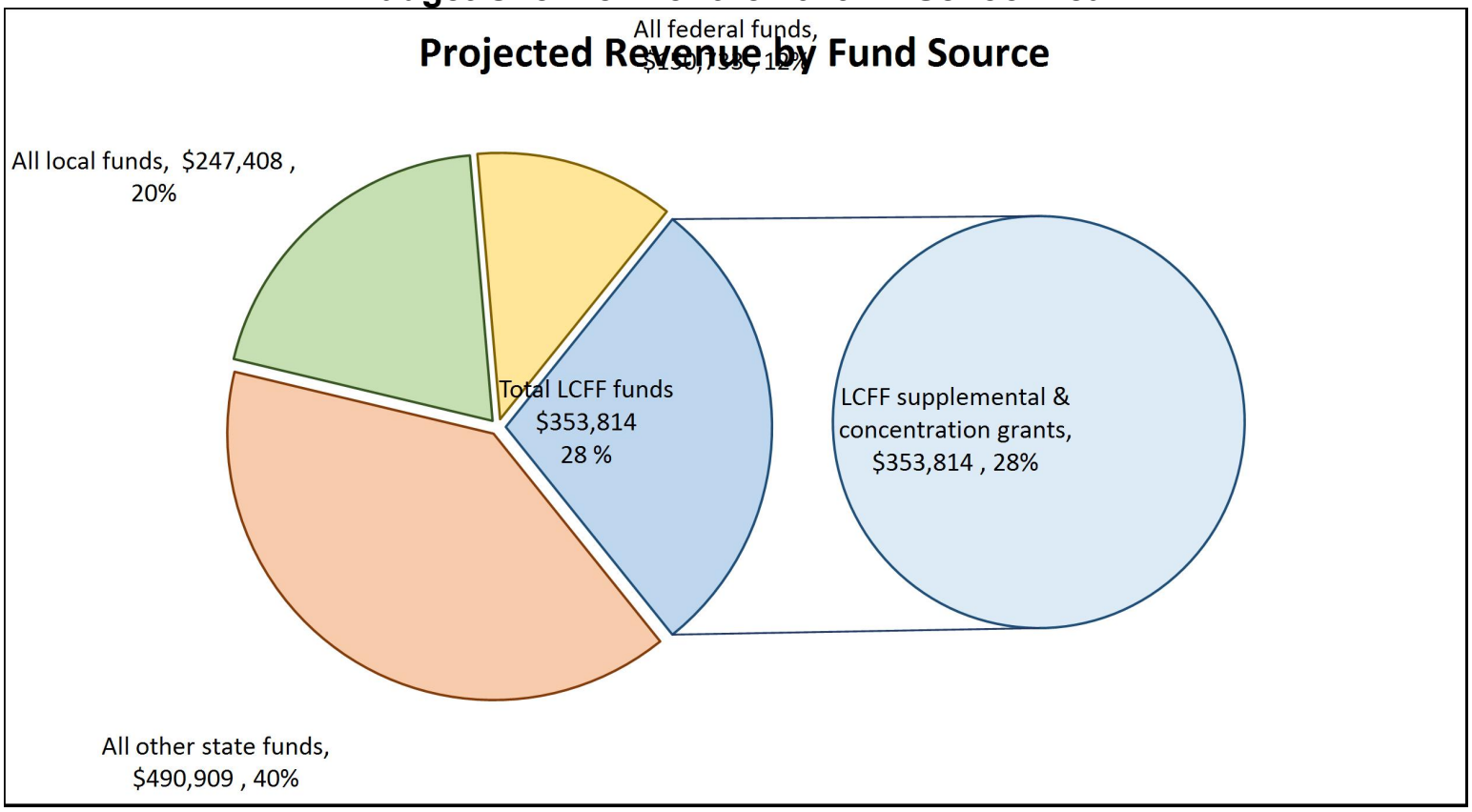
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Twin Ridges Elementary School District
CDS Code: 29-66415
School Year: 2026-27
LEA contact information:
Erik Crawford
Superintendent/Principal
ecrawford@tresd.org
(530) 265-9052

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

Budget Overview for the 2026-27 School Year

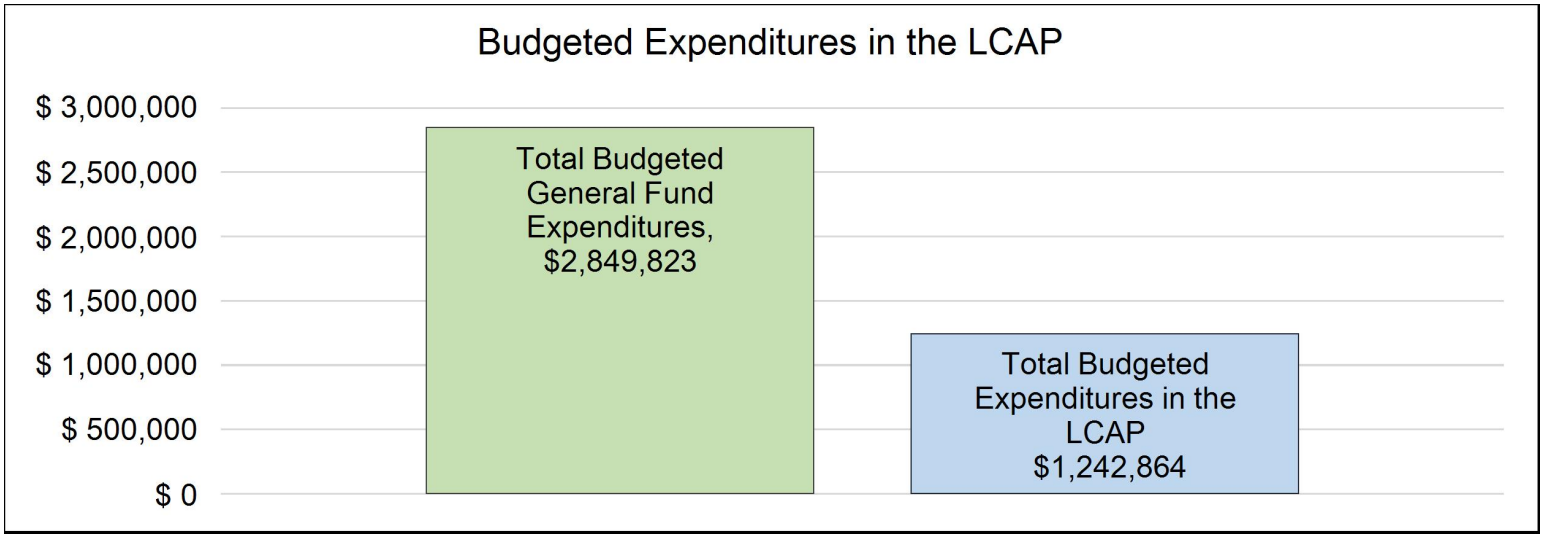


This chart shows the total general purpose revenue Twin Ridges Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Twin Ridges Elementary School District is $1,242,864, of which $353,814 is Local Control Funding Formula (LCFF), $490,909 is other state funds, $247,408 is local funds, and $150,733 is federal funds. Of the $353,814 in LCFF Funds, $353,814 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 Twin Ridges Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Twin Ridges Elementary School District plans to spend $2,849,823 for the 2026-27 school year. Of that amount, $1,242,864 is tied to actions/services in the LCAP and $1,606,959 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund Budget Expenditures not included in the LCAP include maintenance expenditures, insurance, utilities, payroll for clerical, business office and administration and legal fees, audit services and other miscellaneous fees.

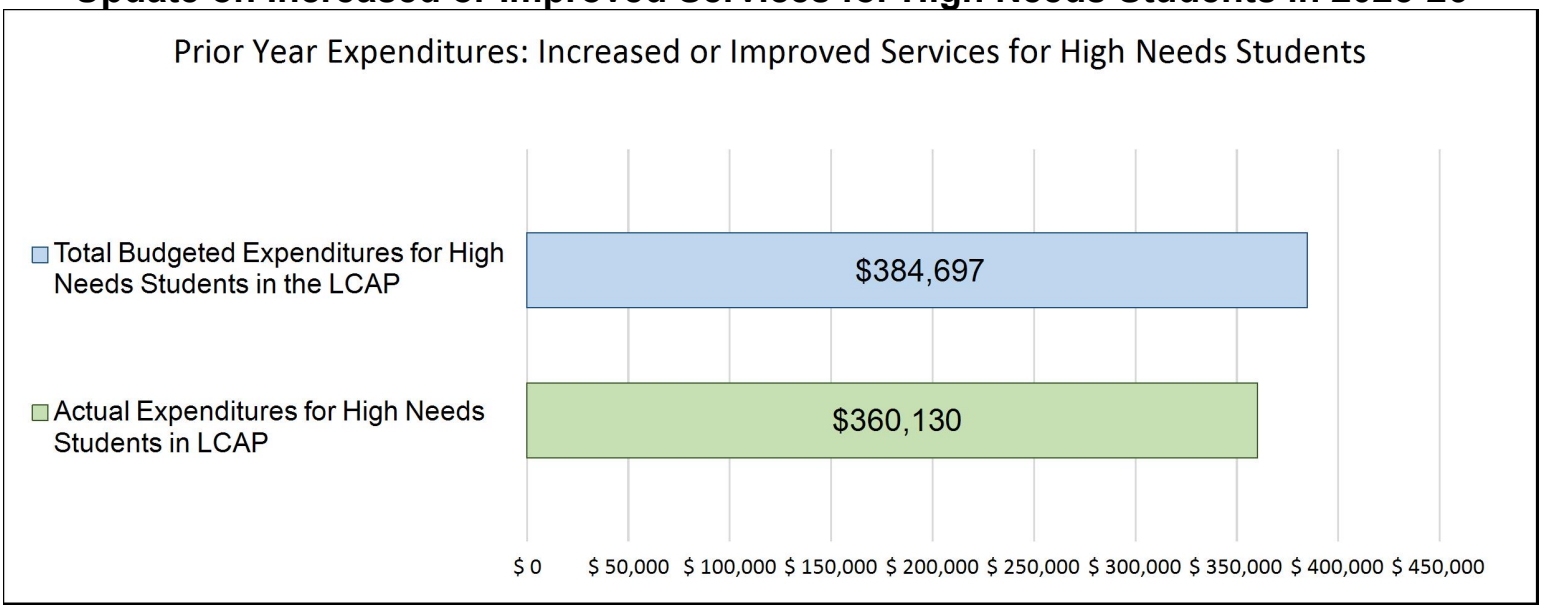
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Twin Ridges Elementary School District is projecting it will receive $353,814 based on the enrollment of Foster Youth, English learner, and low-income students. Twin Ridges Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Twin Ridges Elementary School District plans to spend $298,794 towards meeting this requirement, as described in the LCAP.

