



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bangor Union Elementary School District

CDS Code: 04 61382 6002919

School Year: 2026-27

LEA contact information:

Scott Otis

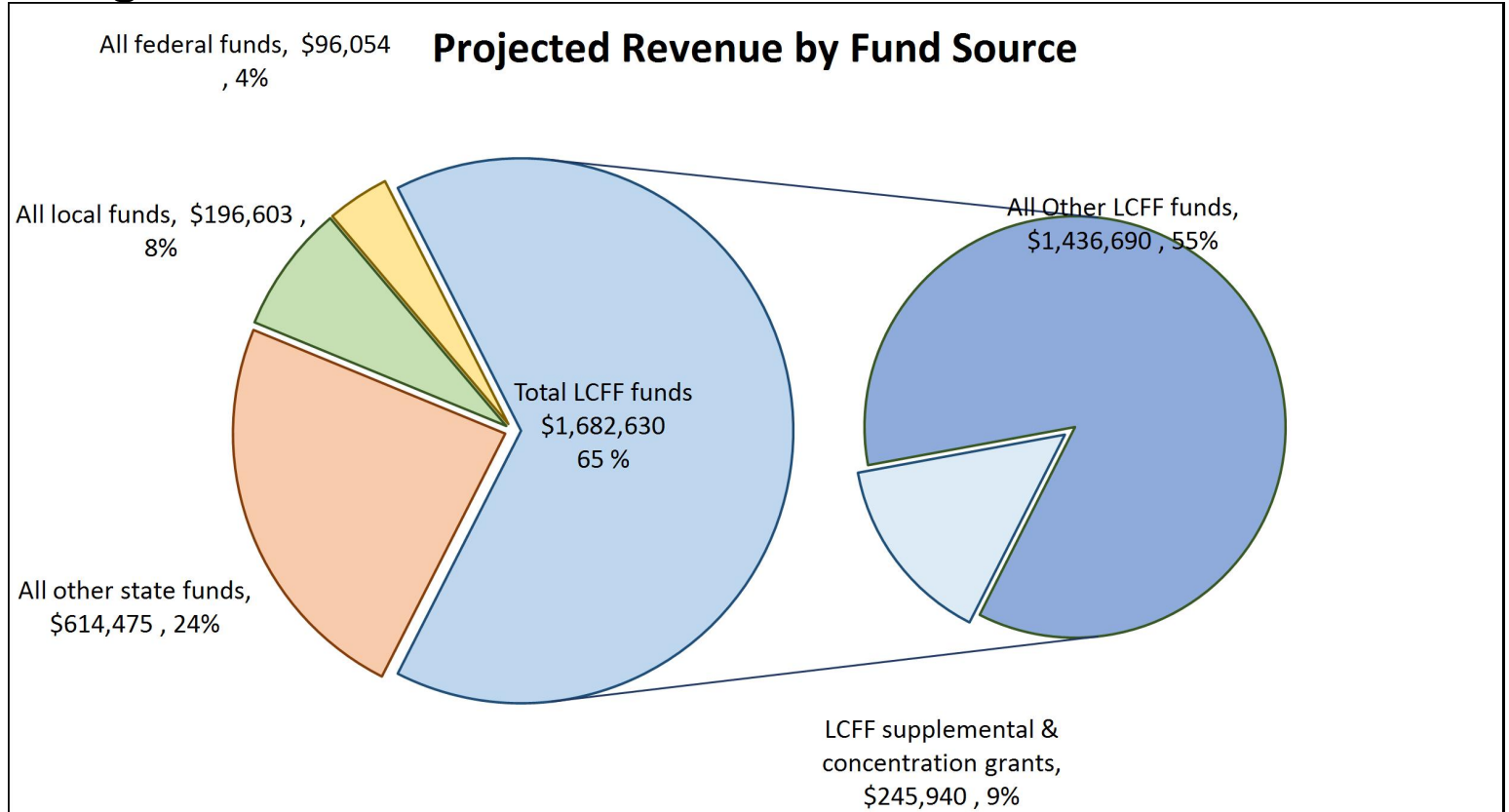
Superintendent/Principal

sotis@bangorunion.org

(530) 679-2434

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 Bangor Union Elementary School District expects to receive in the coming year from all sources.

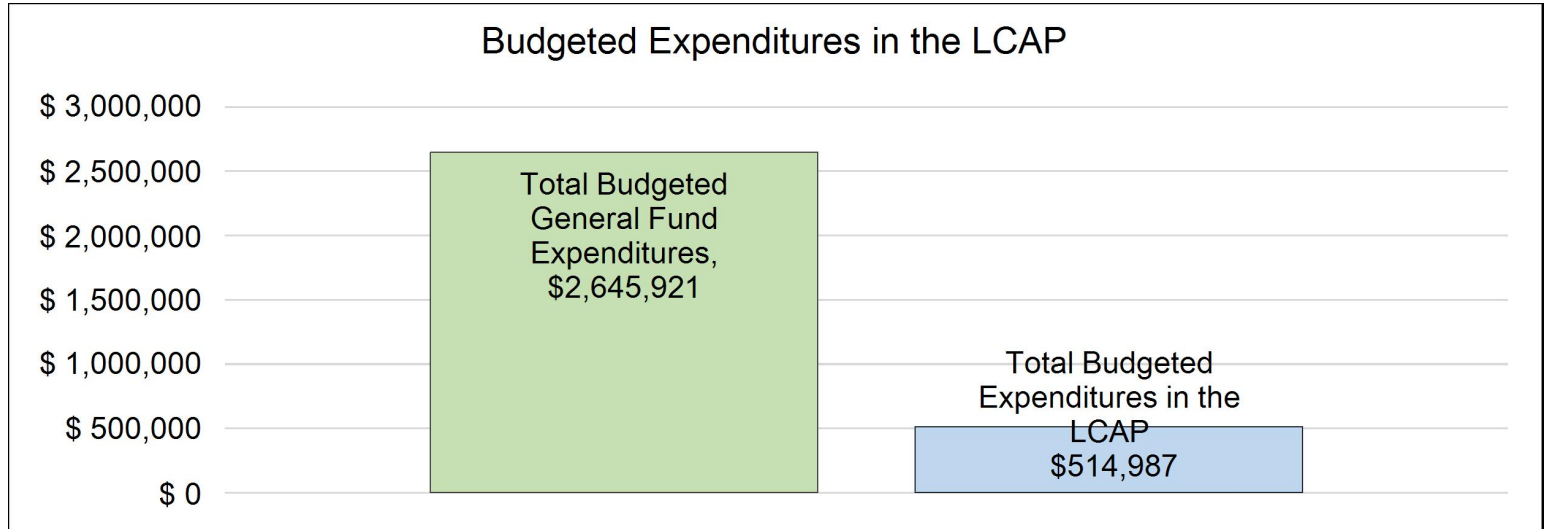
The text description for the above chart is as follows: The total revenue projected for Bangor Union Elementary School District is \$2,589,762, of which \$1,682,630 is Local Control Funding Formula (LCFF), \$614,475 is other state funds, \$196,603 is local funds, and \$96,054 is federal funds. Of the \$1,682,630 in LCFF Funds, \$245,940

2026-27 Local Control and Accountability Plan for Bangor Union Elementary School District

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 Bangor Union 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: Bangor Union Elementary School District plans to spend \$2645921 for the 2026-27 school year. Of that amount, \$514,987 is tied to actions/services in the LCAP and \$2,130,934 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

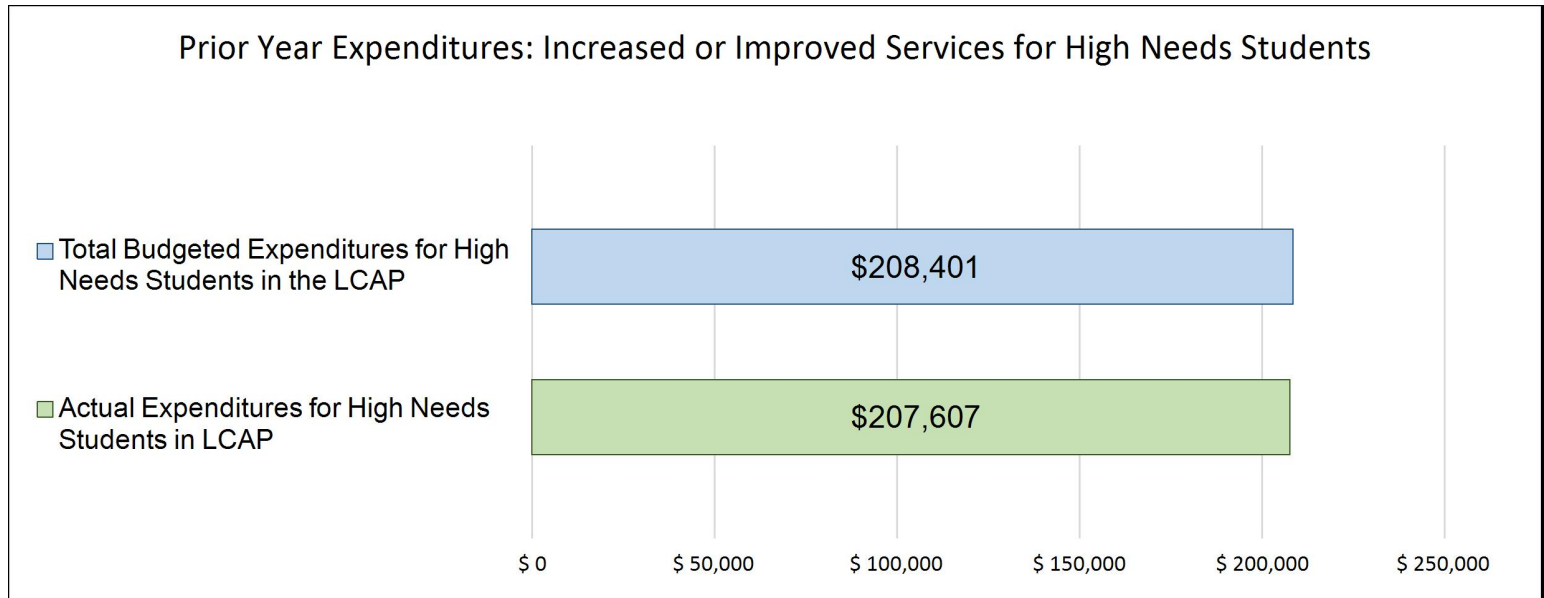
Expenditures would include various items, such as unexpected maintenance costs, legal costs, operations costs, etc.

