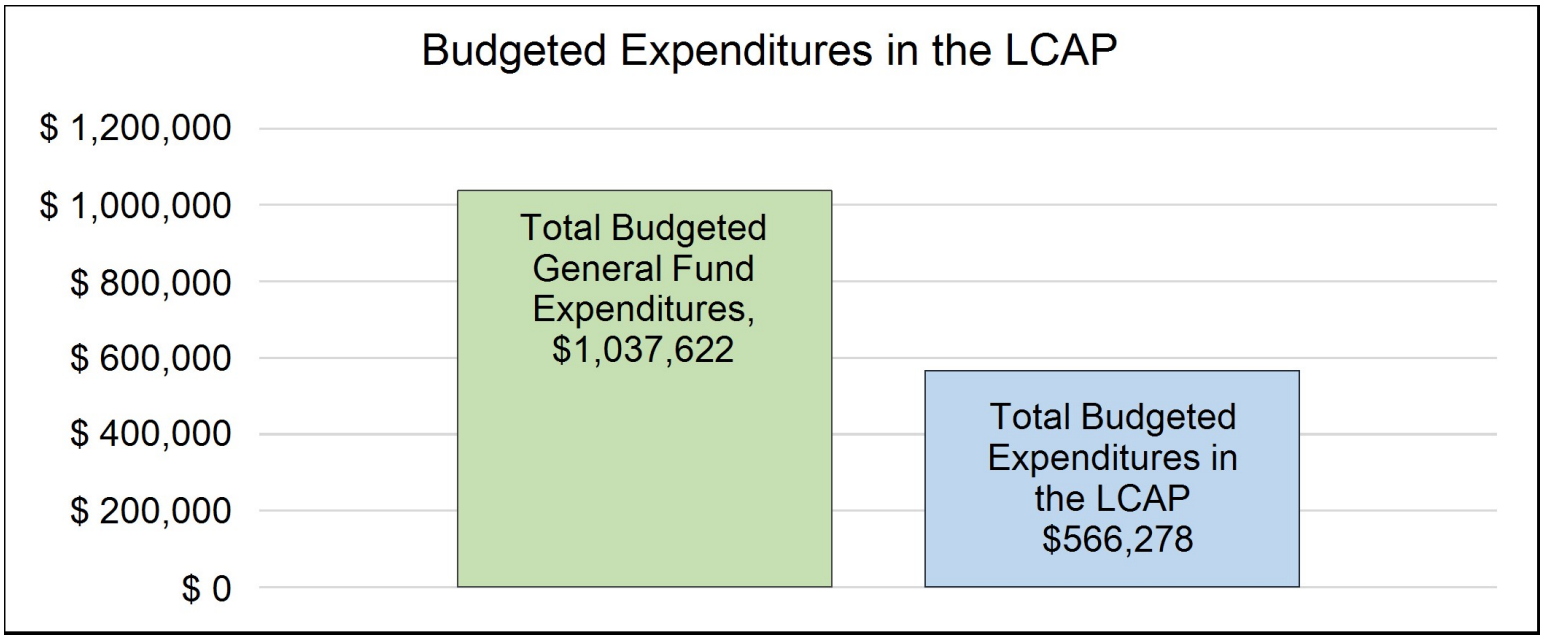



This chart shows the total general purpose revenue Montgomery School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Montgomery School District is $984,654, of which $728,067.00 is Local Control Funding Formula (LCFF), $121,077.00 is other state funds, $97,352.00 is local funds, and $38,158.00 is federal funds.  Of the $728,067.00 in LCFF Funds, $62,858.00 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 Montgomery 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: Montgomery School District plans to spend $1,037,622.11 for the 2025-26 school year. Of that amount, $566,278 is tied to actions/services in the LCAP and $471,344.11 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

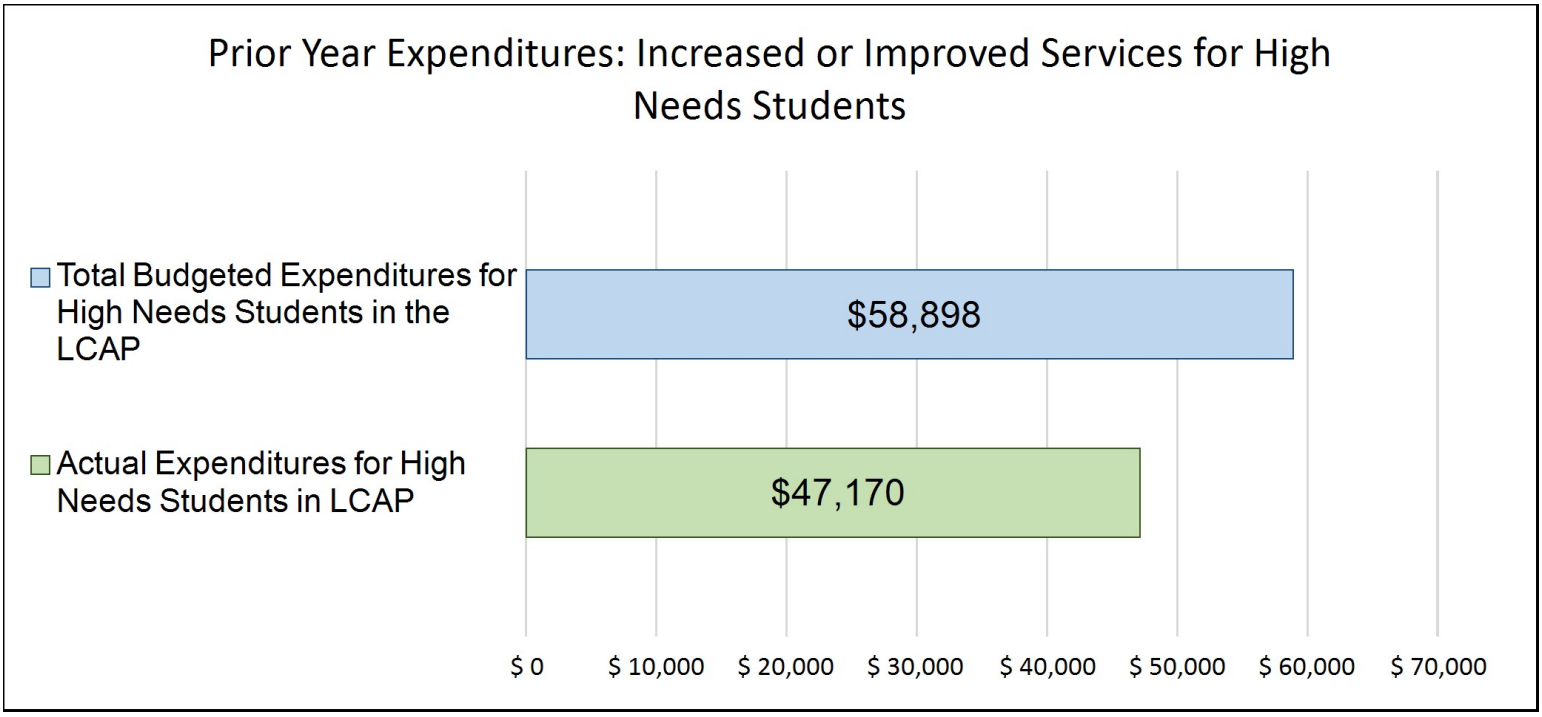
The LCAP excludes operating costs,  district office management, and professional development expenditures