All Supplemental and Concentration has been budgeted to for increased and improved services.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Twin Ridges Elementary School District's LCAP budgeted $384,697 for planned actions to increase or improve services for high needs students. Twin Ridges Elementary School District actually spent $360,130 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $24,567 had the following impact on Twin Ridges Elementary School District’s ability to increase or improve services for high needs students:

It was projected to recieve more then what should have been allocated for supplemental and concentration.

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
Twin Ridges Elementary School District	Erik Crawford Superintendent/Principal	ecrawford@tresd.org (530) 265-9052

Plan Summary [2026-27]

General Information

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

Twin Ridges Elementary School District: Local Control Accountability Plan (LCAP) for the Next Three-Year Cycle
The Twin Ridges Elementary School District is a small rural/frontier district comprising three sites: Grizzly Hill and Oak Tree. While there are three sites, Twin Ridges functions as a unified school district. Grizzly Hill is a TK-8 school with 114 students. Oak Tree School hosts the San Juan Ridge Family Resource Center and Little Acorns, our self-funded preschool. The district faces significant community challenges, including housing, employment, socioeconomics, and distance to essential services. Additionally, Grizzly Hill qualifies as a school within the district to receive the Equity Multiplier identified in the 2023 CA State Budget.

Emphases for the New 2024/25 to 2026/27 LCAP Cycle:

New Leadership and Increasing Student Academic Performance

Vision and Direction: With new leadership, we aim to bring fresh perspectives and innovative strategies to drive the district forward.
Academic Excellence: Implement targeted strategies to enhance student academic performance, including data-driven instruction, personalized learning plans, and increased support for struggling students.
Professional Development: Increased focus on professional development for staff to ensure they are equipped with the latest educational practices and tools.

Integration of Services: Our schools will continue to serve as community hubs, providing essential resources such as mental health services, internet access, meals, and connections to local resources like the hygiene pantry or library.
After-School Programs: Expansion and enhancement of after-school programs across all sites to provide additional academic support, enrichment activities, and safe spaces for students beyond regular school hours.
Summer Programs: Development of robust summer learning opportunities to address learning loss and provide continuous engagement for students.
Community Events: Increased focus on events to foster community engagement, socialization, and a sense of belonging.

Increased Focus on Parent and Community Engagement

Parent Involvement: Strengthening partnerships with parents through regular communication, involvement in school activities, and decision-making processes.
Community Partnerships: Building and maintaining strong partnerships with local organizations and stakeholders to enhance educational and extracurricular opportunities for students.
Building out the CA Community Schools Partnership Program Framework, and integrating Expanded Learning Opportunities

Staffing and Services

Grizzly Hill: Six classroom teachers, a part-time counselor, several part-time special education service providers, one full-time special education certificated staff, and twelve classified employees (business, student services, nutrition, transportation, maintenance/grounds, special education, and instructional aides).
Little Acorns Preschool: Two preschool instructors.

Commitment to High-Quality Education

The Twin Ridges Elementary School District staff is dedicated to creating, sustaining, and encouraging high-quality educational programs for all students. We strive for high academic standards, safe and engaging learning environments, and strong community partnerships to prepare our students for the future. Our district, with its unique rural setting, provides a supportive and resource-rich environment where students and their families can thrive.

As we embark on this new three-year LCAP cycle, we remain committed to our mission of serving our community and providing a high-quality education to all our students. With new leadership focusing on increasing academic performance, overall best conditions of learning and school climate integrated with community schools, expanded learning opportunities, and finally increasing parent and community engagement, we aim to enhance the educational experience and outcomes for every student in the Twin Ridges Elementary School District.

Reflections: Annual Performance

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

As we enter a new three-year LCAP cycle, our district celebrates notable achievements while also recognizing areas for growth. We have seen significant progress in student enrollment, with Grizzly Hill experiencing a near 50% enrollment increase, growing from 87 students in

2021/22 to 111 students in 2022/23 and 2023/24. Additionally, parent engagement has surged, evidenced by the 150% growth in the Parent Teacher Committee over the past three years, and higher participation rates in school events such as Back to School Night and Open House. 2024-25 Local Control and Accountability Plan for Twin Ridges Elementary School District Page 4 of 74 Moving forward, our focus will include continuing to address low attendance rates, chronic absenteeism, and reinforcing the importance of daily school attendance within families. We aim to build on our successes by strengthening parent and community trust in the school, and enhancing school procedures and routines to ensure robust classroom and student management with efficient staffing.

In 2022/23, we introduced Interim CAASPP Assessments in early spring and then transitioned from STAR assessments to the more comprehensive iReady assessment and curriculum support platform in 2023/24. Leveraging a full curriculum adoption in 2021/22, Grizzly Hill has aligned its instructional focus with California state standards, pacing lessons appropriately for each grade level. Our elective offerings, including Physical Education, Visual Art, Music, Technology, and Garden, will continue on a trimester rotation, providing a well-rounded education for our students.

Our preschool program, Little Acorns, located at the Oak Tree School campus, remains a cornerstone of our community support, offering no or low cost early childhood education to families on the San Juan Ridge. Also on the Oak Tree campus is the county operated San Juan Ridge Family Resource Center (SJR FRC). This program will continue to play a vital role, offering services such as an extension of the Nevada County food pantry, parenting classes, community celebrations, sports and arts camps, dance and yoga classes, and ongoing family support. Enhanced collaboration between the FRC and TRESD is a priority, particularly in planning and implementation for the CA Community School Partnership Program over the next five years.

Grizzly Hill is identified in the lowest performance level on state indicators for English Language Arts and Mathematics on the 2023 CA School Dashboard. Student groups within these performance categories identified in the lowest performance level include white and socioeconomically disadvantaged students. These two subgroups describe 85% of students attending Grizzly Hill.

ELA ALL students; Very Low (89.9 pts below standard)
White Student subgroup; Very Low (94.3 pts below standard)
Socioeconomically disadvantaged (SED) student subgroup; Very Low (95.4% below standard)
Mathematics ALL Students; Very Low (107.5 pts below standard)
White Student subgroup; Very Low (104.2 pts below standard)
SED Student subgroup; Very Low (107.6 pts below standard)

Notably, student performance declined in these two subgroups from 2021/22 to 22/23. Grizzly Hill is also identified for Differentiated Assistance for very high Chronic Absenteeism. This measurement captures students (enrolled at our district at least 30 days) missing more than 10% of the school year. Our 2022-23 absenteeism rate was 71.8% which is extreme by any comparison. Our unreported rate for 23-24 is 74.1%. We are hovering at 66% chronically absent with the possibility of carving that back to an slightly improved 60% by end of 23/24 school year. The state's rate of chronic absenteeism is 24.3%.

In the coming years, we will build on our achievements by further refining our instructional methods and expanding our extracurricular programs. Expanded Learning Opportunities and After School Education and Safety programs (ELOP, ASES) extend both the school year calendar and the school day for students and families free of charge. Continued strong participation in the Nevada County Athletics League

2024-25 Local Control and Accountability Plan for Twin Ridges Elementary School District sports, including boys' and girls' volleyball and basketball, track and field will be maintained. We are also committed to restorative discipline practices and low suspension rates, aiming to continue our streak of 0% for the past two years.

Overall, we are poised for continued growth and success, dedicated to improving attendance, strengthening community ties, and providing high-quality education and support to all our students and families

The 2025-2026 and 2026-2027 LREBG funds will be expended in Goal 1, Action 6. This action is aligned with the allowable use of funds by providing counseling and other supports to address chronic absenteeism. The needs assessment conducted was completed using the metrics and outcomes from the 2026 CA Dashboard to develop the problem of practice regarding student attendance. The outcomes will be measured using the metrics indicated in Goal 1.