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

In 2026-27, Bangor Union Elementary School District is projecting it will receive \$245,940 based on the enrollment of foster youth, English learner, and low-income students. Bangor Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bangor Union Elementary School District plans to spend \$307,406 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Bangor Union 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 Bangor Union 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, Bangor Union Elementary School District's LCAP budgeted \$208,401 for planned actions to increase or improve services for high needs students. Bangor Union Elementary School District actually spent \$207,607 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$794 had the following impact on Bangor Union Elementary School District's ability to increase or improve services for high needs students:

No significant material change. Student enrollment numbers change along with services required for those students.



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
Bangor Union Elementary School District	Scott Otis Superintendent/Principal	sotis@bangorunion.org (530) 679-2434

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.

Bangor Union Elementary School District (CDS 04-61382-0000000) is a single-school, transitional-kindergarten-through-grade-eight (TK–8) public school district located in the rural community of Bangor in Butte County, California. The district operates one school, Bangor Union Elementary School, and has served the Bangor community since 1857, making it one of California's longtime small rural districts. Many of its students come from multigenerational families whose ties to the school span decades. This continuity is a defining strength: rather than a system of separate campuses, Bangor functions as a single, tightly connected learning community organized around one site.

The district is governed by a five-member elected Board of Trustees serving staggered four-year terms, with day-to-day educational and operational leadership provided by a combined Superintendent/Principal, Mr. Scott Otis. This dual-role model is common to very small California districts and allows decisions to move quickly from the board table to the classroom, supported by a lean certificated and classified staff whose members frequently serve in multiple capacities.

Bangor is among the smallest districts in the state, enrolling a single small student body of fewer than 90 children across TK through grade eight [insert certified 2025–26 CALPADS census-day enrollment]. For the 2026–27 plan year, the district continues to serve a high-needs population: based on its most recent unduplicated count, approximately 73% of students are unduplicated (low-income, English learner, and/or foster youth), and English learners make up roughly 13% of enrollment. Because the large majority of Bangor's students are socioeconomically disadvantaged, supplemental and concentration funding under the Local Control Funding Formula represents a significant

share of the district's resources, and the district holds itself to a clear standard of demonstrating increased and improved services for its highest-need learners.

The district's strategic direction for 2026–27 centers on coherence rather than complexity. Recognizing that a single-school system improves the fastest through a few shared, repeatable routines, Bangor's vision is to operate one coherent, standards-aligned instructional system — built on a guaranteed and viable curriculum, common formative assessments congruent to taught standards, and disciplined intervention and enrichment cycles. The district's improvement priorities reflect its most recent California School Dashboard results: sustaining measurable growth in mathematics toward grade-level standard, strengthening English language arts and writing, deepening designated and integrated English language development for English learners, and protecting instructional time by continuing progress on chronic absenteeism and student engagement.

This academic vision is paired with a whole-child commitment. Through Proposition 28 arts funding, Bangor provides standards-based instruction in music, visual arts, theater, and dance, integrating the arts with literacy and mathematics to increase engagement, language development, and student ownership of learning. Anchored in its long-standing "one family, big impact" identity, Bangor Union Elementary School District frames its 2026–27 Local Control and Accountability Plan as a disciplined effort to tighten clarity, consistency, and congruency — honoring the community's heritage while building the evidence-based systems that will carry its students forward.

Because the district operates a single school, parent engagement opportunities are provided through a unified family engagement system that serves all student groups. Participation opportunities include parent meetings, family education events, schoolwide engagement activities, and advisory groups. These structures are designed to ensure that parents of all students, including English learners, low-income students, foster youth, and students with disabilities, have meaningful opportunities to participate in school programs and decision-making. Therefore, the district uses overall parent participation rates, supplemented by participation records from targeted engagement opportunities, to monitor progress related to Priority 3A, 3B, and 3C. Additionally, course access serves all students including unduplicated students. We will use overall course access measurements to monitor Priority 7B.

There are less than 11 English Learner students who are enrolled. Therefore, we will monitor Priorities 2B, 4E, 4F locally.

Bangor does not have any Equity Multiplier funded schools.

Reflections: Annual Performance

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

A review of the district's most recent California School Dashboard and local data points to real, sustained progress that Bangor Union Elementary School District is proud to build on.

The district's clearest area of momentum is mathematics, where multi-year results reflect continued movement toward grade-level standard, 2024-2025 demonstrated Math CAASPP at 30.6%, preliminary 2025-2026 shows 33.3%. This progress is not accidental — it is the product of a small staff teaching consistently across multi-grade classrooms and a growing habit of looking at student work together. That

collaborative practice is itself a success: the district's professional learning community (PLC) collaboration has functioned effectively, with staff identifying shared scope and sequence for multi-grade classes and strengthening a culture of joint planning. In a single-school district, this shared ownership is the engine of improvement, and it gives Bangor a strong foundation to deepen rather than rebuild.

Bangor has also strengthened its foundational literacy systems. The implementation of a dyslexia screener and the use of structured, Orton-Gillingham-aligned foundational reading practices have given teachers earlier, clearer information about which students need targeted support and what kind. On the district's local indicators, Bangor reports meeting the state standards for the locally measured priorities, signaling that the basic systems for stakeholder engagement, school climate, and implementation of state standards are in place.

The district identified attendance as an area requiring continued attention. The 2024 Dashboard reported a chronic absenteeism rate of 26.6% for all students. Student groups reported on the Dashboard also experienced elevated rates, including socioeconomically disadvantaged students at 30.7% and White students at 25.0%. Because students who are chronically absent miss core instruction, intervention opportunities, and collaborative learning experiences, lost instructional time reduces access to grade-level content and can contribute to lower academic outcomes. To address this need, the district expanded staffing by adding a Wellness Coach and collaborating with the Butte County Office of Education to support attendance improvement and attendance recovery efforts. These services are intended to strengthen student engagement, improve family outreach, and reduce barriers that contribute to chronic absenteeism.

A review of the same Dashboard and local data identifies the priorities Bangor Union Elementary School District will address in 2026–27, as discussed.

While English Language Arts (ELA) remains an area for continuous improvement, the district's results demonstrate a relative strength. The most recent Dashboard results indicate performance at 3.8 points above standard, reflecting a 10.3-point increase, with 54.2% of students meeting or exceeding standards. Preliminary 2025–26 CAASPP results show performance remaining stable at approximately 54% meeting or exceeding standards. These results suggest that Bangor's literacy initiatives, including structured foundational reading practices, early identification through dyslexia screening, and targeted small-group instruction, are contributing to sustained student achievement. Continued attention will focus on strengthening writing instruction, maintaining alignment between standards and daily learning targets, and ensuring that explicit success criteria are embedded in instruction so that students consistently understand what quality work looks like and how to improve.

Mathematics remains the district's most significant academic area of need. Although preliminary 2025–26 CAASPP results show improvement from 30.6% to 33.3% of students meeting or exceeding standards, the most recent Dashboard results indicate performance remains 47.5 points below standard. Continued growth will require a consistent instructional focus on prerequisite skills, clear learning progressions, and standards-aligned common formative assessments. These practices are necessary because they provide teachers with timely evidence of student understanding, allowing instruction, intervention, and enrichment to be adjusted before learning gaps widen. The district will continue strengthening collaborative planning and data-analysis routines to ensure that instructional decisions are responsive to student needs and support progress toward grade-level proficiency.

School climate and student behavior remain important areas for ongoing monitoring. The district's most recent Dashboard suspension rate was 5.3%, representing an increase of 3.1 percentage points. In response, Bangor strengthened Positive Behavioral Interventions and

Supports (PBIS), expanded Response to Intervention (RTI) practices, and partnered with the Butte County Office of Education to provide additional support. Preliminary 2025–26 data indicate no in-school or out-of-school suspensions, suggesting that the district's efforts to establish consistent behavioral expectations and proactive student supports may be contributing to improved outcomes. The district will continue monitoring behavior, engagement, and school climate data to ensure these improvements are sustained.

A capacity need exists in services for English learners. While the district has provided professional development related to English learner instruction, additional training is needed to strengthen implementation of designated and integrated English language development. Even with a small English learner population, students benefit when teachers consistently incorporate language objectives, structured academic discourse, vocabulary development routines, and opportunities for language production across content areas. The district will continue building staff capacity through professional learning, classroom support, and aligned instructional expectations.

The district also faces an instructional-materials need: with the mathematics adoption postponed, Bangor must maintain a guaranteed and viable curriculum through shared maps, pacing, and common expectations to keep instruction coherent across classrooms until new core materials are in place. This reinforces a structural need to complete and connect the district's planning architecture — semester maps to quarterly, weekly, and daily plans — and to build the short-cycle assessment and data-to-action routines that turn analysis into intervention.