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

In 2025-26, Montgomery School District is projecting it will receive $62,858.00 based on the enrollment of foster youth, English learner, and low-income students. Montgomery School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Montgomery School District plans to spend $62,882.00 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 Montgomery 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 Montgomery 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, Montgomery School District's LCAP budgeted $58,898.00 for planned actions to increase or improve services for high needs students. Montgomery School District actually spent $47,170.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $11,728 had the following impact on Montgomery School District’s ability to increase or improve services for high needs students:

The district reviewed the aides' schedules and appropriately moved salary and benefits to Title I and the ELOP. Thereby reducing the expenses funded by supplemental dollars without impacting services or actions.

# 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 |
|---|---|---|
| Montgomery School District | Teresa Raef<br>Superintendent~Principal | traef@mescaz.org<br>(707) 632-5221 |

# 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.

Tucked away in the hills of western Sonoma County among towering redwoods and crystal-clear streams is where you will find Montgomery Elementary School. Montgomery School District is a single-site school district located in the town of Cazadero. Cazadero is a tight knit community with families reaching back generations. Our historical legacy goes back generations and today's students trace their family lineage through stories told of the original one room schoolhouse which first opened in 1904. Montgomery Elementary School, MES, is a small rural TK- 8 school with an enrollment averaging 19-25 students. Our district has 25 students in TK-8, 61% are socioeconomically disadvantaged, 4% English Language Learners, and 0% foster youth. Our beautiful, rural location provides a peaceful place for students to excel in the many programs and opportunities we offer. Curriculum is focused on state standards at every grade level in all academic areas. Our family-like environment encourages strong community participation and support for all our students as well as staff members.

Over the past few years, the community has dealt with wildfires, floods and the COVID-19 pandemic with even more wildfires. In 2022, our community was hit hard by the winter storms that blew down power lines/poles and many trees that lead to a two-week shutdown of the school. Montgomery has seen a decline in enrollment from a high of 33 in 2017-18 to 22 in 2022-23, 19 in 2021-22 and 22 in 2022-23. In 2023-24 we had a high of 24 students. In the 2024-25 school year, we have consistently maintained an enrollment count of 25 students. While MES is a basic aid district, we do receive some ADA funding.

MES is committed to providing a comprehensive educational program that meets the needs of all students through diverse instructional practices through:

- A rigorous standards-based curriculum which is articulated through the grade levels and measured by formative assessments

- Services to students that promote character development, citizenship, leadership, healthy lifestyles and positive personal relationships
- A partnership with parents and the community
- A highly trained, collaborative and committed staff.
- Effective leadership, demonstrated by the Board of Trustees and administrative team, empowers our dedicated staff.

Mission: Provide a safe, supportive and encouraging learning environment for all students. Students shall acquire the academic skills and knowledge as outlined in the California State Standards as well as develop a true understanding of the value of the educational process. Students shall be given opportunities to develop a healthy and positive self-image through lessons designed to foster organization, self-reliance and a strong work ethic. Students shall master the thinking skills required for problem solving and decision making relevant to a changing multicultural world. Our students shall learn to take responsibility for their behavior, develop an understanding and respect for diversity, and develop a caring for others.

For the 2025-2026 school year, Montgomery Elementary School is 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)
An LREGB Needs Assessment was conducted to analyze Chronic Absenteeism, ELA and Math data. Based on this needs assessment, Multi-Tier Systems of Support (MTSS) and Enrichment was determined to be the most effective way to support academic learning recovery and student social and emotional well-being. These actions can be found under LCAP Action 1.2 Academic Support (Sub-action Multi-tiered systems of Support (MTSS)) and 1.3 Enrichment (Imagination Station-STEAM/Maker).

Our District has unexpended LREBG funds for the 2025-26 school year. Our LREBG funded action is found in Goal 1, Action 2: Academic Support, sub-action Multi-Tier Systems of Support (MTSS)

1.2 Academic Support (Sub-action Multi-tiered systems of Support (MTSS))
This action is an LREBG action and utilizes $4,415 in LREBG Funds. MTSS is an evidence based practice listed on the CDE website: https://www.cde.ca.gov/ci/cr/ri/ to support academic learning recovery and student social and emotional well-being. In addition, the evidence based resources from Attendance Works (https://www.attendanceworks.org/) will be used to establish a tiered model of support. This action is listed under category (C) for allowable uses: "Integrating evidence-based pupil supports to address other barriers to learning". The metrics being used to monitor the impact of the action includes: Chronic Absenteeism on CA Dashboard.

1.3 Enrichment (Imagination Station-STEAM/Maker)
This action is an LREBG action and utilizes $2,100 in LREBG Funds. STEAM/Maker Space is an evidence-based practice to support academic learning recovery and student social and emotional well-being. Research shows that STEAM programs foster curiosity,

collaboration, and critical thinking—key factors that increase motivation, attendance, and active participation in school. By utilizing the Multi-Tiered Systems of Support (MTSS) "Attendance Pyramid" from the evidence-based strategies from Attendance Works https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/, STEAM/Maker Space is listed as one of our "Positive Student Engagement" areas. 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: Chronic Absenteeism on CA Dashboard.

---

2024 CA DASHBOARD
Due to the small size of our district (22 students) there is no performance color data on our CA Dashboard. It is important to note that due to the small size of our student population there can be huge swings in percentages each year.

SUCCESSES based on 2024 CA Dashboard and Local Data
- We decreased Chronic Absenteeism Rate by 14% from 2022-2023 to 2023-2024

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:
- Our suspension rate increased from 4% in 2022-2023 to 11.5% in 2023-2024. This equates to increasing from 1 student suspended to 3 students suspended.
- Our chronic absenteeism rate is still high at 46% and about 27% higher than the state average.

Reference
- https://www.caschooldashboard.org/reports/49708210000000/2024

---

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
- 2.1 Student Engagement and Safety
- 2.3 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 1.4 Special Education 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 Assistant Required Actions: N/A for our district
- LREBG Action: Action 1.2 Academic Support and 1.3 Enrichment
- 2023 CA Dashboard Required Actions: N/A for our district
- 2024 CA Dashboard Required Actions: N/A for our district

---

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

---

Due to the small size of our district (24 students) there is no performance color data on our CA Dashboard.

CHALLENGES
On the CA Dashboard, we had a Chronic Absenteeism rate of 60% (which was still impacted by COVID). This area is being addressed in LCAP Action 2.3 Attendance.