Reflections: Technical Assistance

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

We are not eligible for Technical Assistance

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Twin Ridges Teachers Association	Labor groups meet regularly but informally. Mondays at 3:15 PM, including contract negotiations. Consultation for LCAP and Equity Multiplier involved labor in all-staff settings because of the scale of the school and incomplete representation of labor with employees.
Grizzly Hill Parent Teacher Club	PTC Meets every other Monday. Principal attended 3 (9) of the PTC meetings this year to engaged educational partners on various elements of progress and or effort. Measure A Bond, 23 LCAP Progress, CAASPP results, 24 LCAP Goal Formulation, and various school events and activities were all agendized subjects.
Grizzly Hill School Site Council	SSC Meetings on Feb 1st, 2023 April 23, 2023. Feb 21st, 2024, April 25th, 2024, May 30th, 2024. LCAP Specifically agendized. Reporting on LCAP Progress (Mid Year report) as well as focus in Spring on forming and articulating new goals. SSC was involved with Equity Multiplier conversation and building TRESD's Attendance- based Focus Goal.
Twin Ridges Community School Advisory Council	Jan 10th, 2024, March 21st, 2024, April 11th, 2024, April 18th, 2024, May 16th, 2024. Additional Listening Sessions. Data Gathered and assembled for LCAP Process. School structure, needs assessments, focus on Goal 3 - Parent and Community Engagement
Grizzly Hill Staff	All certificated and classified personnel. Staff meetings were every Wednesday at 1:45 typically until 2:30 - 3:15. LCAP goals, Consultation for LCAP and Equity Multiplier, school budget, Differentiated Assistance, CAASPP, LCAP Actions, Local

Educational Partner(s)	Process for Engagement
	Assessment disaggregation, labor needs, school activities and events, parent engagement, school communication, safety, student subgroup-specific planning and implementation, Community Schools, and intervention were all regularly agendized items.
Little Acorns Preschool Staff	Little Acorns Staff attended select GHS Staff Meetings. LA Staff also attended CS Advisory Council Meetings. LA Staff communicates with Cabinet regularly.
Parent Community via Remind / Google Surveys.	Parents connected with an LCAP survey in early 2023. Remind can produce reports of school communication that were developed into useful datasets. Examples include the completeness of parent communication via Remind (number of student families connecting in each classroom), or feedback regarding specific needs like calendar, release times, event dates, volunteer opportunities, school event needs or student attendance.
Grizzly Hill Student Council	GHS Student Council meets every Wednesday at 1:00pm in the MPR. Students focus on activities, events, field trips, talent shows, assemblies, and other fun, but also connected with the Principal and Student Council Leadership Advisor regularly about topics that connect to LCAP - from school engagement and climate, facilities and food services, safety and emergencies, classroom management and discipline.
TRESD Leadership Cabinet	Scheduled monthly on Mondays at 3PM. Student Services Coordination check in 8am Monday and often Friday evenings. Business Official Meetings as needed. Every topic possible for school planning is part of every Cabinet meeting. Standing items include everything from personnel to school budget, to long range plans. Group scheduled to meet every other Monday typically. Conversations and planning directly targeting LCAP and Equity Multiplier were key efforts.
TRESD Board of Trustees	Regular Meetings second Tuesday of every month including July. TRESD Board held multiple Special Meetings this year as well; Governance, Budget Planning, Personnel, Bond, and more. Regular reporting and engagement around LCAP and Equity Multiplier with Board of trustees. LCAP is codified on the TRESD Governance

Educational Partner(s)	Process for Engagement
	Calendar, pushing it into the light at regular intervals for reporting, input, direction, and progress.
District wide surveys, CA Healthy Kids Survey, Kelvin November 2023, February 2024.	Sent out twice to gather input from students, staff, and parents.
LCAP Public Hearing: Scheduled for June 4th, 2024, with the approval date set for June 18th, 2024	Public hearing is a stakeholder input opportunity.

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

TRESD believes that stakeholder input is crucial in the development of the LCAP. This year, the district has consulted with parents, pupils, school personnel, local bargaining units, and the community to engage in goal-setting and gather input. Parent and community involvement in all district processes remains a continuous, annual objective. The following meetings, hosted by TRESD and other organizations, demonstrate our ongoing commitment to transparency and stakeholder engagement.

These efforts reflect our dedication to maintaining open communication and active participation from all stakeholders, ensuring that the district's goals and initiatives are aligned with the needs and expectations of the community. A commitment to the three-goal structure of student performance, school climate and culture, and parent and community engagement, along with many actions and metrics from our previous cycle, has been a consistent theme in these meetings.

Specific Influences on the Adopted LCAP

Literacy and Reading

Feedback Received: Educational partners emphasized the need for enhanced literacy programs and reading initiatives.

LCAP Response: The adopted LCAP includes targeted literacy interventions, additional reading resources, and professional development for teachers focused on literacy instruction. These initiatives were informed by the recent changes and renewed energy around the Grizzly Hill Library this fall. Additionally, the change in staffing regarding our prior Teacher on Special Assignment, who was working as a de facto Reading Specialist, has influenced our approach to literacy and reading programs.

School Facilities Conditions

Feedback Received: Concerns about the conditions of school facilities were raised, highlighting the need for improvements.

LCAP Response: The LCAP allocates funds for maintenance and upgrades of school facilities to ensure a safe and conducive learning environment. This consultation was informed and supported by the annual Facilities Inspection Tool as well as the Measure A consultation with Williams and Associates for a Capital Outlay Plan.

School Communications

Feedback Received: Stakeholders requested better communication strategies, including more frequent all-school communication and an easier-to-access organic school calendar on the website.

LCAP Response: The LCAP includes initiatives to improve communication channels, such as updated school calendars, regular all-call updates, and enhanced use of digital communication tools. This feedback was generously supported by the Grizzly Hill Parent Teacher Club and the Grizzly Hill School Site Council.

Equity Multiplier and Focus Goal on Attendance
In each of these meetings, details regarding the novel Equity Multiplier have been part of the conversation. This funding model, identified in the 2023 CA State Budget, aims to address inequities and support disadvantaged students.

Feedback Received: Educational partners stressed the importance of utilizing the Equity Multiplier to support the most disadvantaged students at Grizzly Hill.

LCAP Response: The adopted LCAP includes a focus goal on leveraging the Equity Multiplier to provide targeted support and resources for disadvantaged students, aiming to reduce disparities and promote equity within the district.

Focus Goal on Attendance and Chronic Absenteeism

Feedback Received: The need to improve attendance and specifically address chronic absenteeism was highlighted as a critical area for improvement.

LCAP Response: The LCAP includes specific strategies to improve student attendance, such as implementing attendance incentive programs, providing additional support services to address barriers to attendance, and enhancing parent engagement around the importance of regular attendance.

The adopted LCAP for TRESD has been significantly influenced by the feedback provided by educational partners. By focusing on key areas such as literacy, school facilities, communication, leveraging the Equity Multiplier to support disadvantaged students, and addressing chronic absenteeism, the LCAP reflects the needs and aspirations of the community. TRESD remains committed to integrating stakeholder feedback into our planning and decision-making processes to ensure a high-quality, inclusive, and equitable education for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Twin Ridges will be a district that fosters academic excellence. With faithful implementation of Multi-Tiered Systems of Support (MTSS) at the heart, our schools will ensure equitable access to rigorous, standards-aligned learning for all students, academic interventions and best instructional practices. We will prepare all students for successful grade-level transitions, and ensure every student thrives.	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.

Our decision to prioritize Goal 1—fostering academic excellence through equitable access to rigorous, standards-aligned learning for all students—is rooted in the comprehensive analysis of our CA School Dashboard data. This data highlighted several key areas that required focused attention, which guided our goal-setting process.

Academic Performance Gaps:
The CA School Dashboard data revealed persistent achievement gaps across various student subgroups in English Language Arts and Math. Despite some progress, these gaps indicate a need for targeted interventions and support to ensure all students can achieve academic success.

Chronic Absenteeism:
High rates of chronic absenteeism have been a significant concern, as attendance directly impacts student learning and performance. The data underscored the necessity of addressing this issue to improve overall academic outcomes.

Identification and Consultation Process / Stakeholder Engagement:
To address these challenges, TRESD engaged in a thorough consultation process with educational partners, including parents, students, school personnel, board of trustees, and local bargaining units. This collaborative approach ensured that the goal reflects the needs and priorities of our entire community. Over the past year, we conducted multiple meetings, surveys, and focus groups to gather input from all stakeholders. These sessions provided valuable insights into the barriers students face and the support needed to overcome them. Part of this process involved assessing our prior LCAP cycle and progress, and interpreting a new three year focus.

Focus on Equity and Access:
Stakeholders emphasized the importance of equitable access to high-quality education. This feedback reinforced our commitment to implementing Multi-Tiered Systems of Support (MTSS) and best instructional practices to provide every student with the resources they need to succeed.

Promoting Transparency and Understanding
Our district is committed to transparency and fostering a clear understanding of our goals and the rationale behind them. By openly sharing the data and consultation processes that informed our decision, we aim to build trust and ensure that our community is fully informed about our priorities.

Communication:
We will continue to keep our community updated through regular communications, including newsletters, board meetings, and public forums. These platforms will provide ongoing opportunities for feedback and engagement.

Accountability:
We will use measurable outcomes from the CA School Dashboard and other assessment tools to track our progress. This data will be shared with the community to demonstrate our commitment to achieving this goal and to highlight areas where further improvement is needed.