One measurement caveat shapes how these needs are reported and must be stated for defensibility: because the district enrolls fewer than 90 students, most student groups fall below the Dashboard's 30-student reporting threshold and are not separately displayed. As a result, Bangor's identified needs are drawn primarily from "all student" indicators and local data, and the district will rely on its own disaggregated common-assessment data — rather than suppressed Dashboard subgroup results — to monitor equity gaps and target services for its unduplicated students.

2023 "RED" status requirement

Chronic Absenteeism - All student group, White and Socioeconomically disadvantaged (Addressed in Goal 1 Action 1.1, 1.8)

The district conducted a comprehensive needs assessment, utilizing the California Dashboard data for English Language Arts (ELA), Mathematics, Suspension Rate, and Chronic Absenteeism, as well as educational partner input and local assessments, to identify critical areas of need. This thorough analysis informed the strategic actions funded, in whole or in part, by the Learning Recovery Emergency Block Grant (LREBG). These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the greatest challenges. The actions funded are below:

Goal 1 Action 1.8 Class Size Reduction

- Partially funded by LREBG funds, this action aims to fund additional staff to decrease the staff to student ratio during instruction.
- Class size reduction addresses the comprehensive needs assessment by reducing overall class sizes. By implementing this action, it will allow more teacher-student interaction, and it allows teachers to recognize the needs of individual students and customize instruction and assignments to improve student outcomes in ELA and math.
- This action directly aligns with LREBG's allowable use of Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
- This evidence based action is backed by the Tennessee STAR (Student Teacher Achievement Ratio) study, conducted from 1985 to 1989.

Reflections: Technical Assistance

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

Bangor Union Elementary School District met with the Butte County Office of Education (BCOE) on March 3, 2026, and May 4, 2026, to review Technical Assistance eligibility and support planning related to Dashboard performance for Socioeconomically Disadvantaged (SED) students in the areas of Chronic Absenteeism and Suspension Rate.

To address Chronic Absenteeism, the district is partnering with BCOE to conduct an attendance process mapping and needs assessment. This work will examine existing attendance practices, identify gaps in systems and procedures, and evaluate how attendance concerns are identified, monitored, and addressed. The process mapping will support the development of a more coherent attendance system that includes clearly defined roles, consistent intervention processes, and data-informed decision-making. The district will use findings from the needs assessment to strengthen attendance supports and improve reengagement efforts for students and families experiencing attendance challenges.

To address Suspension Rate concerns, the district is partnering with BCOE to strengthen implementation of Positive Behavioral Interventions and Supports (PBIS). As part of this work, the district will develop and implement a schoolwide behavior matrix that clearly defines behavioral expectations across school settings. This work is intended to improve consistency in behavioral expectations and strengthen school climate.

The district will continue to collaborate with BCOE throughout the 2026–27 school year to review attendance and discipline data, monitor the implementation of identified strategies, and refine practices based on ongoing analysis of student outcomes. Progress will be measured through chronic absenteeism data, suspension rates, and other school climate and student engagement indicators.

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.

Bangor Elementary School is the only school in the District, and has NOT been a school receiving comprehensive support and improvement.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers / Certified Staff	Reviewed Dashboard and local data and provided input during staff and PLC collaboration meetings held every month; identified instructional priorities, intervention needs, and resource requests that informed the plan's goals and actions.
Principal / District Administration	Facilitated data review, synthesized partner input, drafted goals and actions, and presented the draft LCAP to staff, the Parent Advisory Committee, and the Governing Board on June 4, 2026
Other School Personnel (classified staff, instructional aide, office/support staff)	Consulted during staff meeting(s) every month regarding student engagement, attendance, safety, operations, and supports that affect day-to-day learning.
Local Bargaining Unit(s)	Consulted with bargaining-unit representative(s) on June 4, 2026, regarding LCAP goals, actions, and related expenditures.
Parent Advisory Committee	Reviewed the most recent data and the draft LCAP on June 4, 2026 and submitted comments and questions; the Superintendent provided written responses prior to plan adoption, in accordance with state requirements.
School Site Council	Reviewed alignment between the School Plan for Student Achievement and the LCAP on June 4, 2026
Students	Provided input through a student survey and/or classroom discussions on June 1, 2026 regarding engagement, school climate, safety, and learning supports.
Governing Board of Trustees	Received the draft LCAP and data; held a public hearing on the third Thursday of every month and adopted the LCAP at a separate public

Educational Partner(s)	Process for Engagement
	meeting on June, 18, 2026 both publicly noticed and held concurrently with the budget.
Special Education Local Plan Area (SELPA)	Consulted with SELPA / special education staff on June 4, 2026, regarding services, supports, and progress monitoring for students with disabilities; input ensured the LCAP's goals and actions are aligned with the district's special education program and the needs of students served through the SELPA.

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

The feedback gathered from Bangor Union Elementary School District's educational partners directly influenced the goals, actions, services, and expenditures included in this LCAP. Following a review of California School Dashboard results, local assessment data, and other student outcome measures, the district analyzed input from teachers and staff, parents and guardians, students, the Parent Advisory Committee, and the Special Education Local Plan Area (SELPA) to identify common priorities and areas of need.

Teachers and certificated staff emphasized the need for stronger alignment among standards, instruction, assessment, and intervention, as well as dedicated collaboration time to support the district's professional learning community process. In response, the district included actions focused on curriculum mapping, common formative assessments, collaborative planning, intervention systems, and instructional coherence across multi-grade classrooms (Actions 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, and 2.7). Staff feedback also reinforced the importance of maintaining a guaranteed and viable curriculum while the district prepares for a future mathematics curriculum adoption.

Other school personnel identified attendance, student engagement, and school climate as priorities. As a result, the LCAP includes actions designed to strengthen attendance monitoring, student engagement strategies, behavior supports, wellness services, and school connectedness (Actions 1.1 through 1.6, 1.9, 1.10, and 2.7). These actions were selected because educational partners identified lost instructional time as a significant barrier to student success and emphasized the importance of creating a supportive environment that encourages regular attendance and active participation in learning.

Parents and guardians, through the Parent Advisory Committee and other engagement opportunities, expressed a desire for strong communication, continued support for literacy development, academic intervention, and a safe and welcoming school environment. This feedback influenced actions related to family communication, literacy supports, attendance improvement, intervention services, and school climate (Actions 1.1 through 1.10 and Actions 2.1, 2.3, 2.4, 2.5, and 2.7). The district considered all feedback received and incorporated the highest-priority needs into the adopted plan while balancing available resources and identified student needs.

Students expressed a desire for engaging, hands-on learning experiences and clearer expectations for success. In response, the district incorporated actions that emphasize active participation strategies, visible learning targets, success criteria, arts-integrated learning opportunities, and instructional practices that increase student engagement and ownership of learning (Actions 1.2, 1.3, 1.4, 1.9, and 2.7).

These actions reflect student feedback that learning is most meaningful when expectations are clear and opportunities for participation are embedded throughout instruction.

The SELPA and special education staff highlighted the importance of consistent progress monitoring, timely intervention, and alignment between general education and special education services. This feedback influenced the district's academic goals by reinforcing the need for common assessment practices, coordinated intervention systems, targeted support services, and instructional strategies designed to improve access to grade-level standards for students with disabilities (Goal 1 and Goal 2 actions supporting intervention, assessment, and instructional improvement).

Across all educational partner groups, several common themes emerged, including the need to strengthen literacy and writing instruction, continue improving mathematics achievement, support student engagement and attendance, maintain a positive school climate, and ensure that all students have access to effective instruction and intervention. The consistency of this feedback across multiple stakeholder groups reinforced the district's decision to focus its LCAP on a coherent set of priorities rather than disconnected initiatives. As a result, the adopted LCAP reflects both local data and educational partner input in establishing goals, actions, and expenditures that are aligned to identified student needs and the district's commitment to continuous improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Bangor Union Elementary School District will continue to develop a safe and inviting school that supports good attendance.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