# Reflections: Technical Assistance

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

Not Applicable

# Comprehensive Support and Improvement

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

## *Schools Identified*

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

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: [Feb 2025] ; Staff meetings to discuss priorities: Monthly (first Wednesday); Staff Meeting/Agenda: [March 5, 2025]; Local bargaining units were consulted: Certificated: [March 5, 2025] Classified: [March 5, 2025];<br><br>Process for Engagement: Staff meetings provide valuable feedback creating a collaborative environment where staff can share insights, address concerns, and offer suggestions. This direct communication helps school leaders understand the needs and perspectives of the team, leading to informed decision-making, improved school policies, and enhanced overall school performance. As a very small school we are able to work together to solve problems quickly. The LCAP goals and actions were reviewed and discussed in a meeting. A survey was provided to all staff.<br><br>Summary of Impact: Overall, staff are happy to be at this school. Minor grammar changes, minor word changes, and additional examples were requested for the LCAP. |
| Principal/Administrators | Types of Engagement: Meetings to discuss revisions: March 5, 2025; Ongoing Feedback and Discussions: [Jan-May 2025]<br><br>Process for Engagement: Ongoing meetings throughout the year to collect feedback and comments. In addition, SCOE and collaboration with other principals of small school districts provide helpful ways to |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | gain an understanding of the needs of small school districts and effective practices.<br><br>Summary of Impact: Revisions were made to clarify and enhance the 2025-2026 LCAP. Areas of focus were updating language to reflect all standards, limiting buzz words, and adding action words to sentences. |
| Parents/ Parent Advisory Committee | Types of Engagement: Survey/Request for Feedback Email: [March 2025] ; Parent Meetings Feedback Opportunities: Coffee Meetings [Monthly 3rd Thursday]; Superintendent Presented LCAP: [April 17 2025]<br><br>Process for Engagement: Parent insights help to improve school policies, and foster a supportive, inclusive environment that enhances student success and strengthens community ties. As a single school district, our LCAP serves as our school plan. The LCAP goals and actions were reviewed and discussed. A survey was provided to all families and within the survey was a request for feedback on the LCAP. The data from the survey and comments were reviewed an analyzed. There were no comments received from the Parent Advisory Committee.<br><br>Summary of Impact: Overall, families are very happy with the school and the support provided to students. Parents and families are pleased with the staff and appreciate their commitment, their ability to engage students and above all, to provide them a safe and accepting place for their children to learn. |
| Students | Types of Engagement: Survey: [Feb 2025]; Observations and informal meetings: [Ongoing]; MS Student Advisory Group: April 2025<br><br>Process for Engagement: Students provide valuable feedback by sharing firsthand experiences and perspectives on the school environment and educational practices. This input helps leaders make informed decisions that enhance the learning experience, address student needs, and create a more engaging and effective educational |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | setting. As a small school community, students frequently share their ideas and perspectives. Notes from surveys, observations and MS Student Advisory meeting were reviewed and analyzed.<br><br>Summary of Impact: Students are overall very happy with their school. |
| SELPA (Special Education Local Plan Area Administrator) | Types of Engagement: April 10, 2025<br><br>Process for Engagement: Email was sent to request feedback.<br><br>Summary: No changes were requested |
| Community (Public Notification) | Types of Engagement: Public Notification (through SCOE June 2025)<br><br>Process for Engagement: 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).<br><br>Influence: No changes were requested. |
| Governing Board/Community (Public Hearing) | Types of Engagement: Public Hearing May 14, 2025<br><br>Process for Engagement: 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)<br><br>Influence: No changes were requested. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Governing Board (Adoption: Public Meeting) | Types of Engagement: Board Meeting June 11, 2025<br><br>Process for Engagement: 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.<br><br>Influence: No changes were requested. |
| Equity Multiplier Engagement | Types of Engagement: A school district 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.<br><br>Process for Engagement: Included in educational partner engagement sessions above<br><br>Influence: A focus on Chronic Absenteeism and ways to address that will be detailed in Goal 4 |
| LREBG Engagement | Types of Engagement: Needs assessment was conducted to determine the specific needs.  As a small school district we do not have ELA/Math data that can be public due to having less than 11 students. However, our Chronic Absenteeism rate is considered "Very High" and is an area of focus.<br><br>Process for Engagement: Included in educational partner engagement sessions above<br><br>Influence: Components of Actions 1.2 Academic Support and 1.3 Enrichment serve as our LREBG actions to help improve ELA, Math and Chronic Absenteeism. |

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, however, there were some additions, revisions, and changes. Detailed changes to actions can be found under Prompt #4 for each goal. A summary of the overall changes based on educational partner feedback are the following:

- Feedback: “Common Core” does not encompass all standards. Impact to LCAP: Updated wording that stated Common Core standards to “standards” to reflect both Common Core and Next Generation Science Standards and other standards.
- Feedback "Limit educational buzz words to ensure families and community members can understand" Impact to LCAP: Buzz words were spelled out or revised to demonstrate the outcome trying to be accomplished
- Feedback: Change each beginning line to action “Provide, Utilize, etc” Impact to LCAP: Change each beginning line to action “Provide, Utilize,
- Feedback: Make sure consistent formatting, Impact to LCAP: Add summary statement for each action (if not already there)
- Feedback: Delete nonactionable items or statements that are not necessarily relevant to the actionable item. Impact to LCAP: Deleted, summarized or revised
- Feedback: Possible explicit MTSS item needed for LREBG funding
- Feedback: Minor grammar changes and word changes: Impact to LCAP: revised based on feedback
- Feedback: Change to list examples instead of an example being an action: Impact to LCAP: Altered action 1.3 to list different examples of the action.

Equity Multiplier Educational Partner Feedback
Montgomery Elementary School is receiving Equity Multiplier Funds because this school has a non-stability of 42% (which is above 25%) and a socio-economically disadvantaged status of 77% (which is above 70%), resulting in MUSD being required to have an "Equity Multiplier Focus Goal". Focus goals for Equity Multiplier school sites 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. On the 2024 CA Dashboard, Montgomery Elementary School no students groups were at the lowest performance level as there were not enough students to determine a performance level. On the 2024 CA Dashboard the only data available is Chronic Absenteeism Rate (which is considered "Very High") and Suspension Rate. On the 2024 CA Dashboard, the credentialing breakdown of the 2022-2023 school year was: 3.0 FTE is 100% Clear, 0% Out-of-field. Based on this data the only metric to monitor and focus on for Equity Multiplier is Chronic Absenteeism. Based on educational feedback we chose to use the funds for evidence-based services and supports for students as describe in the CDE recommended "Attendance Works" www.attendanceworks.org by establishing tiered framework for support (through MTSS process), understand root causes for student absences, and then provide the needed support based on tiered framework and root cause analysis.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Academic Achievement and Support<br>Provide every student with an engaging, rigorous and supportive learning environment by utilizing a variety of standards aligned instructional strategies including inquiry-based and hands-on activities developed to achieve increasing level of mastery that prepares students for future success.<br>Continue to provide strong, inclusive instructional leadership that uses data in decision-making. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was created based on our local assessment data as well as educational partners' input. A broad goal was selected to support the overall achievement of all students who can improve in all areas, with specific actions to support underperforming students. In order to support all students, teachers will benefit from continued professional development in mathematical and reading instruction, student engagement using inquiry-based strategies and using data to inform lesson planning.