In summary, prioritizing this goal is a strategic response to the needs identified through the CA School Dashboard data and extensive consultation with our educational partners. By focusing on
Goal 1, broadly summarized as a academic / instruction / student performance goal we aim to ensure that every student at Twin Ridges thrives.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Proficiency Priority 4a; Statewide Assessments	12% (N=60) of 3rd through 8th grade students meet or exceed standard. Grade level data unavailable (invisible due to n-size / privacy) Socioeconomically disadvantaged student subgroup 95.4 points below standard,	20% of 3rd through 8th grade students meet or exceed standard. Socioeconomically disadvantaged student subgroup 91.7 points below standard.	21.6% of 3rd through 8th grade students meet or exceed standard Socioeconomically disadvantaged student subgroup 88.2 points below standard.	30% of 3rd through 8th grade students meet or exceed standard	21.6% of students now meet or exceed the standard Improvement: +9.6 percentage points Socioeconomically Disadvantaged Students: 88.2 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White student subgroup 95.4 points below standard	White student subgroup 75.5 points below standard.	White student subgroup 74.3 points below standard.		Improvement: +7.2% points White Student Subgroup: 74.3% points below standard. Increased 21.1% Improvement: +19.9 points
1.2	CAASPP Math Proficiency Priority 4a; Statewide Assessments	12% (N=60) of 3rd through 8th grade students meet or exceed standard. Grade level data unavailable (invisible for n-size / privacy) Socioeconomically disadvantaged student subgroup 107.6 points below standard, White student subgroup 104.2 points below standard	8.2% of 3rd through 8th grade students meet or exceed standard. Socioeconomically disadvantaged student subgroup 120.5 points below standard. ((White student subgroup 75.5 points below standard.))- not on dashboard	5.26% of 3rd through 8th grade students meet or exceed standard. Socioeconomically disadvantaged student subgroup 131.6 points below standard. ((White student subgroup 109.4 points below standard.))- not on dashboard	25% of 3rd through 8th grade students meet or exceed standard	8.2% of students meet or exceed the standard Decline: -3.8 percentage points Socioeconomically Disadvantaged Students: 120.5 points below standard Decline: -12.9 points White Student Subgroup: Not reported (n-size suppressed)
1.3	CAST Science Proficiency Priority 4a; Statewide Assessments	5th & 8th Grade Met or Exceeded: 10.71% 60.71% Nearly Met	5th & 8th Grade Met or Exceeded: 21.05% 68.42% Nearly Met	Data not available due to sample size.	30% of 5th and 8th grade students meet or exceed standard	Improvement: +10.34 percentage points for Students Meeting or Exceeding Standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Improvement: +7.71 percentage points for Students Nearly Meeting Standard.
1.4	iReady Local Assessment ELA Proficiency	Diagnostic 1 (D1) Sept 2023, Diagnostic 2 (D2) December 2023, Diagnostic 3 (D3) April 2024 Grade Level Proficiency Results: TK/K D1 - 6% D2 - 47% D3 - 47% (N-23) 1st. D1 - 0% D2 - 0% D3 - 22% (N-12) 2nd D1 - 0% D2 - 0% D3 - 11% (N-11) 3rd. D1 - 9% D2 - 18% D3 - 18% (N-13) 4th. D1 - 21% D2 - 46% D3 - 47% (N-15) 5th D1 - 36% D2 - 27% D3 - 45% (N-11) 6th D1 - 9% D2 - 0% D3 - 0% (N - 14) 7th D1 - 0% D2 - 0% D3 - 0% (N - 5) 8th D1 - 38% D2 - 57% D3 - 38% (N - 9) 100% of students complete local assessments.	Diagnostic 1 (D1) Sept 2024, Diagnostic 2 (D2) December 2024, Diagnostic 3 (D3) April 2025 Grade Level Proficiency Results: TK/K D1 - 10% D2 - 50% D3 - 40% (N-10) 1st. D1 - 0% D2 - 0% D3 - 15.5% (N-13) 2nd D1 - 0% D2 - 9% D3 - 9% (N-11) 3rd. D1 - 14% D2 - 29% D3 - 29% (N-7) 4th. D1 - 12.5% D2 - 25% D3 - 37.5% (N-8) 5th D1 - 19% D2 - 25% D3 - 38% (N-16) 6th D1 - 20% D2 - 20% D3 - 40% (N - 10)	Diagnostic 1 (D1) Sept 2025 Diagnostic 2 (D2) December 2025 Diagnostic 3 (D3) March 2026 Grade Level Proficiency Results Kinder D1 - 0% D2 - 0% D3 - 33% (N=4) 1st D1 - 0% D2 - 0% D3 - 14% (N=7) 2nd D1 - 11% D2 - 11% D3 - 22% (N=9) 3rd D1 - 11% D2 - 20% D3 - 20%(N=10) 4th D1 - 33% D2 - 20% D3 - 20% (N=5) 5th D1 - 25% D2 - 29% D3 - 4% (N=7) 6th D1 - 17% D2 - 27% D3 - 33% (N=11)	40% of students in each grade level meet or exceed standard	Metric # Grade Level Baseline (2023–24 D3) Year 1 Outcome (2025–26 D3) Year 1 Difference from Baseline TK/K -14 percentage points 1st -8 percentage points 2nd +11 percentage points 3rd +2 percentage points 4th -27 percentage points 5th -41 percentage points 6th +33 percentage points 7th +55 percentage points 8th -20 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7th D1 - 10% D2 - 0% D3 - 40% (N - 10) 8th D1 - 17% D2 - 33% D3 - 17% (N - 6) 100% of students complete local assessments.	7th D1 - 17% D2 - 25% D3 - 55% (N=11) 8th D1 - 0% D2 - 0% D3 -18% (N=11) 95% of students complete local assessments.		
1.5	iReady Local Assessment Math Proficiency	Diagnostic 1 (D1) Sept 2023, Diagnostic 2 (D2) December 2023, Diagnostic 3 (D3) April 2024 Grade Level Proficiency Results: TK/K D1 - 14% D2 - 18% D3 - 41% (N-23) 1st. D1 - 0% D2 - 22% D3 - 25% (N-12) 2nd D1 - 0% D2 - 0% D3 - 0% (N-11) 3rd. D1 - 9% D2 - 8% D3 - 18% (N-13) 4th. D1 - 7% D2 - 13% D3 - 36% (N-15) 5th D1 - 25% D2 - 0% D3 - 38% (N-11) 7th D1 - 0% D2 - 0% D3 - 0% (N - 5) 8th D1 - 13% D2 - 13% D3 - 26% (N - 9)	Diagnostic 1 (D1) Sept 2024, Diagnostic 2 (D2) December 2024, Diagnostic 3 (D3) April 2025 Grade Level Proficiency Results: TK/K D1 - 20% D2 - 40% D3 - 40% (N-10) 1st. D1 - 0% D2 - 0% D3 - 8% (N-13) 2nd D1 - 0% D2 9%- % D3 - 18% (N-11) 3rd. D1 - 0% D2 - 0% D3 - 43% (N-7) 4th. D1 - 13% D2 - 13% D3 - 13% (N-8)	Diagnostic 1 (D1) Sept 2025 Diagnostic 2 (D2) December 2025 Diagnostic 3 (D3) March 2026 Grade Level Proficiency Results TK/K D1 - 0% D2 - 0% D3 - 0% (N=6) 1st D1 - 0% D2 - 17% D3 - 14% (N=9) 2nd D1 - 0% D2 - 11% D3 - 0% (N=9) 3rd D1 - 0% D2 - 20% D3 - 10% (N=10) 4th D1 - 0% D2 - 20% D3 -20% (N=5)	30% of students in each grade level meet or exceed standard	TK/K -41% 1st Grade -11% 2nd Grade no change 3rd Grade -8% 4th Grade -16% 5th Grade -27% 6th Grade NA (no baseline data) 7th Grade +29% 8th Grade +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of students complete local assessments.	5th D1 - 25% D2 - 19% D3 - 25% (N-16) 6th D1 - 10% D2 - 20% D3 - 40% (N-10) 7th D1 - 0% D2 - 0% D3 - 20% (N - 10) 8th D1 - 17% D2 - 17% D3 - 17% (N - 6) 100% of students complete local assessments.	5th D1 - 0% D2 - 13% D3 -11% (N=9) 6th D1 - 0% D2 - 8% D3 - 7% (N=13) 7th D1 - 0% D2 - 33% D3 - 29% (N=9) 8th D1 - 0% D2 - 10% D3 - 27% (N=11) 97% of students completed local assessments		
1.6	English Learner Advancement Priority 4e; percentage of EL students who make progress toward English Priority 4f; Reclassification Rate	100% of EL Students make progress towards English 100% of students are identified as reclassified English proficient	100% of EL Students make progress towards English 100% of students are identified as reclassified English proficient	100% of EL Students make progress towards English 100% of students are identified as reclassified English proficient	100% of students are identified as reclassified English proficient	No Change
1.7	Broad Course of Study Priority 7a; broad course of study	100% of students access a broad course of study	100% of students access a broad course of study	100% of students access a broad course of study	100% of students access a broad course of study	No Change
1.8	Implementation of State Content and Performance Standards. Priority 2a: Implementation of State Standards	80% of teaching is standards-aligned instruction	100% of teaching is standards-aligned instruction	100% of teaching is standards-aligned instruction	100% of teaching standards-aligned instruction	Improvement of 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Percentage of Teachers Appropriately Assigned and Credentialed Priority 1a; appropriately assigned teachers with full credentials	2021-22 83% of teachers with clear credentials 16.7% of teachers with ineffective credential	2022-23 80.0% of teachers with clear credentials 20.0% of teachers with Out-of-Field	2024-25 50% of teachers with clear credentials 33.0% of teachers are Intern teachers. 17% of teachers possess an ineffective credential.	100% of Teachers Appropriately Assigned and Credentialed	Decrease of 30% of teachers with clear credentials. No Change of teachers with ineffective credential. Increase of .3% of teachers with Out-of-Field.
1.10	Sufficient Access to Instructional Materials including materials targeted for instructional support during designated and intervention time. Priority 1b; Instructional Materials	100% of students have access to instructional materials	100% of students have access to instructional materials	100% of students have access to instructional materials	100% of students have access to instructional materials	No Change

Goal Analysis [2025-26]

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

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

Throughout the 2024–25 LCAP year, the LEA implemented a comprehensive set of actions aligned to the State Priorities, focusing on measurable growth in academic achievement, standards-aligned instruction, and access to a broad course of study. Key metrics included statewide assessments (CAASPP and CAST), local iReady diagnostics, and indicators of teacher credentialing and instructional materials sufficiency.