<p>The district developed this goal following a review of the California School Dashboard, local data, and educational partner input. The 2023 California School Dashboard identified Chronic Absenteeism at 25.4%, resulting in a Red performance level, the district's only Red indicator. Dashboard data also identified Socioeconomically Disadvantaged and White student groups as experiencing the greatest challenges with chronic absenteeism.</p> <p>In addition to Dashboard data, local attendance, school climate, behavioral, and survey data, together with feedback from students, parents, staff, and community members, identified the need to strengthen student engagement, improve school connectedness, maintain a safe and welcoming learning environment, and increase meaningful communication with families. Educational partners consistently emphasized the importance of positive school culture, consistent behavioral expectations, student recognition, safe facilities, and supportive learning environments that encourage students to attend school regularly and remain engaged in learning.</p> <p>To address these identified needs, the district will implement Positive Behavioral Interventions and Supports (PBIS), attendance interventions, student recognition programs, expanded family communication, facilities improvements, class size reduction, campus supervision, and enrichment opportunities. These actions are designed to reduce barriers to regular attendance because they establish consistent expectations, strengthen relationships among students, staff, and families, increase students' sense of safety and belonging, and provide engaging learning experiences that encourage students to attend school consistently.</p> <p>Progress toward this goal will be measured through state and local indicators, including Chronic Absenteeism, Attendance Rate, Suspension Rate, school climate surveys, parent engagement measures, and other local metrics that demonstrate improvements in student engagement, school climate, and attendance.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 6 - Suspension Rate	2023 CA Dashboard Suspension Rate 1.3% 2023 Marzano HRS 1.2 (December) Baseline student mean 3.54, Parent, Mean 4.11 PBIS TFI Bronze Level Recognition 2024	2024 CA Dashboard Suspension Rate 2.2% Marzano HRS (2025) 1.2 Student mean 3.5, Parent, Mean 4.78	2025 CA Dashboard Suspension Rate 5.3%, representing a 3.1% increase	2023 CA Dashboard Suspension Rate Under 2% Marzano HRS Leading Indicator Survey 1.2. Student mean 4.00, Parent, Mean 4.25 PBIS TFI Silver Level Recognition	Increase of 4%
1.2	Priority 5- Student Engagement/ Attendance	Percent of students who are present at least 85% of the school: year 2024 Baseline 90.9%	Percent of students who are present at least 85% of the school: 2025 88%	Percent of students who are present at least 85% of the school: 2025-2026: 98.86%	95% of students will attend at a rate of 85% or greater.	Increase of 7.96%
1.3	Priority 5 - School Attendance Rates	Local Attendance Data- (May 1, 2024) 93% attendance rate for the year.	Local Attendance Data- (May 1, 2025) 93% attendance rate for the year.	Local Attendance Data (April 20) 93.58% attendance rate for the year.	Local Attendance Data- (May 1, Year 3) 96% attendance rate for the year.	Increase of .58%
1.4	Priority 5 - Chronic Absenteeism Rates	Results from 2022-23 All students - 25.7% (Red) Socioeconomically Disadvantaged - 29.5% (Red) White student group - 23.6% (Red)	Results from 2024 All students - 17% (Yellow). Socioeconomically Disadvantaged - 22.6% (Orange)	Results from 2025-2026 All students: 26.6% (Red) Socioeconomically Disadvantaged: 30.7% (Red)	Chronic Absenteeism Rates All students <10% SED < 15% White <10%	All students: 0.9% increase Socioeconomically Disadvantaged: 1.2% increase White student group: 1.4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White student group - 18.5% (Yellow)	White student group: 25% (Red)		
1.5	Priority 7- Course Access/ Equity	On our Student Feedback Survey "There is enough art, music, garden in my week" mean 2.95 on a Likert Scale of 1-5.	On our Student Feedback Survey "There is enough art, music, garden in my week" mean 3.05 on a Likert Scale of 1-5.	Former survey was redesigned to reflect more appropriate assessment of needs. Survey Results (April 2026): Leading Indicator 1.5: Students have Course Access/Equity: 63% Strongly Agreed 26% Agreed 11% Neutral	Survey Results: Leading Indicator 1.5: 75% either Strongly Agree or Agree	N/A
1.6	Priority 3-Parental Involvement/ Communication	Marzano HRS (Dec): Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. 2023 baseline student mean 2.74, parent mean 3.32	Marzano HRS (2025): Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school. Student mean 2.54, Parent mean 3.93	Former survey was redesigned to reflect more appropriate assessment of needs. Survey Results (April 2026): Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	Survey Results: Leading Indicator 1.6: 75% either Strongly Agree or Agree.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				63% Strongly Agreed 16% Agreed 16% Neutral 5% Somewhat Disagreed		
1.7	Priority 1-Basic Services/ Facilities	Marzano HRS (Dec): Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. 2023 baseline student mean 3.82, Parent mean 4.22	Marzano HRS (2025): Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. Student mean 3.88, Parent mean 4.43	Former survey was redesigned to reflect more appropriate assessment of needs. Survey Results (April 2026): Leading Indicator 1.8: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers. 63% Strongly Agreed 26% Agreed 11% Neutral	Survey Results: Leading Indicator 1.8: 75% either Strongly Agree or Agree.	N/A
1.8	Priority 1 - Basic Services / Facilities - Facility Inspection Tool: Maintain Good or Exemplary rating	100% FIT Tool Rating "Good"	100% FIT Tool Rating "Good"	100% FIT Tool Rating "Good"	Maintain Good or Exemplary rating on FIT	100% FIT Tool Rating "Good"
1.10	Priority 6-School Climate/ Mental Health (Student efficacy)	Marzano HRS (December) Leading Indicator 1.7:	Marzano HRS (2025) Leading Indicator 1.7:	Former survey was redesigned to reflect more appropriate	Survey Results: Leading Indicator 1.7:	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 baseline student mean 2.56, parent mean 3.95.	Student mean 3.38, Parent mean 4.53.	assessment of needs. Survey Results (April 2026) Leading Indicator 1.7: 84% Strongly Agreed 11% Agreed 5% Neutral	75% either Strongly Agree or Agree	
1.11	Priority 6-School Climate/ Safety	Marzano HRS (Dec) 1.2: Students, parents, and the community perceive the school environment as safe and orderly. 2023 baseline student mean 3.54, Parent Mean 4.11	Marzano HRS (2025) 1.2: Students, parents, and the community perceive the school environment as safe and orderly. Student mean 3.5, Parent Mean 4.14	Former survey was redesigned to reflect more appropriate assessment of needs. Survey Result (April 2026) 1.2: Students, parents, and the community perceive the school environment as safe and orderly. 61% Strongly Agreed 32% Agreed 8% Neutral	Survey Results: Leading Indicator 1.2: 75% either Strongly Agree or Agree.	N/A
1.12	Priority 5 - Middle School Dropout Rates	2023-24 results - 0%	2024 results - 0%	2025 results - 0%	Maintain 0%	Zero percent Dropout rate
1.13	Priority 6 - Expulsion Rate	2023-24 results - 0%	2024 results - 0%	2025 results - 0%	Maintain 0%	Zero percent Expulsion rate

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, Goal 1 actions were implemented substantially as planned during the 2025–26 school year. The district successfully maintained student support systems, intervention staffing, communication structures, facilities improvements, and positive school climate initiatives. Implementation challenges were primarily related to chronic absenteeism and staffing limitations affecting music instruction. Despite these challenges, Bangor sustained a high level of implementation across most actions and continued refining systems designed to improve student engagement, attendance, academic support, and school connectedness.

****1.1 – Positive Behavioral Interventions and Supports (PBIS)****

****Implementation Level: 4 – Full Implementation****

Bangor continued to strengthen its PBIS framework through consistent behavioral expectations, student recognitions, staff participation, and schoolwide supports. While the Tiered Fidelity Inventory (TFI) was not utilized during the year, data collected through Thrillshare, the district's student recognition platform, demonstrated increased utilization of recognition systems and positive student participation. These indicators suggest improved implementation and consistency compared to prior years.

****1.2 – Student Attendance Review Team (SART) Development****

****Implementation Level: 2 – Beginning Development****

The district established an attendance team and contracted with the Butte County Office of Education to support attendance improvement efforts. While systems for attendance monitoring and intervention have been developed, chronic absenteeism remains a significant challenge. Due to the district's small enrollment, a limited number of chronically absent students have a disproportionate impact on overall attendance rates, making measurable improvement difficult despite increased outreach and intervention efforts.

****1.3 – Arts, Music, STEAM, and Makerspace Programs****

****Implementation Level: 4 – Full Implementation****

Bangor maintained implementation of its STEAM lab, garden program, and makerspace opportunities throughout the school year. However, implementation differed from the original plan in the area of music instruction due to staffing challenges. Art instruction continued through existing staff support, but the district was unable to maintain a dedicated music instructor during the year. Despite these challenges, students continued to have access to enrichment opportunities that support creativity, problem-solving, and hands-on learning.

****1.4 – Student Recognition Programs****

****Implementation Level: 5 – Full Implementation and Sustainability****

Bangor sustained multiple student recognition programs focused on academic achievement, growth, attendance, citizenship, and positive behavior. These efforts included schoolwide recognition events, classroom incentives, and the monthly Panther Pride traveling trophy. Increased participation in recognition activities corresponded with higher utilization of PBIS supports and strengthened the district's efforts to promote a positive school culture.

****1.5 – Communication Systems (Apptegy/Thrillshare)****

****Implementation Level: 5 – Full Implementation and Sustainability****

The district continued to utilize multiple communication platforms, including Apptegy, Thrillshare, the district website, newsletters, email communications, phone messaging, and school events to maintain consistent communication with families. These systems have become an established component of district operations and continue to support timely communication and family engagement.

****1.6 – Facilities Enhancements****

****Implementation Level: 5 – Full Implementation and Sustainability****

Planned facility improvements were successfully completed during the year. Projects included campus landscaping improvements, expanded outdoor instructional areas, installation of new benches for student use, additional storage capacity, and ongoing campus beautification and maintenance efforts. These improvements enhanced the learning environment and increased opportunities for outdoor instruction and student engagement.

****1.7 – Paraprofessional Support for Intervention****

****Implementation Level: 5 – Full Implementation and Sustainability****

Bangor maintained paraprofessional support in all TK–4 classrooms throughout the school year. The continued placement of paraprofessionals increased capacity for small-group instruction, targeted intervention, individualized support, and hands-on learning opportunities. This structure remains an important component of the district's instructional model.

****1.8 – Class Size Reduction****

****Implementation Level: 5 – Full Implementation and Sustainability****

The district successfully maintained reduced class sizes and appropriate staffing ratios across all multi-grade classrooms. Continued implementation of this action allowed teachers to provide more individualized attention, differentiated instruction, and targeted academic support while maintaining manageable student-to-teacher ratios.

****1.9 – Campus Supervision****

****Implementation Level: 4 – Full Implementation****

The district maintained appropriate campus supervision throughout the school year to support student safety and positive behavior. Continued staff training related to supervision expectations, patrol procedures, and maintaining visibility across all campus areas remains an area of focus to ensure consistent implementation and effectiveness.

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 – Positive Behavioral Interventions and Supports (PBIS)****

Budgeted expenditures were \$2,000 and estimated actual expenditures were \$8,000, resulting in an increase of \$6,000. Additional expenditures were incurred to relocate and expand the PBIS store, increase storage capacity, and enhance student incentives and recognition opportunities. Increased implementation of the PBIS program resulted in higher operating costs than originally anticipated.