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.

Teachers use current standards aligned textbooks and materials. All teachers are highly qualified who have experience with multigrade classes. Our multigrade classrooms are TK-2, 3-5, 6-8. Due to our small class size and with the help of paraeducators, students receive individualized attention and support. The teachers come to know their students and families well which creates a strong home-school connection and partnership. MES will continue on creating an inquiry-based approach by providing students the time to master skills and deepen their own learning. MES uses the Renaissance Star assessments three times a year to gauge students' progress. MES actions include reading and math support and continued 1:1 technology for all students.

Our Primary (TK-2) teacher implemented a research based approach for the TK-2 students which helps all students, and is aligned with our adopted curriculum. The intermediate (3-5) teacher, upper grade (6-8) teacher and paraeducators will receive training in 2024-25 to build on the primary's reading foundation as students move through the different grade levels.

Note: Due to MES's small sample size, there is limited data on the CDE Dashboard with the exception of absenteeism. MES's student population in our intermediate and upper grades (3-8) tends to be more transient. Teachers use individual test results to inform instruction.

## 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<br>(Local Indicator)<br>% authorized by a clear or preliminary credential or authorized by a local assignment option (LAO) | 2023-2024<br>100% | 2024-2025<br>100%<br><br>CA Dashboard<br>2022-2023<br>100% | | 100% | Maintained 100% |
| 1.2 | INSTRUCTIONAL MATERIALS<br>(Local Indicator)<br>% of students with access to their own copies of standards-aligned instructional materials for use at school and at home | 2023-2024<br>100% | 2024-2025<br>100% | | 100% | Maintained 100% |
| 1.3 | INSTRUCTIONAL MATERIALS<br><br># of Williams Complaints | 2023-2024<br>0 | 2024-2025<br>0 | | 0 | Maintained 0 |
| 1.4 | IMPLEMENTATION OF THE STANDARDS | 2023<br>Dashboard Rating: "Standard Met" | 2024<br>Dashboard Rating: "Standard Met" | | Dashboard Rating: "Standard Met" | Maintained "Standard Met" |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | (Local Indicator:- CA Dashboard)<br><br>For each content area, list implementation status for:<br>-PL: Professional Learning<br>-IM: Instructional Materials<br>-DI: Delivering Instruction<br><br>Rating Levels<br>1 - Exploration & Research Phase,<br>2 - Beginning Development,<br>3 - Initial Implementation,<br>4 - Full Implementation,<br>5 - Full Implementation & Sustainability | ELA: PL: 4 IM:5 DL:3<br>ELD: PL: 4 IM:5 DL:3<br>Math: PL: 4 IM:5 DL:3<br>NGSS: PL: 4 IM:5 DL:3<br>History/SS: PL: 4 IM:5 DL:3 | ELA: PL: 4 IM:5 DL:3<br>ELD: PL: 4 IM:5 DL:3<br>Math: PL: 4 IM:5 DL:3<br>NGSS: PL: 4 IM:5 DL:3<br>History/SS: PL: 4 IM:5 DL:3 | | ELA: PL: 5 IM:5 DL:4<br>ELD: PL: 5 IM:5 DL:4<br>Math: PL: 5 IM:5 DL:4<br>NGSS: PL: 5 IM:5 DL:4<br>History/SS: PL: 5 IM:5 DL:4 | |
| 1.5 | ENGLISH LEARNER ACCESS<br><br>% with access to CA Standards, including ELD Standards | 2023-2024<br>100% | 2024-2025<br>100% | | 100% | Maintained 100% |
| 1.6 | COURSE OF STUDY<br>% of students who have access to a broad course of study (see | 2023-2024<br>100% | 2024-2025<br>100% | | 100% | Maintained 100% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | local indicator report for more details) | | | | | |
| 1.7 | ELA ACADEMIC INDICATOR<br>MATH ACADEMIC INDICATOR<br>SCIENCE (CAST)<br>PHYSICAL FITNESS TEST (PFT)<br>ENGLISH LEARNER PROGRESS (ELPI)<br>RECLASSIFICATION RATE | N/A<br>Less than 11 students - data not displayed for privacy | N/A<br>Less than 11 students - data not displayed for privacy | | 1%-2% improvement if data is available | N/A |
| 1.8 | UNDUPLICATED PROGRAMS AND SERVICES<br>% 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 support services. | 2023-2024<br>100% | 2024-2025<br>100% | | 100% | Maintained 100% |
| 1.9 | EXCEPTIONAL NEEDS PROGRAMS AND SERVICES<br>% of students with disabilities who are provided with access to legally required programs and services | 2023-2024<br>100% | 2024-2025<br>100% | | 100% | Maintained 100% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | and have access to additional services based on Multi-Tiered System of Support model. | | | | | |
| 1.10 | Math<br>(Local Data - Star Assessment) | 2022-2023<br>63% met or exceeded | 2023-2024<br>55%<br><br>2024-2025<br>53% | | 69% | Decreased by 10% |
| 1.11 | ELA<br>(Local Data - Star Assessment) | 2022-2023<br>50% met or exceeded | 2023-2024<br>66%<br><br>2024-2025<br>66% | | 56% | Increased by 16% |
| 1.12 | Not Applicable Items<br>A-G<br>CTE<br>CTE and A-G<br>College and Career Indicator<br>AP Exams<br>Graduation Rate<br>HS Dropout Rate | N/A | N/A | | N/A | N/A |

# 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.

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 state standard through staffing, professional development, instructional materials and technology. Fully Implemented
- 1.2 Academic Support*: Ongoing Implementation. Provided support through MTSS, tutoring, EL Support and Summer Programming. Fully Implemented
- 1.3 Inquiry and Enrichment: Ongoing Implementation. Provided enriching activities through imagination station, career exploration and enrichment (such as art, music, P.E. gardening, cooking, coding, robotics) Fully Implemented
- 1.4 Special Education Support: Ongoing Implementation. Supported the needs of Students with Disabilities in the least restrictive environment as demonstrated in their IEP. Fully Implemented

Implementation Challenges, 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:

- 1.1 Implementation of the Standards: Teacher salaries decreased due to a change in staff. The adopted budget included an estimated cost until a teacher was hired in the fall.
- 1.2 Academic Support*: Aides' salaries decreased as one aide moved to a long-term sub position in the district.
- 1.3 Inquiry and Enrichment: Increase field trips and hired an art teacher.
- 1.4 Special Education Support: No material differences