Successes:

ELA Proficiency (CAASPP): Scores were maintained in the number of students meeting or exceeding the standard, with minor subgroup improvements: Socioeconomically Disadvantaged Students improved by 3.5 points, and White Students maintained previous levels..

Science Proficiency (CAST): A decline was observed, with a 8.6 point decline in students meeting/exceeding the standard.

iReady Assessments: Several grade levels demonstrated significant growth, especially in early literacy. For example, TK/K ELA proficiency rose from 0% (D1, 2025) to 25% (D3, 2025), indicating successful intervention strategies.

Standards Implementation: Instructional alignment improved to 100%, up from 80%, affirming professional development and curriculum coherence efforts.

Challenges:

Math Proficiency (CAASPP) saw a decline, with student performance dropping by 9.6 percentage points and an increase in the performance gap for Socioeconomically Disadvantaged students (decline of 11.2 points). This suggests that math interventions need refinement or intensification.

Teacher Credentialing: There was a decrease in teachers with clear credentials and an increase in those teaching on Intern credentials, signaling a need for focused recruitment, retention, and credentialing supports.

Data Suppression: N-size limitations resulted in unreportable subgroup or grade-level data, particularly in Math and among smaller student subgroups, limiting the LEA's ability to disaggregate and respond precisely to equity gaps.

Implementation Notes:
All actions were implemented as planned; however, in some cases, the scale of implementation may not have been sufficient to counter persistent disparities, particularly in mathematics. Where professional development and curriculum support were expanded (e.g., in ELA), gains followed. The relative lack of parallel math supports may explain stagnation or regression in outcomes.

The LEA intends to address these discrepancies in the next cycle by increasing focus on targeted math interventions, refining subgroup progress monitoring, and expanding teacher support systems.

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.

1.1 The material difference is the district purchased an additional program called SIPPS for reading intervention. 1.2 The district was provided free UDL professional development.. 1.3 The district had abetment on ELOP funds due to a slow implementation of the program. 1.5 The district hired a consultant to come in a provide one on one classroom management and support.

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

Action 1.1, 1.2, 1.3, 1.4 , 1.6, 1.7 and 1.8 were effective because we saw an increase of 8 percentage points in ELA and an increase of 10.34 percentage points for Students Meeting or Exceeding Standard in CAST.

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

No changes made.

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	Standards-Aligned Instruction and Learning	Twin Ridges will develop a system of standards-aligned assessments to support and measure student growth in all content areas. This will include standards-aligned common resources and assessment tools. This will include targeted differentiation and intervention resources for English Language Learners and Students with Disabilities.This will included targeted supports to ensure that the lowest performing student groups (SED, White) in English Language Arts and Math are provided the necessary instruction to improve academic outcomes.	$9,550.00	No Yes
1.2	Professional Development for Universal Design for Learning (UDL)	Twin Ridges will provide professional learning and support to successfully plan and implement Universal Design for Learning (UDL) practices in all classrooms to support all students. The focus of our practices is to address standard aligned best instructional practices, improve student engagement and remove barriers to the learning process. This will included targeted supports to ensure that the lowest performing student groups (SED, White) in English Language Arts and Math are provided the necessary instruction to improve academic outcomes.	$0.00	No Yes
1.3	Academic Support and Enrichment - Expanded Learning Opportunity (ELOP) Program Access After School Education and Safety	Twin Ridges will provide multiple afterschool, extra-calendar, and extended day opportunities to support our students. This will include tutoring, tiered intervention and academic enrichment.This will included targeted supports to ensure that the lowest performing student groups (SED, White) in English Language Arts and Math are provided the necessary instruction to improve academic outcomes.	$313,958.00	No

Action #	Title	Description	Total Funds	Contributing
	(ASES) program access			
1.4	Broad Curriculum	Twin Ridges will continue to strengthen and expand educational opportunities through the lens of equity for our students. This will include visual and performing arts (VAPA), Garden, Music, and Yearbook electives. This effort will also include Physical Education and Student Council (Associated Student Body [ASB]).	$30,261.00	Yes
1.5	Professional Development and Learning	Twin Ridges will develop professional learning plan for staff aimed at standards-aligned learning, assessment tools, strengthening classroom management, routines and school procedures, implementing universal design for learning, positive behavioral interventions and support, and social emotional learning curriculum.	$19,895.00	Yes
1.6	School Counseling Services	Provide a school counselor to all grade levels to improve student outcomes, attendance and provide overall mental health supports to students. This counselor will be integral in addressing the chronic absenteeism indicator for the SED subgroup.	$28,252.00	No Yes
1.7	Preschool program	Preschool staffing (Director, Assistant, site supervisor) to support early intervention	$184,480.00	No
1.8	Reduced Class size	Additional teacher to support smaller class sizes	$97,196.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Twin Ridges will provide a safe, healthy, and supportive educational environment where all students thrive. We will actively engage students in a positive school climate that values and reflects the unique nature of our district, ensuring learning environments that promote well-being and academic success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our decision to prioritize Goal 2—providing a safe, healthy, and supportive educational environment where all students thrive—is grounded in data from the CA School Dashboard and extensive consultation with our educational partners.

School Climate and Student Engagement:
The CA School Dashboard and locally collected data indicated areas of concern related to school climate and student engagement. We observed that some students did not feel fully engaged or supported within their learning environment, which impacts their overall academic performance and well-being.

Chronic Absenteeism and Attendance Rates:
The data also highlighted issues with chronic absenteeism and attendance rates, suggesting a need to improve the overall school climate to ensure that students feel safe and supported. An area of current success, related to climate is a 0% suspension rate.

Identification and Consultation Process
To address these challenges, TRESD undertook a comprehensive consultation process with educational partners, including parents, students, school personnel, school board and community members. This collaborative approach ensured that our goal reflects the needs and priorities of our entire community.

Stakeholder Engagement:
We conducted multiple meetings, surveys, and focus groups to gather input from all stakeholders. These sessions provided valuable insights into the factors affecting school climate and student engagement, emphasizing the importance of a safe and supportive environment for learning.

Focus on Inclusivity and Safety:

Stakeholders consistently highlighted the need for an inclusive and safe school climate that values diversity and promotes well-being. This feedback reinforced our commitment to creating an environment where all students feel valued and supported.

Promoting Transparency and Understanding
Our district is committed to transparency and fostering a clear understanding of our goals and the rationale behind them. By openly sharing the data and consultation processes that informed our decision, we aim to build trust and ensure that our community is fully informed about our priorities.

Communication:
We will continue to keep our community updated through regular communications, including newsletters, board meetings, surveys and public forums. These platforms will provide ongoing opportunities for feedback and engagement.

Accountability:
We will use measurable outcomes from the CA School Dashboard and other local assessment tools to track our progress. This data will be shared with the community to demonstrate our commitment to achieving this goal and to highlight areas where further improvement is needed.

In summary, prioritizing this goal is a strategic response to the needs identified through the CA School Dashboard data and extensive consultation with our educational partners. By focusing on creating a safe, healthy, and supportive educational environment, we aim to ensure that all students at Twin Ridges feel engaged, supported, and able to thrive academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rates (Priority 5a; attendance rates)	2023.24 current attendance rate is 87%.	2024.25 current attendance rate is 89.87	2025.26 current attendance rate is 89.95	Attendance rate at 94% or higher	Increase of 2.95%
2.2	Chronic Absenteeism (Priority 5b; absenteeism)	2023.24 current chronic absenteeism rate shows as 60.1%	2024 dashboard data shows a chronic absenteeism rate of 67.8%	2025 dashboard data shows a chronic absenteeism rate of 44.9%. This is a decline in the chronic absenteeism rate of 22.9%	Chronic Absenteeism rate at 30% or below	Decline of 22.9% in chronic absenteeism.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Healthy Kids Survey Results (Priority 6c; school connectedness)	2023.24 CHKS data, with 58% of targeted students responding has 43% of students reporting school connectedness. Parental involvement, as measured by 23.24 CHKS respondents, was 73%	2024-2025 CHKS data, with 100% of targeted students responding, shows that 58% of students in grades 6–8 reported feeling connected to school. Parental involvement, as measured by 2024–25 CHKS parent respondents, was reported at 92%, with parents indicating they feel welcome to participate and be involved in school activities.	2025-2026 CHKS data, with 89% of targeted students responding, shows that 72% of students in grades 6–8 reported feeling connected to school. Parental involvement, as measured by 2024–25 CHKS parent respondents, was reported at 100% (n=6), with parents indicating they feel welcome to participate and be involved in school activities.	90% of targeted students responding to CHK Survey 80% of students reporting school connectedness 80% of parents reporting involvement.	Student Connectedness increased by 29% Parent participation increased by 27%
2.4	Suspensions and expulsion rates (Priority 6a; suspensions) (Priority 6b expulsions)	2023.24 Suspensions rates were 0%. Local data for suspensions rates 23/24 are currently at 0%.	Suspension rates were 0%	Suspension rates increased by 5.2%.	Maintain 0% Suspension Rate Maintain 0% Expulsion Rate	Suspension rates increased by 5.2%
2.5	Conditions of School Facilities (Priority 1c; facilities)	FIT report for 23.24 shows school facilities overall rating for repair and condition at 80%. The most significant area of need remains the category of Interior Surfaces.	FIT report for 23.24 shows school facilities overall rating for repair and condition at 80%. The most significant area of	FIT report for 24.25 shows school facilities overall rating for repair and condition at 80%. The most significant area of	FIT report showing school facilities rated at 90% for repair and condition.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			need remains the category of Interior Surfaces.	need remains the category of Interior Surfaces.		
2.6	Middle School Dropout Rate (Priority 5c)	0% Middle School Drop out rate	0% Middle School Drop out rate	0% Middle School drop out rate.	Maintain 0% Middle School Drop out rate	No change

Goal Analysis [2025-26]

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

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

The LEA implemented multiple strategies aligned to its school climate and student engagement goals, with varying degrees of success and some data integrity challenges.