****1.3 – Arts, Music, STEAM, and Makerspace****

Budgeted expenditures were \$4,000 and estimated actual expenditures were \$100, resulting in a decrease of \$3,900. Planned expenditures for attendance incentive activities and related program enhancements were largely funded through other district resources, reducing the need for expenditures within this action.

****1.5 – Communication Systems****

Budgeted expenditures were \$13,290 and estimated actual expenditures were \$11,192, resulting in a decrease of \$2,098. Actual costs for Apptegy, Thrillshare, phone communication systems, and related communication services were lower than originally projected, and no marketing expenditures were incurred during the year.

****1.6 – Facilities Improvements****

Budgeted expenditures were \$83,384 and estimated actual expenditures were \$92,185, resulting in an increase of \$8,801. The increase was primarily attributable to higher-than-anticipated maintenance, operations, facilities improvement, and support staff costs during the year.

****1.7 – Paraprofessional Support for Intervention****

Budgeted expenditures were \$78,113 and estimated actual expenditures were \$62,932, resulting in a decrease of \$15,181. The variance was primarily due to staffing changes and lower personnel costs than originally projected.

****1.8 – Class Size Reduction****

Budgeted expenditures were \$158,079 and estimated actual expenditures were \$222,512, resulting in an increase of \$64,433. The increase was primarily attributable to the addition of one certificated teaching position during the 2025–26 school year and the use of Learning Recovery Emergency Block Grant (LREBG) funds to support teacher salary costs that were not included in the original budget projection.

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

****Action 1.1 – Positive Behavioral Interventions and Supports (PBIS)****

****Highly Effective.**** PBIS implementation strengthened school climate and student behavior during the 2025–26 school year. Although the 2025 California Dashboard reported a suspension rate of 5.3%, preliminary district discipline data indicate that no students received in-school or out-of-school suspensions during the 2025–26 school year, representing substantial improvement beyond the most recently available Dashboard results. Parent perceptions of school climate also remained strong, with 93% of survey respondents reporting that they feel safe at school, and 93% of respondents agreeing or strongly agreeing that the school environment is safe and orderly (61% Strongly Agree; 32% Agree). These improvements coincide with expanded PBIS implementation, student recognition systems, Wellness Coach supports, social-emotional learning, mentoring, and targeted behavioral interventions, suggesting these actions contributed to improved student behavior and a more positive school climate.

****Action 1.2 – Student Attendance Review Team (SART)****

****Limited Effectiveness.**** The district established a Student Attendance Review Team (SART) and partnered with the Butte County Office of Education to strengthen attendance monitoring, intervention procedures, and attendance process mapping. While overall attendance

reached 98.8% during the 2025–26 school year, chronic absenteeism remains an area requiring continued improvement because the most recent California Dashboard continues to identify Chronic Absenteeism at 25.4% (Red). Given Bangor's small enrollment, a small number of chronically absent students significantly affects district performance. The district expects the improved attendance systems implemented during 2025–26 to produce measurable improvements in future Dashboard results.

****Action 1.3 – Arts, Music, STEAM, and Makerspace Programs****

****Highly Effective.**** Expanded enrichment opportunities through STEAM, makerspace activities, garden education, arts, and music increased student engagement and supported a positive school climate. These opportunities contributed to an overall attendance rate of 98.8% during the 2025–26 school year, while survey results showed that 93% of respondents agreed or strongly agreed that the school environment is safe and orderly. Student participation in hands-on learning experiences increased engagement and complemented the district's broader efforts to improve attendance and strengthen school connectedness.

****Action 1.4 – Student Recognition Programs****

****Highly Effective.**** Student recognition programs reinforced positive attendance, citizenship, academic effort, and behavior throughout the school year. Weekly and monthly recognition events, attendance awards, and schoolwide celebrations supported a positive school culture focused on reinforcing desired behaviors. These efforts coincided with an overall attendance rate of 98.8%, preliminary data indicating zero student suspensions, and positive school climate survey results showing 93% of respondents agreed or strongly agreed that the school environment is safe and orderly, suggesting the recognition system contributed to increased student engagement and positive behavior.

****Action 1.5 – Communication Systems****

****Effective.**** The district expanded communication with families through Apptegy, Thrillshare, newsletters, email, phone messaging, social media, and school events. Parent survey results showed that 79% of respondents agreed or strongly agreed that district communication methods were accessible, informative, and relevant, while 75% of respondents agreed or strongly agreed that they had formal opportunities to provide input regarding school improvement. Continued communication strengthened family engagement and supported attendance, school participation, and educational partner involvement.

****Action 1.6 – Facilities Enhancements****

****Highly Effective.**** Facility improvements maintained a safe, functional, and welcoming learning environment. The district maintained a 100% Facilities Inspection Tool (FIT) rating, demonstrating that school facilities remained in good repair. Additionally, 89% of survey respondents agreed or strongly agreed with the quality of district facilities and services, and 93% reported feeling safe at school. These results indicate that investments in facilities continue to support positive learning conditions and student engagement.

****Action 1.7 – Paraprofessional Support for Intervention****

****Highly Effective.**** Continued paraprofessional support increased instructional capacity by providing small-group instruction, targeted intervention, individualized academic assistance, and classroom support. Additional library services, tutoring, after-school opportunities, and student clubs expanded intervention and enrichment services for students needing additional assistance. These supports contributed to maintaining 98.8% overall attendance, strengthened classroom engagement, and provided additional instructional opportunities for students requiring academic support.

****Action 1.8 – Class Size Reduction****

****Highly Effective.**** The district maintained reduced class sizes across its multi-grade classrooms, increasing opportunities for individualized instruction, differentiated learning, intervention, and stronger relationships between students and staff. This action supported both student engagement and academic access, contributing to the district's 98.8% attendance rate while providing teachers greater capacity to monitor student progress and respond to individual learning needs. Smaller class sizes remain an important strategy for supporting both academic achievement and student engagement within Bangor's small-school setting.

****Action 1.9 – Campus Supervision****

****Highly Effective.**** Campus supervision contributed to maintaining a safe, orderly, and supportive school environment. School climate survey results showed that 93% of respondents agreed or strongly agreed that they felt safe at school, while 93% also agreed or strongly agreed that the school environment was safe and orderly. Preliminary district discipline data further indicated zero student suspensions during the 2025–26 school year, suggesting that consistent supervision, staff visibility, PBIS implementation, and established safety procedures collectively contributed to a positive and secure school climate.

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.

Added action 1.10 Technical Assistance

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	PBIS	Bangor School will continue to develop PBIS (Positive Behavior Intervention Support).	\$15,000.00	Yes
1.2	SART	SART (School Attendance Review Team) will be developed to intervene with families that have attendance issues.	\$0.00	No
1.3	Arts, music, hands on activities, maker space	In order to build programs that are popular with students that will support better attendance, Bangor has included 1.3 into our Attendance Goal. Our	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community in our “LCAP Actions Building” sections - LCAP Committee specifically asked for this action and it was added.		
1.4	Student Recognition program	In order to support students feeling successful, appreciated and celebrated, we will develop and support an intentional and coordinated student recognition program for our Trimester Awards cycle. We believe this strategy of celebration and achievement will help support better attendance	\$1,000.00	Yes
1.5	Web, newsletters, social media, robo call communication, marketing	In order to support parents seeing better satisfaction with our communication, website and social media presence will be supported through our LCAP. We believe this too will support better school attendance and academic engagement. We will begin a new product called Apptegy to help us grow in this area. This is a website, app, social media and mass communicator tool.	\$14,192.00	Yes
1.6	Continue to invest in attractive facilities, campus spaces	In order to support parents, students and the community seeing better satisfaction with our facilities and student spaces, we will continue to beautify areas and create great outdoor learning spaces. We want to foster community pride on our facilities. We believe this too will support better school attendance and academic engagement. In addition to building attractive spaces, we will replace dilapidated out-buildings and replace flooring and furniture.	\$107,454.00	No
1.7	Paraprofessionals for Intervention	In order to support students’ academic engagement and feeling like there is sufficient help in classrooms for intervention we are supporting Paraprofessionals for Intervention. We believe this too will support better school attendance and academic engagement.	\$71,537.00	No
1.8	Class size reduction	In order to support students’ academic engagement and feeling like there is sufficient help in classrooms for intervention we are supporting class size	\$237,354.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>reduction. We believe this too will support better school attendance and academic engagement.</p> <p>This will be partially funded with LREBG: \$13,870</p>		
1.9	Campus Supervision	<p>A campus supervisor helps to facilitate smooth transitions by being present between classes as well the lunch period and after school. This campus supervisor is making connections with struggling students and observing students in unstructured times; this provides faculty, staff and the counselor with anecdotal information about students and their behavior. It makes sense that this action is a contributing factor to a decrease in the suspension rate. The indented effect is that with increased adult presence in the form of a campus supervisor the suspension rates will continue to decrease while the sense of safety on campus increases.</p>	\$6,081.00	Yes
1.10	Technical Assistance	<p>The district will continue to partner with the Butte County Office of Education (BCOE) through the California Statewide System of Support to strengthen district systems for improving student attendance, school climate, and Positive Behavioral Interventions and Supports (PBIS). Technical assistance activities will include attendance process mapping, analysis of chronic absenteeism and suspension data, development of a schoolwide behavior matrix, coaching for PBIS implementation, review of attendance intervention procedures, and ongoing data review to evaluate the effectiveness of district practices.</p> <p>The district will use recommendations from BCOE to refine attendance protocols, strengthen Tier 1 behavioral supports, improve data-based decision-making, and ensure interventions are implemented consistently across the school. These improvements are intended to reduce chronic absenteeism and suspensions because they establish more consistent systems for identifying students needing support, implementing timely interventions, and monitoring progress.</p>	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Bangor educators will work collaboratively to lift all students academically.	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.