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

1.1 Implementation of the Standards
This action demonstrated strong effectiveness based on the following metrics:

- Metric 1.1 Clear Credential (100% 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)
- Metric 1.3 Instructional Materials ( 0 Williams Complaints)
- Metric 1.4 Implementation of the Standards (Maintained "Standard Met")
- Metric 1.5 English Learner Access (100% with access to CA Standards, including ELD Standards)
- Metric 1.6 Course of Study (100% of students who have access to a broad course of study)

1.2 Academic Support
[Contributing Action]
This action demonstrated strong effectiveness based on the following metrics:

- Metric 1.8 (100% 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 based on MTSS model.)
- *Metric 1.10 Local Data - Star Assessment (Maintained 66%)
- *Metric 1.11 Local Data - Star Assessment (Increased by 5%)

-School Climate Survey: 100% of students surveyed (12 respondents) feels the teacher give them extra help if they need it; 87% of parents surveyed (15 respondents) feel that the school provides adequate extra help for students who are struggling academically

1.3 Inquiry and Enrichment:
This action demonstrated strong effectiveness based on the following metrics:

- Metric 1.10 Local Data - Star Assessment (Maintained 66%)
- Metric 1.11 Local Data - Star Assessment (Increased by 5%)

1.4 Special Education Support
This action demonstrated strong effectiveness based on the following metrics:

- Metric 1.9 100% of students with disabilities who are provided with access to legally required programs and services and have access to additional services based on MTSS model.

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 metrics
-Links to local indicator and CA Dashboard were deleted to make the metrics table easier to process for educational partners.

The following changes were made in the actions:
1.1 Professional Development:

- Changed "Science of Reading" to “effective reading strategies”
- Added " Behavior strategies professional learning"
- Deleted "Increasing Teacher capacity" as it did not relate to the professional learning listed
- Deleted "Blended learning" as it was from COVID times
- Revised to summarized "Technology" section from "Montgomery works closely with the Sonoma County Office of Education to support our technological services. Their IT department, vendors, school site help support, remote and phone-in tech support for teachers and families/students, provide assistance for technology issues. When replacement of faulty or damaged iPad, laptop, desktop and other technology devices are needed, SCOE IT provides assistance
- Minor grammatical fixes

1.2 Academic Support

- Revised to align with LREBG Language needs from "Provide paraeducator and a 20% Educational Specialist/Intervention teacher who oversees our MTSS. Staffing will provide support services for all students who are struggling academically and are not meeting standards with a focus on our unduplicated populations" to Multi-tiered systems of Support (MTSS): Utilize MTSS as the system in which support is provided to students who are struggling academically and are not meeting standards with a focus on our unduplicated populations. Ensure MTSS practices, data analysis, and support are being provided to students (paraeducator and Educational Specialist/Intervention Teacher).

1.3 Inquiry and Enrichment:

- Deleted "Inquiry" from title
- Deleted Inquiry-based Teaching and Learning: Using current state adopted and standards aligned textbooks integrate an inquiry-based approach to teaching and learning that engages students. Staff will receive professional learning and planning time to implement this approach (focus on Imagination Station)
- Revised to summarize "The Cazadero community has a long history of self-reliance, problem solving and taking care of the community. We want to build on that by creating and maintaining an Imagination Station (maker space). This space and activities will be used to research, problem-solve, and create solutions. We will also integrate career awareness, entrepreneurial-ship and the use of technology in our Imagination Station."
- Revised to focus on "Career exploration" : . "In 2025, MES will partner with the Magnolia Project CTE Pathways, currently located out of Guerneville School District to provide our seventh and eighth grade students additional CTE opportunities"
- Minor grammatical fixes

**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 state standard by:<br>• Highly Qualified Staff: Maintain highly qualified teachers in all classrooms..<br>• Professional development Professional learning opportunities include but are not limited to: inservice for newly purchased standards aligned textbooks; educational applications and digital programs; effective reading strategies;; and incorporating "maker" curriculum and activities; and behavior strategies<br>• Instructional materials: Provide current high quality standards aligned instructional materials<br>• Technology: Utilize Sonoma County Office of Education for technology services: tech-support (remote and phone-in) for teachers and students and replacement and removal of faulty or damaged devices. | $258,675.00 | No |
| **1.2** | Academic Support | Provide support to help reduce disparities in opportunities and outcomes for low income, English Learners, and foster youth by:<br>• Multi-tiered systems of Support (MTSS): Utilize MTSS as the system in which support is provided to students who are struggling academically and are not meeting standards with a focus on our unduplicated populations. Ensure MTSS practices, data analysis, and support are being provided to students (paraeducator and Educational Specialist/Reading Intervention Teacher).<br>• Extended day Tutoring: Provide afterschool tutoring for additional support to students who are struggling<br>• English Learner Support: Support the needs of English Learners through scaffolding instruction, additional support, supplemental instructional materials, and standards aligned textbooks (base funded)<br>• Summer Program: Offer summer reading and math programs for students who need additional support.<br><br>**LREBG Action: Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail** | $101,737.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.3** | Enrichment | Provide enriching activities to enhance student engagement by:<br>• Imagination Station: Maintain a STEAM based “Imagination Station” (maker space) to research, problem-solve, and create solutions. This program will also integrate career awareness, entrepreneurial-ship and the use of technology (such as 3d printer, Glowforge machine, and Cricket machines). (LREBG Funded item)<br>• Career Exploration: Provide 6th-8th grade students with career exploration activities that align with their interests and skills through the Magnolia Project in partnership with other West County schools.<br>• Enrichment: Provide art, music, P.E. gardening, cooking, coding, robotics and other enrichment activities.<br><br>**LREBG Action: Learning Recovery and Emergency Block Grant (LREBG) Action (see "Reflections: Annual Performance" for more detail** | $26,415.00 | No |
| **1.4** | Special Education Support | Provide support to students with disabilities:<br>• Special Education Support: Support the needs of Students with Disabilities in the least restrictive environment as demonstrated in their IEP. | $83,848.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Climate, Culture, and Community<br>Create and sustain a safe, respectful, inclusive and supportive environment for all students, teachers, staff, parents and guests. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Maintained school facilities and school climate go hand in hand and are important to the overall success of students. Many studies have been done on the impact a school facility has on learning. A school facility needs to be well cared for, structurally sound and safe for students to attend. The facility should be welcoming, with pleasant natural surroundings that support the educational mission of the school. When the school facility houses teachers, staff, students and families it becomes a place of learning. It creates a landscape for the school climate.