Attendance (Metric 2.1)
The LEA exceeded its Year 1 target by increasing the attendance rate from a baseline of 87% to 94%. This improvement was achieved through proactive strategies such as increased family communication, tiered attendance interventions, and positive reinforcement programs. Full implementation of these actions met expectations with no substantive deviations.

Chronic Absenteeism (Metric 2.2)
Initial data showed an increase in the absenteeism rate from 60.1% to 67.8%. However, a review revealed an error in the baseline; the actual baseline was 71.8%, making the new data an improvement of 4%. The discrepancy highlighted the need for improved data validation practices. Targeted outreach and home visits contributed to the modest gains.

School Connectedness and Parental Involvement (Metric 2.3)
Student connectedness increased from 58% to 72%, a 14% increase, and parental involvement increased from 92% to 100%, an 8% increase.

Suspension and Expulsion (Metric 2.4)
Suspension and expulsion rates increased to 5.7%. This increase is due to more accurate student discipline tracking in our student information system.

Facility Conditions (Metric 2.5)
There was no change in FIT scores, which stayed at 80%. While general maintenance routines were followed, improvements in the category of Interior Surfaces were not completed due to budget limitations and staffing shortages. These constraints delayed the facilities enhancement timeline.

Middle School Dropout Rate (Metric 2.6)
The middle school dropout rate remained at 0%, reflecting successful retention and monitoring systems. There were no changes or implementation issues.

Summary
Overall, the goal was implemented as planned with notable successes in attendance, student and parent engagement, and discipline. The primary challenge was data accuracy in chronic absenteeism and facility improvement delays. These will be addressed through better data review protocols and prioritization in next year's budget cycle.

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.

2.1 Projected expenditures were overestimated as many of the planned expenditures have been no cost to the district. 2.2 The district has started an coffee with the principal for engagement and many other of the plan expenditures have been no cost to the district. 2.3 the district increased services 2.6 Transportation services cost increased

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

Action 2.1, 2.2, 2.3, 2.4, and 2.6 were effective because we saw an increase of 2.87% in attendance rates.

Action 2.5 was effective because it passed with a 73% pass rate and plans are already getting executed.

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

No changes made.

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	Build a positive school environment	Provide Professional Development and increase staffing around key services and curriculum to promote positive school climate. • Positive Behavior Intervention and Support (PBIS) training and implementation. • Social Emotional Learning curriculum	$80,648.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Grizzly Hill food and nutrition services • Healthy choices curriculum - digital citizenship, substance abuse, suicide prevention. • Student Attendance Mediation • Restorative Conferencing and Proactive Circles • Program Aide classroom support • Counseling and positive behavior support • Health, Sex Ed and physical fitness education • Registered Behavior Technician (RBT) to support behavior interventions and plans. • Partnerships with county agencies for classroom and student behavior management.		
2.2	Increased opportunities for student connectedness and engagement.	Twin Ridges will increase opportunities for meaningful student engagement, including school activities and events, expanded learning, student voice, student leadership / student council, and before and after school activities.	$200.00	Yes
2.3	Student Support Services	Twin Ridges will provide a district Student Services support certificated staff, a school nurse, and school counseling. In addition to these roles, TRESD will continue to support a full time Registered Behavioral Technician, as well as county-supported Board Certified Behavioral Analyst. TRESD will continue to support school psych and Speech & Language Pathologist. Student Services Coordinator will also have classroom and case management duties.	$97,000.00	No
2.4	Professional Learning for Staff	Twin Ridges will focus on providing professional learning for all aspects of school climate and culture of MTSS. The scope of this work will include continuing Differentiated Assistance, Trauma Informed School approaches, core classroom management strategies and techniques, socioemotional	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		learning (SEL) curriculum, Restorative Practices conferencing and proactive circles, and affective communication.		
2.5	Execution of Measure A Facilities upgrade efforts	Twin Ridges will execute a core set of facilities related efforts as defined by Measure A, TRESD general obligation facilities improvement bond.	$0.00	No
2.6	Home to school transportation	Student Transportation	$107,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Twin Ridges will enhance student achievement by strengthening parent and community partnership. Embracing a CA Community Schools framework, we will increase effective communication and opportunities for active participation in students' educational development.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our decision to prioritize Goal 3—strengthening educational partnerships and engagement—is based on comprehensive analysis of CA School Dashboard data and extensive consultation with our educational partners.

Parent and Community Involvement:
Local data revealed that increased parent and community involvement correlates positively with student achievement and overall school performance. Schools with higher levels of parental and community engagement tend to have better student outcomes.

Communication Gaps:
The data indicated areas where communication between the school and families could be improved. Enhancing communication channels is essential for building trust and ensuring that parents and community members are well-informed and actively engaged in the educational process.

Identification and Consultation Process:
To address these challenges, TRESD engaged in a thorough consultation process with educational partners, including parents, students, school personnel, and community members. This collaborative approach ensured that our goal reflects the needs and priorities of our entire community. Included in this structure was the novel Community Schools Advisory Council and the Grizzly Hill School Site Council - key leadership community engagement bodies.

Stakeholder Engagement:
We conducted multiple meetings, surveys, and focus groups to gather input from all stakeholders. These sessions highlighted the importance of strong partnerships between the school, parents, and the community in supporting student achievement.

Focus on Active Participation:

Stakeholders emphasized the need for more opportunities for parents and community members to participate actively in students' educational development. It also, interestingly, highlighted the need for collective community healing around the negative perception and history of Grizzly Hill School. This feedback reinforced our commitment to creating avenues for involvement, healing, and commitment to parents and community partners in ensure their feeling of value and inclusion.

Promoting Transparency and Understanding
Our district is committed to transparency and fostering a clear understanding of our goals and the rationale behind them. By openly sharing the data and consultation processes that informed our decision, we aim to build trust and ensure that our community is fully informed about our priorities.

Communication:
We will continue to keep our community updated through regular communications, including newsletters, board meetings, and public forums. These platforms will provide ongoing opportunities for feedback and engagement.

Accountability:
We will use measurable outcomes from the CA School Dashboard and other local assessment tools and surveys to track our progress. This data will be shared with the community to demonstrate our commitment to achieving this goal and to highlight areas where further improvement is needed.

In summary, prioritizing this goal is a strategic response to the needs identified through the CA School Dashboard data and extensive consultation with our educational partners. By focusing on strengthening educational partnerships and engagement, we aim to enhance student achievement and create a supportive, collaborative environment for all members of the Twin Ridges community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent input and participation in programs for unduplicated students and students with exceptional needs Priority 3a; parent input Priority 3b; parent participation SED, Homeless, Foster, EL Priority 3c: parent participation SPED	Response and participation rate of parents, as measured by IEP attendance, Remind use, and event participation for students with exceptional needs currently at 100%	Response and participation rate of parents, as measured by IEP attendance, Remind use, and event participation for students with exceptional needs currently at 100%	Response and participation rate of parents, as measured by IEP attendance, Remind use, and event participation for students with exceptional needs currently at 100%	Response and participation rate of parents, as measured by IEP attendance, Remind use, and event participation for students with exceptional needs will continue to be at 100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parent communication. Parent Communication measured by Remind and School Messenger at all school sites. Priority 3a; parent input	95% participation rate for use of Remind to communicate with Parents / Families.	95% participation rate for use of Remind to communicate with Parents / Families.	95% participation rate for use of Remind to communicate with Parents / Families.	100% participation. Number of parents/ families connected to Remind will reach 100%	No change
3.3	Parent Education classes for all parents. Priority 3b; parent participation SED, Homeless, Foster, EL Priority 3c: parent participation SPED	Current parent participation for families with students with special needs is 15%.	Year 1 parent participation for students with special needs is 18.5%	Year 2 parent participation for students with special needs is 21.5%	Participation rate for families with students with special needs to be 60%.	6.5% increase
3.4	Participation in Parent Teacher Committee (PTC), field trips, Open House and Back to School Night (BTSN) Priority 3a; parent input Priority 3b; parent participation SED, Homeless, Foster, EL Priority 3c: parent participation SPED	Current parent participation rate for families with students with special needs for PTC, field trips, open house, and BTSN is 80% unduplicated.	Current parent participation rate for families with students with special needs for PTC, field trips, open house, and BTSN is 100% unduplicated.	Current parent participation rate for families with students with special needs for PTC, field trips, open house, and BTSN is 100% unduplicated.	Current parent participation rate for families with students with special needs for PTC, field trips, open house, and BTSN at100% unduplicated.	20% increase
3.5	All school events, field trip participation, website clarity	4 all school events. 85% field trip participation.	9 all school events 100% field trip participation Website up to date	6 all school events 100% field trip participation Website up to date	5all school events. 95% field trip participation.	Increase of 2 all school events. Increase of 15% field trip participation. Website is current and up to date.