<p>Bangor Union Elementary School District developed this goal because raising and sustaining academic achievement in a small, single-school district depends first on the collective capacity of its educators. With multi-grade classrooms and a lean staff, the district's most powerful lever is not a new program but coherent, collaborative professional practice teachers analyzing data together, aligning instruction to standards, and responding to student needs in a common, consistent way.</p> <p>The district's most recent data make the case clear. While mathematics has shown encouraging movement toward grade-level standard, performance remains below standard, and English language arts has declined a pattern that reflects a gap between content coverage and student mastery rather than a lack of effort. At the same time, collaboration is one of Bangor's greatest assets: its professional learning community is well established, and its work within the High Reliability Schools (HRS) framework has begun building the systems that make collaboration rigorous, evidence-based, and sustainable.</p> <p>This goal therefore commits the district to lifting all students including socioeconomically disadvantaged students, English learners, and students with disabilities through educator collaboration anchored in a strong PLC operating system; High Reliability Schools practices that strengthen mathematics and reading; targeted support for English learners; job-embedded tutoring and intervention; and a guaranteed and viable curriculum maintained through shared maps and common pacing while the district completes its mathematics adoption. By investing in the people closest to students and in the systems that align their work, the district aims to convert recent gains into durable, schoolwide academic growth.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 8- Other Student Outcome/ Assessment Tools	Marzano HRS (Dec) 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. 2023 baseline student mean 3.61, Parent mean 3.79. The Staff mean for this survey item was 3.22.	1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. 2025 student mean 4.04, Parent mean 4.46. The Staff mean for this survey item was 4.28.	Former survey was redesigned to reflect more appropriate assessment of needs. 1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. Survey Results (April 2026): 63% Strongly Agreed 26% Agreed 11% Neutral	Survey Results: Leading Indicator Survey: Leading Indicator 1.4: 75% either Strongly Agree or Agree	N/A
2.2	Priority 8 - Pupil Outcomes - STAR Math Scores	Using STAR Math and the STAR Consolidated Assessment Proficiency Report 55% of students are at 45% of National Percentile Rank or higher in 2023-2024	Using STAR Math and the STAR Consolidated Assessment Proficiency Report 60% of students are at 45% of National Percentile Rank or higher in 2024-2025	Using STAR Math and the STAR Consolidated Assessment Proficiency Report: 56% of students are at or above 45% of National Percentile Rank in 2025-2026	66% of students are at 45 percentile of National Percentile Rank, or higher, at the end of Year 3	1% decrease (meaning an improvement in achievement).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Priority 8 - Pupil Outcomes - STAR Reading Scores	<p>Using STAR Reading and Early Literacy Assessments (STAR Consolidated Assessment Proficiency Report)</p> <p>STAR Reading: 46% of students are at 45 percentile of National Percentile Rank or higher in 2023-2024</p> <p>Early Literacy (TK-K): 70% of students are at 45 percentile of National Percentile Rank or higher in 2023-2024</p>	<p>Using STAR Reading and Early Literacy Assessments (STAR Consolidated Assessment Proficiency Report)</p> <p>STAR Reading: 63% of students are at 45 percentile of National Percentile Rank or higher in 2024-2025</p> <p>Early Literacy (TK-K): 40% of students are at 45 percentile of National Percentile Rank or higher in 2024-2025</p>	<p>Using STAR Reading and Early Literacy Assessments (STAR Consolidated Assessment Proficiency Report):</p> <p>STAR Reading: 62% of students are at 45 percentile of National Percentile Rank or higher in 2025-2026</p> <p>Early Literacy (TK-K): 40% of students are at 45 percentile of National Percentile Rank or higher in 2025-2026</p>	<p>STAR Reading: 66% of students are at 45 percentile of National Percentile Rank, or higher, at the end of Year 3</p> <p>STAR Early Literacy TK-K): 66% of students are at 45 percentile of National Percentile Rank, or higher, at the end of Year 3</p>	<p>Reading: 15% decrease (meaning an improvement in achievement).</p> <p>Early Literacy: 0% change</p>
2.4	Priority 4 - EL: Reclassification Rate	<p>Reclassified Rate</p> <p>2024 baseline 12% of EL became RFEP</p>	<p>Reclassified Rate</p> <p>in 2025, Zero (0%) of EL became RFEP</p>	<p>Reclassification Rate: 25%</p> <p>The number of total EL students is less than 11. To maintain student confidentiality, we will monitor this at the local level.</p>	<p>The number of total EL students is less than 11. To maintain student confidentiality, we will monitor this at the local level.</p>	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Priority 8 - Pupil Outcomes - STAR Proficiency Report	<p>STAR Consolidated Assessment Proficiency Report</p> <p>Students that are 20 percentile or lower in National Percentile Rank</p> <p>Reading 35% 2023-2024 Math 23% 2023-2024 Early Lit 30% 2023-2024</p>	<p>STAR Consolidated Assessment Proficiency Report</p> <p>Students that are 20 percentile or lower in National Percentile Rank</p> <p>Reading 14% 2024-2025 Math 19% 2024-2025 Early Lit 40% 2024-2025</p>	<p>STAR Consolidated Assessment Proficiency Report</p> <p>Students that are 20 percentile or lower in National Percentile Rank</p> <p>Reading 18% Math 18% Early Literacy 28% 2024-2025</p>	<p>Students that are 20 percentile or lower in National Percentile Rank</p> <p>Reading 10% Year 3 Math 10% Year 3 Early Lit 10% Year 3</p>	<p>Reading 17% decrease (meaning an improvement in achievement).</p> <p>Math 5% decrease (meaning an improvement in achievement).</p> <p>Early Literacy 2% decrease (meaning and improvement in achievement).</p>
2.6	Priority 8 - Pupil Outcomes - STAR Progress Report	<p>Grades 1-8 STAR Consolidated Progress Report</p> <p>Math Average Scaled Score 2024 988</p> <p>Reading Average Scaled Score 2024 1012</p>	<p>Grades 1-8 STAR Consolidated Progress Report</p> <p>Math Average Spring Scaled Score 2025 986</p> <p>Reading Average Spring Scaled Score 2025 1045</p>	<p>Grades 1-8 STAR Consolidated Progress Report</p> <p>Math (Enterprise) Average Scaled Score: 983</p> <p>Reading (Enterprise) Average Scaled Score: 1002</p>	<p>STAR Consolidated Progress Report</p> <p>Math Average Scaled Score Year 3 for a scaled score of 1200</p> <p>Reading Average Scaled Score Year 3 for a scaled score of 1200</p>	<p>Math 5 point decrease (meaning a decline in achievement).</p> <p>Reading 10 point decrease (meaning a decline in achievement)</p>
2.7	Priority 1-Basic Services/ Instructional Materials	Given Bangor counts every grade Tk-8, (10 grade levels) Counting 4 core	2025 Percent of Core that is newer than 6 years old? 47.5%	Teachers decided to push Math adoption to 2027 while the high	We want 100% of our core curriculum to be 6 years old or newer.	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	All students (100%) have access to Board Adopted Texts.	<p>subjects that equals 40 sets of curriculum.</p> <p>What percent of (40) Core Adopted, is newer than 6 years old?</p> <p>Baseline 47.5%</p> <p>All students have access to Board Adopted Texts, baseline 100%.</p>	<p>Math will be adopted next year, 2026</p> <p>All students have access to Board Adopted Texts, baseline 100%.</p>	<p>school district continues their efforts at choosing Math curriculum.</p> <p>All students have access to Board Adopted Text, baseline 100%.</p>	Maintain that all students have access to Board Adopted Texts, 100% of students.	
2.8	Priority 4 Student Achievement - Performance on State Assessment Math CAASPP Results	<p>2023 Dashboard Results for Mathematics</p> <p>All Students -53.4 points from standard</p> <p>SED -57.2 points from standard</p> <p>White -52.8 points from standard</p>	<p>2024 Dashboard Results for Mathematics</p> <p>All Students -38.4 points from standard</p> <p>SED -42.9 points from standard</p> <p>White -22.3 points from standard</p>	<p>2025 Dashboard Results for Mathematics:</p> <p>All Students: 47.5 points below standard</p> <p>SED: 43.3 points below standard</p> <p>White: 41.4 points below standard</p>	<p>2025 Dashboard Results for Math:</p> <p>All Students: 60% Improved</p> <p>SED: 60% Improved</p> <p>White: 50% Improved</p>	<p>All Students: 5.9 point decrease (meaning an increase in achievement).</p> <p>SED: 13.9 point decrease (meaning an increase in achievement).</p> <p>White: 11.4 point decrease (meaning and increase in achievement).</p>
2.9	Priority 4-Student Achievement/ Academic Performance on State Assessment ELA CAASPP Results	<p>2023 Dashboard Results for ELA</p> <p>All Students average - 2.7 points from standard</p>	<p>2024 Dashboard Results for ELA</p> <p>All Students average -6.5</p>	<p>2025 Dashboard Results for English Language Arts (ELA):</p>	<p>2025 Dashboard Results for ELA:</p> <p>All Students: 60% Improved</p>	<p>All Students: 6.5 point increase (meaning an increase in achievement).</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED -4.7 points from standard White +3 points from standard	points from standard. SED -5.3 points from standard. White +15.4 points from standard.	All Students: 3.8 points above standard SED: 7.7 points above standard White: 16.3 points above standard	SED: 60% Improved White: 50% Improved	SED: 11 point increase (meaning an increase in achievement). White: 13.3 point increase (meaning an increase in achievement).
2.10	Priority 1 - Teachers appropriately assigned and fully credentialed.	80% Fully Credentialed	80% Fully Credentialed	80% Fully Credentialed	100% Fully Credentialed	There was no change in this Metric
2.11	Priority 2 - Implementation of state adopted standards. Local Indicator Survey	2.95 Average teacher responses for Implementation of state adopted standards. Local Indicator Survey	3.13 Average teacher responses for Implementation of state adopted standards. Local Indicator Survey	3.5 Average teacher responses for Implementation of state adopted standards. Local Indicator Survey	All teachers implement state adopted standards.	0.55 increase (meaning an increase in achievement)
2.12	Priority 7 - Programs for Students With Exceptional Needs	2025-2026 Baseline will be established	N/A	Baseline established, 100%.	100% of students with disabilities with IEP goals aligned to grade-level standards	100%

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.