"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<br>(Local Indicator) | 2023-2024<br>0 | 2024-2025<br>0 | | 0 | Maintained 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | # of instances where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies) | | | | | |
| 2.2 | FACILITIES<br>% schools meet the overall "good" or "exemplary" rating on FIT Report. | 2023-2024<br>100% | 2024-2025<br>100% | | 100% | Maintained 100% |
| 2.3 | FAMILY INPUT / PARENT PARTICIPATION-UNDUPLICATED / EXCEPTIONAL NEEDS (Efforts to seek parent input in decision making) (Local Indicator-CA Dashboard)<br><br>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 underrepresented groups in the school community.<br><br>Rating Scale: | 2023 Dashboard<br>Full Implementation | 2024 Dashboard<br>Full Implementation | | "Full and Sustainable" | Maintained "Full Implementation" |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | 1 - Exploration & Research Phase<br>2 - Beginning Development<br>3 - Initial Implementation<br>4 - Full Implementation<br>5 - Full Implementation & Sustainability | | | | | |
| 2.4 | FAMILY ENGAGEMENT (Local Indicator)<br><br>Rating Scale:<br>1 - Exploration & Research Phase<br>2 - Beginning Development<br>3 - Initial Implementation<br>4 - Full Implementation<br>5 - Full Implementation & Sustainability | 2023<br>Building Relationships<br>Relationships: 4<br>Welcoming: 4<br>Professional Development: 4<br>Communication: 4<br><br>Developing Partnerships<br>Professional Learning: 4<br>Information and Resources: 4<br>Supporting Students: 3<br>Supporting Families: 3<br><br>Seeking Input<br>Engaging Families: 4<br>Family Engagement: 4<br>Family Input: 4<br>Opportunities to Work Together: 3 | 2024<br>Building Relationships<br>Relationships: 4<br>Welcoming: 4<br>Professional Development: 4<br>Communication: 4<br><br>Developing Partnerships<br>Professional Learning: 4<br>Information and Resources: 4<br>Supporting Students: 3<br>Supporting Families: 3<br><br>Seeking Input<br>Engaging Families: 4<br>Family Engagement: 4<br>Family Input: 4<br>Opportunities to Work Together: 3 | | Building Relationships<br>Relationships: 5<br>Welcoming: 5<br>Professional Development: 5<br>Communication: 5<br><br>Developing Partnerships<br>Professional Learning: 5<br>Information and Resources: 5<br>Supporting Students: 4<br>Supporting Families: 4<br><br>Seeking Input<br>Engaging Families: 5<br>Family Engagement: 5<br>Family Input: 5<br>Opportunities to Work Together: 4 | Maintained in all areas |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 2.5 | SUSPENSION RATE<br>(CA Dashboard) | 2023<br>4%<br>(1 student) | 2024<br>11.5%<br>(3 students)<br><br>2025 (Local Data)<br>4%<br>1 student | | less than 3% | Increased by 6.5% |
| 2.6 | EXPULSION RATE<br>(Dataquest) | 2022-2023<br>0% | 2023-2024<br>0% | | 0% | Maintained 0% |
| 2.7 | LOCAL CLIMATE SURVEY<br>(Local Indicator-CA Dashboard)<br>(see also "Safe and School" and "School Connectedness" metrics below) | 2023<br>CA Dashboard: "Standard Met" | 2024<br>CA Dashboard: "Standard Met" | | CA Dashboard: "Standard Met" | Maintained "Standard Met" |
| 2.8 | CHRONIC ABSENTEEISM RATE<br>(CA Dashboard) | 2023<br>60% | 2024<br>46%<br>(11 students of 24 students) | | Decrease by at least 3% each year, ideally less than 20% | Decreased by 14% |
| 2.9 | ATTENDANCE RATE<br>(Local Data) | 2022-2023<br>78% student attendance rate | 2023-2024<br>95%<br><br>Aug 2024-Mar 2025<br>96% (P2) | | 85%+ student attendance rate | Increased 18% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.10 | SAFE AT SCHOOL<br>% positive rate on Survey Questions:<br><br>Students: “I feel safe during school”<br><br>Parents: “My child's learning environment is safe”<br><br>Staff: “I feel safe from harm while at my school.” | 2023-2024<br>Students: 90%<br>Parents: 90%<br>Staff: 100% | 2024-2025<br>Students: 92%<br>Parents: 100%<br>Staff: 100% | | Maintain 90%+ | Maintained 90%+ |
| 2.11 | SCHOOL CONNECTEDNESS<br>% positive on survey question "I enjoy school most of the time" | 2023-2024<br>Students: 90% | 2024-2025<br>Students: 75%<br>(9 of 12 students) | | 90%+ | Decreased 15% |
| 2.12 | Middle School Dropout Rate<br>(Local Data) | 2022-2023<br>0% | 2023-2024<br>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.

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

Successful Implementation:

- 2.1 Student Engagement and Safety: Ongoing Implementation. Developed, refined, and implemented strategies that actively engage students in their school community, fostering a stronger sense of connection, belonging, and safety. Fully Implemented
- 2.2 Health and Wellness*: Ongoing Implementation. Implement, refine and revise activities that promote a whole-child approach to teaching and learning through social-emotional support (counseling, social-emotional learning), clear expectations, partnering with outside agencies) Fully Implemented
- 2.3 Attendance: Ongoing Implementation. Implemented and refined processes to decrease chronic absenteeism and increase attendance (parent outreach, activities, SARB Process) Fully Implemented
- 2.4 Facilities: Ongoing Implementation. Ensured school facilities and grounds were clean and well maintained. Fully Implemented
- 2.5 Family and Community Engagement: Ongoing Implementation. Created meaningful family involvement through communication, volunteers, and events. Fully Implemented

Implementation Challenges, 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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for the following actions.
- 2.1 Student Engagement and Safety: No material difference
- 2.2 Health and Wellness: Counseling started in the fall version at the start of the year, resulting in decreased expenses.
- 2.3 Attendance: No material difference
- 2.4 Facilities: No material difference
- 2.5 Family and Community Engagement: Tech services were provided by SCOE at no cost.

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 Student Engagement and Safety
These actions demonstrated strong effectiveness based on the following metrics:
- Metric 2.6 Expulsion Rate (Maintained 0%)
- Metric 2.10 Safe at School Data (Maintained 90%+)
- School Climate Survey:100% of staff surveyed (8 respondents) feels that students are safe from bullying at school.
- Metric 2.5 Preliminary data indicates that our suspension rate for the 2024-2025 school year is 4% which would be a 7.5% decrease.

Data demonstrating continued need and areas of extra attention include:

- Metric 2.5 Suspension Rate from 2022-2023 to 2023-2024 increased by 6.5%. However, preliminary data indicates that our suspension rate for the 2024-2025 school year is 4% which would be a 7.5% decrease.

2.2 Health and Wellness
These actions demonstrated strong effectiveness based on the following metrics:
- Metric 2.7 Local Climate Survey (Maintained "Standard Met")
- Metric 2.11 School Connectedness Data: 42% better than the county on the question "I enjoy school most of the time"

Data demonstrating continued need and areas of extra attention include:
- Metric 2.11 School Connectedness Data (Decreased by 15%). However, data for a typical Sonoma County school for this question is 33%, which we are significantly above.