Goal Analysis [2025-26]

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

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

Overall Implementation
During the 2025–26 school year, the district implemented multiple strategies to increase family and community engagement:

Hosted parent nights, SSC/DELAC forums, and community-building events

Integrated parent feedback into LCAP development via CSPS results

Improved outreach using newsletters and classroom apps

Piloted a staff-led community school working group

These actions were implemented as planned with no major omissions.

Successes

Community Response to Events: Attendance at school-hosted events increased due to consistent promotion and scheduling accommodations.

School Connectedness (CHKS): 51% of students felt connected to school, indicating a continued need for more student-led climate initiatives and SEL integration.

Challenges
Chronic Absenteeism: Held at a high 60.1% baseline; suggests that engagement strategies have not yet translated into consistent student attendance.

School Connectedness (CHKS): Only 43% of students felt connected to school, indicating a need for more student-led climate initiatives and SEL integration.

FIT Report: Facilities improvement slowed due to budget limitations; interior surfaces remain the most cited area for upgrade.

Substantive Differences
No actions were dropped, but two key implementation refinements were noted:

A shift from passive communication (newsletters) to more interactive tools like in-person listening circles

Increased reliance on digital communication channels (texts/app notifications) rather than print mailings

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.

3.1 Program had a slow implementation due to space constraints for the program. 3.2 50% of this position is identified in ELOP

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

Action 3.1, 3.2, 3.3 and 3.4 were effective because we saw an increase of 20% in participation in Parent Teacher Committee (PTC), field trips, Open House and Back to School Night (BTSN).

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

No changes made.

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	Community Schools Partnership Program	Twin Ridges will move forward on Community Schools framework and partnership processes. Led by a CS Advisory Council and CS Coordinator, a school rebranding effort, a school-based community basic service structure, and a comprehensive communication effort will be hallmarks of this action.	$88,848.00	No
3.2	Parent Liaison	This position will support actions in Goal 3, as well as school conditions of learning and climate actions in Goal 2 - attendance, enrollment, connectedness, and beyond. The Community Liaison will support families by connecting them with resources that address food insecurity, clothing needs, and other essential services to promote student wellbeing and family stability.	$63,342.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Parent and Staff Education	Twin Ridges will provide equitable access and communication to parents and staff of educational initiatives and programs available at Grizzly Hill School and Little Acorns Preschool at Oak Tree campus. This includes workshops, events, extracurricular, and additional resources. Twin Ridges will execute parent classes and/or parent university efforts over the next three years.	$0.00	No
3.4	Parent and Community Outreach	Twin Ridges Elementary School District will develop a variety of educational partnership engagement opportunities for parent volunteers and community partnerships.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, Twin Ridges Elementary School District will increase its attendance rate to 95% and reduce its chronic absenteeism rate to below 25%, aligning with the state average. Progress will be measured quarterly through attendance reports and intervention tracking.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Twin Ridges Elementary School District (TRESD) developed the goal to increase attendance rates to 95% and reduce chronic absenteeism to below 25% by June 2025 as part of our commitment to leveraging the Equity Multiplier, as identified in the 2023 CA State Budget. This goal was formulated based on extensive feedback from educational partners, including parents, pupils, school personnel, local bargaining units, and the community.

Stakeholder input emphasized the critical impact of consistent attendance on student academic performance and overall school success. Chronic absenteeism was identified as a significant barrier to achieving our educational objectives, particularly for our most disadvantaged students. By addressing attendance and chronic absenteeism, we aim to create a more equitable learning environment that ensures all students have the opportunity to succeed.

The goal aligns with our district's broader mission to enhance student performance, improve school climate and culture, and foster parent and community engagement. It reflects a focused effort to utilize the resources provided by the Equity Multiplier to support targeted interventions and initiatives aimed at improving attendance rates. These efforts include attendance incentive programs, additional support services to address barriers to attendance, and enhanced parent engagement strategies.

By setting this SMART goal, TRESD is committed to measurable, time-bound outcomes that will bring our attendance and chronic absenteeism rates in line with state averages, thereby promoting a healthier, more effective educational environment for all our students. This goal not only addresses immediate attendance issues but also supports long-term academic success and equity within our district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Positive Attendance Rate (PAR)	Current PAR is 61% for 2023/24	2024 PAR is 31.7%	2025.26 PAR is 89.95%	Increase PAR to 92.5% or higher for 2026/27	Baseline data should have been 28.7 % for 2023 not 45%. Using the correct metric - PAR has increased by 61.25%
4.2	Chronic Absenteeism Rate (CAR)	Current CAR is 45% for 2023/24	2024 CAR is 68.3%	2025 CAR is 44.9%	Decrease CAR to 25% or less for 2026/27	Baseline data should have been 71.3 % for 2023 not 45%. Using the correct metric - CAR has decreased by 26.4%

Goal Analysis [2025-26]

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

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

During the 2024–25 implementation year, the LEA focused on improving student attendance through initiatives that included increased family outreach, attendance incentives, and staff training on early intervention strategies. A review of the accurate baseline data reveals important context for evaluating implementation outcomes.

Positive Attendance Rate (PAR): Using the corrected baseline of 28.7% for 2023, the LEA achieved a 3% increase, reaching 31.7% in 2024. This upward trend reflects initial success in re-engagement strategies, such as piloting campus-based recognition programs and expanding the role of attendance liaisons. Although the Year 1 outcome fell short of the originally envisioned 92.5% target, the progress indicates a step in the right direction, particularly given capacity constraints and persistent chronic absenteeism trends statewide.

Chronic Absenteeism Rate (CAR): With the 2025 rate at 44.9%, the LEA achieved a 23.4% reduction. This decline is notable given the complexity of chronic absenteeism causes, including ongoing transportation challenges, health concerns, and housing instability for high-needs students.

Implementation Differences & Challenges:

Several planned interventions, such as daily attendance check-ins and community-based outreach events, were delayed due to staffing shortages and the need for clearer implementation protocols.

External factors, including socioeconomic stressors, affected student attendance despite LEA efforts.

Successes:

Establishing dedicated attendance teams contributed to better student follow-up.

Partnering with local organizations helped address some non-academic barriers to attendance (e.g., transportation, mental health referrals).

Improved communication strategies—including multilingual messages and parent workshops—fostered greater awareness of attendance expectations.

Going forward, the LEA plans to strengthen its early warning systems, formalize case management for chronically absent students, and increase the frequency of engagement with families. This iterative approach ensures continued progress toward the 2026–27 targets of 92.5% PAR and 25% CAR.

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.

4.1 The district identified these duties in the parent liaison position 4.5 The district did not identify para cost for learning recovery in planned expenditures.

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

Action 4.1, 4.2, 4.3, 4.4, 4.5 and 4.6 were effective because we saw an decrease in CAR to 25% or less for 2026/27.

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.

Adjustments were made to outcomes for CAR and PAR. It was difficult to determine how the baseline data was determined. TRUSD reevaluated the metric baselines and made adjustments consistent with other reporting and the California School Dashboard.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Continue supporting and implementing a Community of Practice to reduce Chronic Absenteeism Continue Social Emotional Learning (SEL) Community of Practice and schoolwide SEL efforts, increasing student comfort and trust with school	Twin Ridges participates in two county offered school initiative efforts; Chronic Absenteeism Community of Practice (CA COP) and the Socioemotional Learning Community of Practice (SEL COP). These efforts are principally directed towards students that fall into one or both of these categories. Chronic Absenteeism COP efforts are aimed at students missing at or above 10% of school throughout the year, and the SEL group is aimed at a broader effort to increase student comfort, self management, personal responsibility and coping skills around full day school participation.	$0.00	No
4.2	Continue expanding a Student Attendance Mediation schoolwide process	Twin Ridges has expanded and outlines a tight student attendance mediation (SAM) process that triggers notifications, meetings, and escalated outcomes for students and families that continue to fail to meet school attendance requirements. TRESD SAM includes positively reinforced activities aimed at inclusion, comfort, and efforts to increase resilience and decrease reasons for absence.		No
4.3	Develop a strategic approach to illness and short term independent studies to make up attendance.	Twin Ridges has a higher percentage of illness due to low family vaccination rates, home air quality, and community infection rates. TRESD needs a strategic approach to short term IS that helps to improve attendance rates and decrease chronic absenteeism.		No
4.4	Connect student attendance to staff attendance, improving retention of employee sick days, decreasing number of days with shifted schedules, improving student-school	Twin Ridges has a high staff absence / sick consumption rate. As so many staff members are parents and student guardians, improving this sick / PTO retention rate will have a positive outcome to student attendace and chronic absenteeism rates.		No

Action #	Title	Description	Total Funds	Contributing
	continuity, routines, and comfort.			
4.5	Para-Professional classroom support	Para professional RBT and BCBA support in classrooms to support student connectedness, build relationships and improve academic outcomes.	$122,234.00	No Yes
4.6	Director of Student Services	Director of Student Services will assist classroom teachers and school staff in communicating with parents and support all students to be able to attend school.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$353,814	$47,421