****2.1 – Professional Learning Community (PLC) Collaboration****

****Implementation Level: 4 – Full Implementation****

During the 2025–26 school year, teachers participated in the district's first Professional Learning Community (PLC) conference and engaged in regularly scheduled collaborative planning throughout the year. Staff established common expectations for collaborative inquiry, reviewed student assessment data, developed common instructional practices, and strengthened vertical articulation across the district's multi-grade classrooms. PLC meetings focused on analyzing student work, reviewing formative assessment results, identifying students needing

intervention, and sharing instructional strategies. These collaborative structures are now embedded within the district's continuous improvement process.

****2.2 – Mathematics Programs****

****Implementation Level: 3 – Initial Implementation****

The district continued implementing professional learning to strengthen mathematics instruction while preparing for a future mathematics curriculum adoption. Teachers participated in training focused on instructional technology, artificial intelligence (AI), standards-based mathematics instruction, and student engagement strategies. Staff also collaborated to develop pacing guidance, strengthen instructional consistency, and identify supplemental mathematics resources. Because the new mathematics adoption has not yet occurred, implementation remains in the initial stages as teachers continue refining instructional practices using existing curriculum and supplemental materials.

****2.3 – Strengthening Reading Instruction****

****Implementation Level: 3 – Initial Implementation****

Teachers participated in ongoing professional learning designed to strengthen literacy instruction, writing practices, intervention strategies, and the use of instructional technology to support student engagement. PLC collaboration allowed teachers to analyze reading data, adjust instruction, and coordinate interventions for students needing additional support. Supplemental literacy materials and classroom instructional resources continued to be utilized to support implementation of grade-level reading instruction and targeted intervention.

****2.4 – English Learner and English Language Development Professional Development****

****Implementation Level: 3 – Initial Implementation****

The district began strengthening teacher capacity to support English learners through professional learning focused on differentiation, instructional technology, student engagement, and effective instructional practices. While teachers incorporated strategies intended to improve language development within classroom instruction, district leadership determined that additional professional development specific to designated and integrated English Language Development (ELD) is still needed. Expanding teacher capacity to implement language objectives, structured academic discourse, vocabulary development, and opportunities for language production will remain a priority during the next LCAP year.

****2.5 – After-School Tutoring****

****Implementation Level: 5 – Full Implementation and Sustainability****

The district maintained a fully operational after-school tutoring program throughout the school year. Students identified through classroom performance, teacher recommendation, and assessment data received additional academic support beyond the instructional day. Teachers consistently provided targeted intervention in reading and mathematics, allowing students additional opportunities to master grade-level standards. The program remained fully staffed and available throughout the year and continues to be an established component of the district's intervention system.

****2.6 – Indirect Costs****

****Implementation Level: 5 – Full Implementation and Sustainability****

Indirect cost expenditures were implemented as planned and supported the administration and operation of district programs and services. No substantive implementation issues were identified during the reporting period.

****2.7 – Curriculum and Supplemental Materials****

****Implementation Level: 4 – Full Implementation****

The district maintained current instructional materials across grade levels while expanding the use of supplemental curriculum resources to support intervention and differentiated instruction. Teachers utilized supplemental instructional materials to address identified learning gaps and support standards-based instruction in reading and mathematics. During the year, the district also researched additional mathematics resources and intervention materials in preparation for future curriculum adoption, while continuing to provide students access to grade-level instructional materials.

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 – Professional Learning Community (PLC) Collaboration****

Budgeted expenditures were \$8,145 and estimated actual expenditures were \$8,000, resulting in a decrease of \$145. Actual professional development costs associated with PLC training were slightly lower than originally projected due to reduced contractor fees.

****2.2 – Mathematics Programs****

Budgeted expenditures were \$5,000 and estimated actual expenditures were \$2,000, resulting in a decrease of \$3,000. The variance was attributable to lower-than-anticipated contractor costs for professional development and training services.

****2.3 – Strengthening Reading Instruction****

Budgeted expenditures were \$5,000 and estimated actual expenditures were \$2,000, resulting in a decrease of \$3,000. The variance was attributable to lower-than-anticipated contractor costs for professional development and training services.

****2.4 – English Learner and English Language Development Professional Development****

Budgeted expenditures were \$3,000 and estimated actual expenditures were \$0, resulting in a decrease of \$3,000. Additional professional development expenditures were not necessary during the year because staff had previously completed the planned training and support activities.

****2.5 – After-School Tutoring****

Budgeted expenditures were \$8,605 and estimated actual expenditures were \$5,764, resulting in a decrease of \$2,841. The tutoring program was fully implemented; however, student participation and utilization increased as the program became more established throughout the year. As a result, actual tutoring costs were lower than originally projected.

****2.6 – Indirect Costs****

Budgeted expenditures were \$10,898 and estimated actual expenditures were \$8,753, resulting in a decrease of \$2,145. Actual indirect cost expenditures associated with Title I funding were lower than originally projected during the fiscal year.

****2.7 – Curriculum and Supplemental Materials****

Budgeted expenditures were \$6,500 and estimated actual expenditures were \$12,246, resulting in an increase of \$5,746. The increase was primarily attributable to the purchase of additional curriculum resources and supplemental instructional materials, including Rainforest Café curriculum resources, as well as higher-than-anticipated publisher and material costs.

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

****Action 2.1 – Professional Learning Community (PLC) Collaboration and Professional Development****

****Effective.**** Professional Learning Community (PLC) collaboration strengthened teachers' use of student data, collaborative planning, and shared instructional practices. Throughout the year, teachers regularly analyzed formative assessment results, coordinated intervention strategies, and refined instruction through collaborative inquiry. These practices supported a more consistent instructional program across classrooms and contributed to improved student outcomes. Preliminary 2025–26 CAASPP results indicate that 54% of students met or exceeded the English Language Arts standard and 33.3% met or exceeded the Mathematics standard, while local assessments demonstrated improved instructional consistency and more timely intervention for students requiring additional support. The district will continue strengthening PLC practices as a core strategy for continuous improvement.

****Action 2.2 – Mathematics Programs****

****Effective.**** Professional learning and instructional support strengthened mathematics instruction through increased collaboration, analysis of student data, differentiated instruction, and the use of supplemental instructional resources. Teachers incorporated new instructional strategies designed to improve conceptual understanding, mathematical discourse, and student engagement. Preliminary 2025–26 CAASPP Mathematics results showed that 33.3% of students met or exceeded standards, representing continued improvement from prior years. Although mathematics remains an identified area for continued growth, implementation of these strategies established a stronger instructional foundation while the district prepares for a future mathematics curriculum adoption.

****Action 2.3 – English Language Arts Programs****

****Effective.**** Professional learning, collaborative planning, and supplemental literacy resources strengthened classroom reading and writing instruction throughout the school year. Teachers refined instructional practices through PLC collaboration, targeted intervention planning, and the use of supplemental instructional materials designed to increase student engagement and literacy development. Preliminary 2025–26 CAASPP English Language Arts results indicate that 54% of students met or exceeded standards, demonstrating continued strong performance and suggesting that the district's instructional improvement efforts are supporting positive academic outcomes.

****Action 2.4 – English Learner and Long-Term English Learner Professional Development****

****Effective.**** The district maintained instructional supports for English learners while continuing to build teacher capacity to implement effective language development strategies. Teachers incorporated differentiated instructional practices and continued monitoring English learner progress through classroom assessments and English learner progress measures. Because Bangor has a small English learner population, individual student progress is monitored closely through local data. The district identified designated and integrated English

Language Development as an area for continued professional learning and will expand staff training to further strengthen English learner achievement and reduce the number of Long-Term English Learners.

****Action 2.5 – After-School Tutoring****

****Highly Effective.**** The district's after-school tutoring program provided targeted academic intervention and individualized support beyond the instructional day for students requiring additional assistance. Teachers used assessment data to identify learning needs and provide focused instruction in reading and mathematics. These additional learning opportunities contributed to continued academic growth, as reflected in preliminary 2025–26 CAASPP results showing 54% of students met or exceeded standards in English Language Arts and 33.3% met or exceeded standards in Mathematics. The tutoring program remains an important component of the district's comprehensive intervention system.

****Action 2.6 – Indirect Costs****

****Effective.**** Indirect cost expenditures supported the administration and operation of district programs and services. These costs included required administrative and operational charges that enabled the district to implement educational programs, maintain compliance requirements, and provide ongoing support services necessary for successful program implementation.

****Action 2.7 – Curriculum and Supplemental Materials****

****Highly Effective.**** The district continued providing standards-aligned curriculum and supplemental instructional materials that supported differentiated instruction, intervention, and enrichment opportunities across grade levels. Teachers utilized supplemental resources to address identified learning gaps while maintaining access to grade-level instruction. These instructional supports contributed to continued student achievement, as reflected in preliminary 2025–26 CAASPP results showing 54% of students met or exceeded standards in English Language Arts and 33.3% met or exceeded standards in Mathematics. The district also continued evaluating additional instructional materials to strengthen mathematics instruction and support future curriculum adoption.

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.