2.3 Attendance
These actions demonstrated strong effectiveness based on the following metrics:
- Metric 2.8 Chronic Absenteeism Rate (Decreased by 14%)
- Metric 2.9 Attendance Rate (Increased 18%)

2.4 Facilities
These actions 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.

2.5 Family and Community Engagement
These actions demonstrated strong effectiveness based on the following metrics:
- Metric 2.3 Family Input (Maintained "Full Implementation")
- Metric 2.4 Family Engagement Data (Maintained in all areas)
- School Climate Survey: 100% of parents surveyed (15 respondents) feel that their child likes coming to school, that the school maintains a positive school climate, and feel comfortably participating in school activities for parents and families

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 changes were made to the metrics
- Links to local indicator and CA Dashboard were deleted to make the metrics table easier to process for educational partners.

The following changes were made to the target outcomes:

- Metric 2.10: Safe at School: The target outcome said "Maintain 90%+ participation of all groups" it was changed to "Maintain 90%+" as the question does not relate to participation, but % positive rate.

The following changes were made in the actions:
2.1 Student Engagement and Safety
- Added "Develop, refine, and implement strategies that actively engage students in their school community, fostering a stronger sense of connection, belonging, and safety"
- Added " Nurture positive relationships between staff and students"
- Deleted "our yearly drama/musical performance"
- Revised "Modeling behaviors we want to see in school" to "Modeling positive behaviors"
- Deleted "Facilities: Continue to maintain safe and secure facilities" as facilities is listed under 2.4 Facilities.

2.2 Health and Wellness:
- Deleted "and established by our MES Skills and Accountability Plan using teaching, reteaching and the Toolbox Project reflection tool"
- Revised "Toolbox: Training for teachers and staff to implement ToolBox SEL program to help students deal with conflict and support self calming." to "Social Emotional Learning: Utilize SEL strategies to help students with conflict resolution and support emotional regulation."

2.4 Facilities
- Revised to summarize "A part-time day custodian provides for general maintenance and cleaning; a part-time night custodian for school cleaning; and a part time groundskeeper all help provide a healthy and welcoming learning environment. Vendors are called in for other routine maintenance and repairs as needed."
- Added "safe" to "Ensure school facilities and grounds are safe, clean and well maintained. "

**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** | Student Engagement and Safety | Develop, refine, and implement strategies that actively engage students in their school community, fostering a stronger sense of connection, belonging, and safety:<br>Improve student engagement and climate by:<br>• Encouraging innovation in the classroom<br>• Celebrating personal achievement and good behavior<br>• Establishing school norms that build values | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Modeling positive behaviors<br>• Creating ritual and traditions<br>• Nurture positive relationships between staff and students<br><br>Provide engaging activities to enhance student engagement by:<br>• Leadership Opportunities: Provide opportunities for leadership such as older students tutoring younger students during the school day, community projects and representing our school at neighboring school events (such as STEAM Showcase, Magnolia Project).<br>• Events: Facilitate community building and showcasing events: Winter Performance, Open House presentations and end of the year field-day and eighth grade graduation.<br><br>School Safety: Ensure students, staff, and families feel safe at school.<br>• Security: Utilize surveillance cameras to ensure safety and security .<br>• Drills: Regularly practice emergency procedures (fire, earthquake, and lockdown drills).<br><br>Social-Emotional Learning (see Action 2.2) | | |
| **2.2** | Health and Wellness | Implement, refine and revise activities that promote a whole-child approach to teaching and learning.<br><br>Social Emotional Support<br>• Counseling: Provide social-emotional support and education for students through counseling services (class, group and individual) to help students learn how to self regulate and be ready to learn.<br>• Social Emotional Learning: Utilize SEL strategies to help students with conflict resolution and support emotional regulation.<br>• Expectations: Teach and reteach the “MES Expectations” around Safe, Respectful and Responsible behaviors and what they look like in a variety of settings | $17,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Outside Agencies: Contract with local community agency to provide unduplicated students additional counseling as needed as well as high risk families, parent outreach and other interventions. | | |
| **2.3** | Attendance | Implement and refine processes to decrease chronic absenteeism and increase attendance:<br>• Parent Outreach: Provide parent outreach, education and support to help get students to school everyday and on time.<br>• Activities: Develop engaging classrooms, assemblies, field trips and other activities that engage and encourage students to attend school.<br>• SARB Process: Participate in the West County Consortium SARB process and work with the coordinator to align parent letters, procedures, processes and follow-through for identified families. | $0.00 | No |
| **2.4** | Facilities | Ensure school facilities and grounds are safe, clean and well maintained.<br>• Maintenance and Cleaning: Provide general maintenance and cleaning support to ensure a clean and well maintained learning environment. | $24,568.00 | No |
| **2.5** | Family and Community Engagement | Create meaningful family involvement by<br>• School to Home communication: Continue to improve and maintain school to home communication. Provide timely information to families regarding school events, protocols, and educational updates via email, text, telephone and school website<br>• Volunteers: Encourage volunteers for classroom support, special projects, guest experts/speakers, and special school events such as school play, clubs, field day, field trips' chaperones and drivers.<br>• Events: Provide opportunities for engagement through various events such as: Open House, family events, and 8th grade graduation. | $3,500.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Montgomery Elementary School Equity Multiplier Focus Goal<br>Provide support to help reduce disparities in opportunities and outcomes for low-income students and students who have not been continuously enrolled.<br>On the 2026 CA Dashboard, the number of students who are Chronically Absent will be 10 students or less. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

New Goal for 2025-2026 school year.

Montgomery Elementary School is receiving Equity Multiplier Funds because this school has a non-stability rate of 42% (which is above 25%) and a socio-economically disadvantaged status of 77% (which is above 70%), resulting in MUSD being required to have an "Equity Multiplier Focus Goal". (The aforementioned data came from 2023, which is the year that MES qualified for the Equity Multiplier funds.)

EC Section 42238.024(b)(1) (California Legislative Information) 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.

Focus goals for Equity Multiplier school sites must address the following:
(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard
-On the 2024 CA Dashboard, Montgomery Elementary School no students groups were at the lowest performance level as there were not enough students to determine a performance level.
-On the 2024 CA Dashboard the only data available is Chronic Absenteeism Rate (which is considered "Very High") and Suspension Rate.