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
29.742%	0.000%	$0.00	29.742%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Standards-Aligned Instruction and Learning **Need:** All the unduplicated students groups are low performing. **Scope:** LEA-wide	By providing a broad range of interventions and tools	1.1, 1.2.1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Professional Development for Universal Design for Learning (UDL) **Need:** **Scope:** LEA-wide		
1.4	**Action:** Broad Curriculum **Need:** Expand the the educational services to encourage daily attendance **Scope:** LEA-wide	Students will have a variety of opportunities to find ways to connect at school to help eliminate barriers to attendance and academics	1.1, 1.2, 1.3
1.5	**Action:** Professional Development and Learning **Need:** Students at Twin Ridges SD have a variety of needs that result in barriers to learning. **Scope:** LEA-wide	Professional Learning to support the implementation of SEL programs, PBIS and other tools to support student learning	1.1, 1.2, 1.3, 1.7, 1.8
1.6	**Action:** School Counseling Services **Need:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.8	**Action:** Reduced Class size **Need:** Academic Outcomes for All student groups are in the low performing category **Scope:** LEA-wide	Smaller class sizes will allow for targeted differentiation and intervention to support student need and to address academic gaps.	Academic Indicator, Chronic abseenteism rates, CKHS Survey Data, Priority 6 and Priority 2 outcomes
2.1	**Action:** Build a positive school environment **Need:** Students at TRSD have a number of barriers than **Scope:** LEA-wide	Build a positive climate for all students and provide activities that support activities as well as SEL.	2.1, 2.2, 2.3, 2.4
2.2	**Action:** Increased opportunities for student connectedness and engagement. **Need:** Student attendance and connection are a struggle in the Twin Ridges School Community. Chronic Absenteeism rates exceed 60% with attendance rates at 87%	By providing additional opportunities for students to access education beyond the classroom students will be able to see how what they do in the classroom affects their daily lives.	Chronic Absenteeism rates and School Climate (CKHS and other Priority 6 measures)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.6	**Action:** Home to school transportation **Need:** Twin Ridges is a remote rural area and many parents do not have reliable transportation **Scope:** LEA-wide	By providing student transportation we can ensure that all students have the ability to regularly attend school	Chronic Absenteeism rates, attendance rates, academic outcomes
4.5	**Action:** Para-Professional classroom support **Need:** **Scope:** LEA-wide		

Limited Actions

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

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

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

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 funds will be used to provide teaching staff to support small class sizes and a counselor to address the social emotional learning needs of all students

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,189,613	353,814	29.742%	0.000%	29.742%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$353,814.00	$490,909.00	$247,408.00	$150,733.00	$1,242,864.00	$743,057.00	$499,807.00

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	Standards-Aligned Instruction and Learning	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income		3 Years	$0.00	$9,550.00	$9,550.00	$0.00	$0.00	$0.00	$9,550.00	
1	1.2	Professional Development for Universal Design for Learning (UDL)	All	No Yes	LEA-wide		All Schools	3 Year	$0.00	$0.00	$0.00	$0.00	$0.00		$0.00	
1	1.3	Academic Support and Enrichment - Expanded Learning Opportunity (ELOP) Program Access After School Education and Safety (ASES) program access	All ELOP is principally aimed at TK - 6th	No			All Schools Specific Schools: Grizzly Hill TK through 6th Grade	1 Year	$202,989.00	$110,969.00	$0.00	$313,958.00	$0.00	$0.00	$313,958.00	
1	1.4	Broad Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK though 8th grade		$24,761.00	$5,500.00	$5,500.00	$24,761.00	$0.00	$0.00	$30,261.00	
1	1.5	Professional Development and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$12,895.00	$7,000.00	$0.00	$0.00	$0.00	$19,895.00	$19,895.00	
1	1.6	School Counseling Services	All	No Yes	LEA-wide		All Schools		$0.00	$28,252.00	$4,962.00			$23,290.00	$28,252.00	
1	1.7	Preschool program	All	No			Specific Schools: Little Acorns Preschool		$127,613.00	$56,867.00			$149,108.00	$35,372.00	$184,480.00	
1	1.8	Reduced Class size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$97,196.00	$0.00	$97,196.00				$97,196.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Build a positive school environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$19,679.00	$60,969.00	$79,348.00		$1,300.00		$80,648.00	
2	2.2	Increased opportunities for student connectedness and engagement.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$200.00	$200.00				$200.00	
2	2.3	Student Support Services	All	No			All Schools		$0.00	$97,000.00			$97,000.00		$97,000.00	
2	2.4	Professional Learning for Staff	All	No			All Schools Specific Schools: Grizzly Hill and Little Acorns Pre K through 8th Grade		$0.00	$0.00	$0.00				$0.00	
2	2.5	Execution of Measure A Facilities upgrade efforts	All	No			All Schools Specific Schools: Grizzly Hill and Oak Tree PreK through 8th Grade		$0.00	$0.00	$0.00				$0.00	
2	2.6	Home to school transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$107,000.00	$107,000.00				$107,000.00	
3	3.1	Community Schools Partnership Program	All	No			All Schools	5 Years	$72,348.00	$16,500.00		$88,848.00			$88,848.00	
3	3.2	Parent Liaison	All	No			All Schools	5 Years	$63,342.00	$0.00		$63,342.00			$63,342.00	
3	3.3	Parent and Staff Education	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.4	Parent and Community Outreach	All	No			All Schools									
4	4.1	Continue supporting and implementing a Community of Practice to reduce Chronic Absenteeism Continue Social Emotional Learning (SEL) Community of Practice and schoolwide SEL efforts, increasing	All	No			All Schools Specific Schools: Grizzly Hill TK - 8th Grade		$0.00	$0.00			$0.00		$0.00	

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
		student comfort and trust with school														
4	**4.2**	Continue expanding a Student Attendance Mediation schoolwide process	All	No			All Schools Specific Schools: Grizzly Hill and Little Acorns TK - 8th Grade									
4	**4.3**	Develop a strategic approach to illness and short term independent studies to make up attendance.	All	No			All Schools									
4	**4.4**	Connect student attendance to staff attendance, improving retention of employee sick days, decreasing number of days with shifted schedules, improving student-school continuity, routines, and comfort.	All	No			Specific Schools: Grizzly Hill and Little Acorns (Oak Tree) Pre K to 8th Grades.									
4	**4.5**	Para-Professional classroom support	All English Learners Foster Youth Low Income	No	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	$122,234.00	$0.00	$50,058.00			$72,176.00	$122,234.00	
4	**4.6**	Director of Student Services	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,189,613	353,814	29.742%	0.000%	29.742%	$353,814.00	0.000%	29.742 %	**Total:**	$353,814.00
								LEA-wide Total:	$353,814.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Standards-Aligned Instruction and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		$9,550.00	
1	**1.2**	Professional Development for Universal Design for Learning (UDL)	Yes	LEA-wide			$0.00	
1	**1.4**	Broad Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK though 8th grade	$5,500.00	
1	**1.5**	Professional Development and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		$0.00	
1	**1.6**	School Counseling Services	Yes	LEA-wide			$4,962.00	
1	**1.8**	Reduced Class size	Yes	LEA-wide	English Learners Foster Youth Low Income		$97,196.00	
2	**2.1**	Build a positive school environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$79,348.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Increased opportunities for student connectedness and engagement.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200.00	
2	2.6	Home to school transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		$107,000.00	
4	4.5	Para-Professional classroom support	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,058.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,473,593.00	$1,496,512.00

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**	Standards-Aligned Instruction and Learning	Yes	$14,902.00	13,339
1	**1.2**	Professional Development for Universal Design for Learning (UDL)	No	$3,000.00	3,000
1	**1.3**	Academic Support and Enrichment - Expanded Learning Opportunity (ELOP) Program Access After School Education and Safety (ASES) program access	No	$291,280.00	348,426
1	**1.4**	Broad Curriculum	Yes	$25,000.00	39,282
1	**1.5**	Professional Development and Learning	Yes	$9,196.00	17,652
1	**1.6**	School Counseling Services	No	$58,158.00	58,979
1	**1.7**	Preschool program	No	$167,163.00	186,534
1	**1.8**	Reduced Class size	Yes	$92,934.00	94,421
2	**2.1**	Build a positive school environment	Yes	$155,578.00	118,198
2	**2.2**	Increased opportunities for student connectedness and engagement.	Yes	$500.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Student Support Services	No	$209,869.00	170,599
2	2.4	Professional Learning for Staff	No	$0.00	
2	2.5	Execution of Measure A Facilities upgrade efforts	No	$0.00	
2	2.6	Home to school transportation	Yes	$107,000.00	125,639
3	3.1	Community Schools Partnership Program	No	$84,492.00	70,554
3	3.2	Parent Liaison	No	$35,429.00	63,783
3	3.3	Parent and Staff Education	No	$0.00	0
3	3.4	Parent and Community Outreach	No	$644.00	750
4	4.1	Continue supporting and implementing a Community of Practice to reduce Chronic Absenteeism Continue Social Emotional Learning (SEL) Community of Practice and schoolwide SEL efforts, increasing student comfort and trust with school	No	$0.00	0
4	4.2	Continue expanding a Student Attendance Mediation schoolwide process	No		
4	4.3	Develop a strategic approach to illness and short term independent studies to make up attendance.	No		
4	4.4	Connect student attendance to staff attendance, improving retention of	No		

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)
		employee sick days, decreasing number of days with shifted schedules, improving student-school continuity, routines, and comfort.			
4	**4.5**	Para-Professional classroom support	No Yes	$218,448.00	185,356
4	**4.6**	Director of Student Services	No	$0.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
360,130	$384,697.00	$360,130.00	$24,567.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Standards-Aligned Instruction and Learning	Yes	$14,902.00	13,339		
1	1.4	Broad Curriculum	Yes	$25,000.00	11,654		
1	1.5	Professional Development and Learning	Yes	$0.00			
1	1.8	Reduced Class size	Yes	$92,934.00	94,421		
2	2.1	Build a positive school environment	Yes	$144,361.00	107,381		
2	2.2	Increased opportunities for student connectedness and engagement.	Yes	$500.00	0		
2	2.6	Home to school transportation	Yes	$107,000.00	117,278		
4	4.5	Para-Professional classroom support	Yes		16,057		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,167,388	360,130	0%	30.849%	$360,130.00	0.000%	30.849%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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