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
-On the 2024 CA Dashboard, the credentialing breakdown of the 2022-2023 school year was: 3.0 FTE is 100% Clear, 0% Out-of-field.
-Based on local data, the 2024-2025 credentialing data will be 66% Clear, 33% "ineffective", 0% "Incomplete"

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | CHRONIC ABSENTEEISM (CA Dashboard) | 2024: 46%( 11 students)<br>2023: 60% (15 students)<br>2022: 67% (14 students)<br>2019: 44% (15 students)<br>2018: 31% (11 students) | New Goal beginning 2025-2026 School year | | 10 students or less. | N/A New Goal beginning 2025-2026 School year |
| 3.2 | SUSPENSION RATE (CA Dashboard) | 2024: 11.5% (3 students)<br>2023: 4% (1 students)<br>2022: 0%<br>2019: 0%<br>2018: 0% | New Goal beginning 2025-2026 School year | | 2 students or less | N/A New Goal beginning 2025-2026 School year |
| 3.3 | CREDENTIAL (CA Dashboard-Dataquest)<br><br>% authorized by a clear or preliminary credential or authorized by a local assignment option (LAO))<br><br>(Comparison to statewide average) | 2022-2023: 100% (3.0 FTE)<br>2021-2022: 100% (3.0 FTE)<br>2020-2021: 100% (3.0 FTE) | New Goal beginning 2025-2026 School year | | 100% | N/A New Goal beginning 2025-2026 School year |

# 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.

N/A New Goal for 2025-2026 school year.

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

N/A New Goal for 2025-2026 school year.

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

N/A New Goal for 2025-2026 school year.

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.

N/A New Goal for 2025-2026 school year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Multi-tiered systems of Support (MTSS)-Attendance Focused | Utilize resources from Attendance Works (www.attendanceworks.org), evidence-based services and supports, to improve Chronic Absenteeism Rate.<br>- Develop tiered framework to improve attendance, by using "Attendance Pyramid" with Examples https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/<br>- Conduct a root cause analysis for students who are chronically absent: https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/root-causes/<br>- Provide established support based on tiered framework and root cause analysis. | $50,535.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | Implement LCAP Action 2.3 Attendance to also support improvement in Chronic Absenteeism. | | |

# 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 |
|---|---|
| $62,858.00 | $5,150.00 |

**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 |
|---|---|---|---|
| 12.473% | 0.000% | $0.00 | 12.473% |

**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:**<br>Academic Support<br><br>**Need:**<br>As a very small school district, we have many data points that have less than 11 students and so the data is not displayed for privacy. From our local data (Star assessment) from the 2024-2025 school year, 77% of our students are considered socioeconomically disadvantaged, 0.04% are English Learners. | This action addresses this need by providing additional support (intervention, tutoring, specialized support, summer programs) to students who are struggling academically.<br><br>Individualized and group intervention support is the most effective use of funds to meet the needs of unduplicated students because it allows for tailored instruction based on students' unique learning needs. By providing targeted support, students can receive the specialized assistance | % of students making growth on Local Reading Assessment for 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 |
|---|---|---|---|
| | This data demonstrates our district has a large percentage of students who statistically need additional supports, however, reporting some of the data is not possible due to student privacy.<br><br>**Scope:**<br>LEA-wide | necessary to accelerate their academic progress and overall success.<br><br>This action is provided on an LEA-wide basis to maximize impact in improving CA Dashboard Indicators for all students. This action will create the opportunity to improve CA dashboard data for low-income students, English Learners, and Foster Youth because the action is specifically designed to address the individualized 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.

The additional concentration grant add-on of $5,150 is not sufficient to increase staff providing direct services to students at Montgomery Elementary School with an enrollment of unduplicated students that is greater than 55 percent. The funds are used to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent by

- Retaining two aides [Goal 1, Action 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 | N/A | 1:8 |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | 1:8 |

# 2025-26 Total 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 | $503,956.00 | 62,858.00 | 12.473% | 0.000% | 12.473% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $313,734.00 | $212,450.00 | $17,000.00 | $23,094.00 | $566,278.00 | $398,622.00 | $167,656.00 |

| 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 | $255,775.00 | $2,900.00 | $213,511.00 | $33,070.00 | | $12,094.00 | $258,675.00 | |
| 1 | 1.2 | Academic Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | ongoing | $95,922.00 | $5,815.00 | $62,882.00 | $38,855.00 | | | $101,737.00 | |
| 1 | 1.3 | Enrichment | All | No | | | All Schools | ongoing | $4,715.00 | $21,700.00 | $9,273.00 | $6,142.00 | | $11,000.00 | $26,415.00 | |
| 1 | 1.4 | Special Education Support | Students with Disabilities | No | | | All Schools | ongoing | $17,642.00 | $66,206.00 | | $83,848.00 | | $0.00 | $83,848.00 | |
| 2 | 2.1 | Student Engagement and Safety | All | No | | | All Schools | ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.2 | Health and Wellness | All | No | | | All Schools | ongoing | $0.00 | $17,000.00 | | | $17,000.00 | | $17,000.00 | |
| 2 | 2.3 | Attendance | All | No | | | All Schools | ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.4 | Facilities | All | No | | | All Schools | ongoing | $24,568.00 | $0.00 | $24,568.00 | | | | $24,568.00 | |
| 2 | 2.5 | Family and Community Engagement | All | No | | | All Schools | ongoing | $0.00 | $3,500.00 | $3,500.00 | | | | $3,500.00 | |
| 3 | 3.1 | Multi-tiered systems of Support (MTSS)-Attendance Focused | All | No | | | All Schools | ongiong | $0.00 | $50,535.00 | | $50,535.00 | | | $50,535.00 | |

# 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 |
|---|---|---|---|---|---|---|---|---|---|
| $503,956.00 | 62,858.00 | 12.473% | 0.000% | 12.473% | $62,882.00 | 0.000% | 12.478 % | **Total:** | $62,882.00 |
| | | | | | | | | **LEA-wide Total:** | $62,882.00 |
| | | | | | | | | **Limited Total:** | $0.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.2** | Academic Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $62,882.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $523,914.00 | $451,888.00 |

| 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 | $318,328.00 | $283,682.00 |
| **1** | **1.2** | Academic Support | Yes | $149,266.00 | $111,242.00 |
| **1** | **1.3** | Inquiry and Enrichment | No | $12,012.00 | $19,274.00 |
| **1** | **1.4** | Academic Support (Special Education Support) | No | $0.00 | $0.00 |
| **2** | **2.1** | Student Engagement and Safety | No | $1,540.00 | $2,252.00 |
| **2** | **2.2** | Health and Wellness | No | $16,422.00 | $12,700 |
| **2** | **2.3** | Attendance | No | $0.00 | $0.00 |
| **2** | **2.4** | Facilities | No | $22,846.00 | $22,277.00 |
| **2** | **2.5** | Family and Community Engagement | No | $3,500.00 | $461.00 |

# 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) |
|---|---|---|---|---|---|---|
| $47,170.00 | $58,898.00 | $47,170.00 | $11,728.00 | 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 | $58,898.00 | 47,170 | 0.00 | 0.00 |

# 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) |
|---|---|---|---|---|---|---|---|---|
| $415,854.00 | $47,170.00 | 0.00 | 11.343% | $47,170.00 | 0.000% | 11.343% | $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).

California Department of Education
November 2024