****Goal 2 – Changes Made for the Coming Year****

Based on reflection and analysis of implementation and outcomes, the district will maintain the existing goal statement while refining several actions and metrics for 2026–27. The district will continue strengthening instructional leadership capacity by providing dedicated time and support for instructional improvement initiatives, collaborative planning, and implementation monitoring.

Action 2.4 will be strengthened through the addition of targeted professional development focused on designated and integrated English Language Development (ELD). To better monitor implementation and effectiveness, the district will add English learner-specific measures, including English Learner Progress Indicator (ELPI) results, reclassification rates, and classroom walkthrough evidence of designated and integrated ELD practices.

Action 2.7 will be refined to support the completion of the district's mathematics curriculum adoption. Until adoption is finalized, the district will continue utilizing shared curriculum maps, common pacing expectations, and supplemental instructional resources to maintain a guaranteed and viable curriculum across classrooms.

Action 2.3 will be enhanced through a greater emphasis on writing instruction, clear success criteria, standards-aligned assessment practices, and instructional consistency. These refinements are intended to strengthen literacy outcomes and ensure that assessment results are closely aligned to grade-level expectations and daily instruction.

The district will also refine its metrics to better measure the effectiveness of collaborative practices, common formative assessments, intervention supports, and tutoring services. High-performing actions, including PLC collaboration (2.1), after-school tutoring (2.5), indirect costs (2.6), and curriculum and supplemental materials (2.7), will continue with only minor adjustments to support continuous improvement and student achievement.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	PLC/ Collaboration and PD in PLC Practices	Bangor will utilize the well established practice of professional collaboration and professional development in the form of the PLC model. Staff will have access to Solution Tree PLC training/ conferences, materials.	\$8,000.00	No
2.2	Building Math Programs through (HRS) work	Bangor educators will work collaboratively to lift all students in Math. We will continue our High Reliability Schools Model (HRS) work through a collaborative process. In the area of Math we will also utilize trainings made available through BCOE. https://www.marzanoresources.com/hrs/high-reliability-schools/#conlframewrapp	\$5,000.00	Yes
2.3	Strengthening Reading/ ELA Programs through (HRS) work	Bangor educators will work collaboratively to lift all students in Reading/ ELA. We will continue our High Reliability Schools Model (HRS) work through a collaborative process. https://www.marzanoresources.com/hrs/high-reliability-schools/#conlframewrapp	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	PD to reduce LTEL	Bangor educators will work collaboratively to reduce the number of Long Term English Learner Students (Students receiving EL Services in CA schools for 6 years or more).	\$1,000.00	No
2.5	After School tutoring	In order to grow and benefit our student's needs with interventions outside the school day, we will provide after school tutoring, grades 1st-8th.	\$18,474.00	Yes
2.6	Indirect Costs & Consolidated Application Support	Indirect Costs & Consolidated Application Support	\$5,720.00	No
2.7	Curriculum/ Supplemental Curriculum and Materials	In order to grow and benefit our students with current learning materials, we desire to invest LCFF dollars in making sure we have the most current curriculum.	\$15,175.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$245940	\$24718

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
17.431%	2.732%	\$31,421.00	20.163%

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	<p>Action: PBIS</p> <p>Need: Attendance data shows that we have a Red Indicator on our Dashboard for Chronic Absenteeism, sub groups of Low SES and White Students have shown weakness in this</p>	<p>The needs of low SES are addressed by PBIS by providing structures and clear expectations. Research indicates that implementing PBIS can help close the academic achievement gap in high-poverty schools. (DeJarnett, G., McDaniel, S., Kern, L., & George, H. P. (February 2022).</p> <p>Marzano's Research on High Reliability Schools (HRS) have deemed this a leading indicator of student success in academic engagement.</p>	<p>Sustained suspension rate below 3%</p> <p>Lower the rate of chronic absenteeism.</p>

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
	<p>area. Low SES dealing with trauma need clear behavioral goals and interventions.</p> <p>Scope: LEA-wide</p>		
1.3	<p>Action: Arts, music, hands on activities, maker space</p> <p>Need: Often students from low income families have limited resources to access formal music and art instruction. By prioritizing “Arts, music, hands on activities, maker space”. We will help enrich our students education and lives.</p> <p>Scope: LEA-wide</p>	<p>Unduplicated pupils have identified a need for increased school connectedness, recognition, and engagement. The school will implement systems that celebrate student effort, growth, attendance, and achievement throughout the year. Recognizing student accomplishments helps students see the connection between their efforts and success, strengthens their sense of belonging, and reinforces positive academic and attendance behaviors. As students experience greater connection to the school community and receive regular acknowledgment of their progress, they are more likely to participate actively in learning opportunities and attend school consistently. This action is provided on an LEA-wide basis because a significant percentage of Bangor students are unduplicated pupils, and fostering a positive, inclusive school culture is an effective way to address the identified engagement and attendance needs of these students while benefiting all students.</p>	<p>Increased attendance, and decreased behavior issues. The intention is to add enrichment activities to entice students to attend and behave while also providing academic skill building.</p>
1.4	<p>Action: Student Recognition program</p> <p>Need: Due to the added stress in low income homes coupled with the high likelihood of trauma being experienced by students in poverty, it is</p>	<p>Celebrating student effort, growth and success will yield a better sense of student belonging and understanding. This will increase academic engagement and attendance.</p>	<p>Percent of students who receive an authentic criteria-based award.</p>

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
	<p>important for them to be able to rely on “rules/ conditions” of success that we celebrate. Then, we will celebrate it and research explains that will help with academic engagement. (DeJarnett, G., McDaniel, S., Kern, L., & George, H. P. (February 2022).)</p> <p>Marzano’s Research on High Reliability Schools (HRS) have deemed this a leading indicator of student success in academic engagement.</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Web, newsletters, social media, robo call communication, marketing</p> <p>Need: This has been a need indicated in the traditional Bangor Parent Survey</p> <p>Marzano’s Research on High Reliability Schools (HRS) have deemed this a leading indicator of student success in academic engagement.</p> <p>Scope: LEA-wide</p>	Better parent communication and support will result in better student attendance.	Survey Results: Leading Indicator 1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
1.8	<p>Action: Class size reduction</p>	Unduplicated pupils at Bangor School experience higher rates of chronic absenteeism and lower levels of academic performance than desired. By	Our metric for this area is our overall attendance rate.

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
	<p>Need: Higher adult ratio is well established as a means of academically intervening with students who are in the UPP category. This also has a greater benefit for the whole class and is desired by our community. Glass and Smith (1978), concluded that small class sizes were associated with improved academic performance. Effects were strongest in the early primary grades and among low-income students.</p> <p>Scope: LEA-wide</p>	<p>maintaining lower teacher-to-student ratios, the school is able to provide more individualized academic support, frequent progress monitoring, timely intervention, and stronger student-teacher relationships. These increased opportunities for personalized instruction and engagement are designed to address barriers that contribute to disengagement and inconsistent attendance. This action is provided on an LEA-wide basis because a high percentage of Bangor students are unduplicated pupils, and increasing access to individualized instructional support throughout the program allows the school to more effectively meet the identified needs of low-income students, English learners, and foster youth while also benefiting all students.</p>	<p>Improvement on STAR reading scores. Improved scores on CAASPP.</p>
1.9	<p>Action: Campus Supervision</p> <p>Need: A study by Blodgett & Lanigan (2018) found that students experiencing high adverse childhood experiences (ACEs), which are more common among low-income children, negatively affect school performance and behavior. Having more adults present to help students regulate their behavior will support lower suspension rates and increase safety on campus.</p> <p>Marzano's Research on High Reliability Schools (HRS) have deemed this a leading indicator of student success in academic engagement.</p>	<p>oUnduplicated pupils have identified school safety, positive behavior, and school connectedness as important factors affecting their engagement and success. The addition of a campus supervisor increases adult presence throughout the school day, providing students with greater access to support, supervision, and positive relationship-building opportunities. Increased visibility of staff allows for earlier identification and de-escalation of behavioral concerns, timely intervention when conflicts arise, and reinforcement of positive student behaviors. As a result, students are more likely to experience a safe and supportive learning environment, which is expected to contribute to lower suspension rates and improved perceptions of school safety. This action is provided on an LEA-wide basis because a significant percentage of Bangor students are unduplicated pupils, and increasing campus supervision is designed to</p>	<p>Survey Results: Leading Indicator 1.2: Students, parents, and the community perceive the school environment as safe and orderly. Decrease in suspension rates.</p>

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
	<p>Marzano HRS 1.2: Students, parents, and the community perceive the school environment as safe and orderly.</p> <p>Scope: LEA-wide</p>	address the identified safety and engagement needs of these students while benefiting the entire school community.	
2.2	<p>Action: Building Math Programs through (HRS) work</p> <p>Need: Based on our CAASPP Scores we desire growth in our local and state Math scores. Based on research by Linda Darling-Hammond, high-quality PD includes built-in time for teachers to reflect on their practice, receive feedback, and make necessary adjustments. This reflective practice helps teachers to thoughtfully move toward expert visions of teaching.</p> <p>Scope: LEA-wide</p>	With this professional development and PLC time, teachers will increase their effectiveness thus promoting improved educational outcomes especially students experiencing a foster situation or from low income homes. Students of low SES statewide have lower Math scores than their Non-UPP peers. We will see academic growth reflected in our local assessments and on our CA Dashboard.	STAR Consolidated Assessment Proficiency Report CAASPP Testing results
2.3	<p>Action: Strengthening Reading/ ELA Programs through (HRS) work</p> <p>Need: Based on our CAASPP Scores we desire growth in our local and state ELA scores. Based on research by Linda Darling-Hammond, high-quality PD includes built-in</p>	With this professional development and PLC time, teachers will increase their effectiveness thus promoting improved educational outcomes especially students experiencing a foster situation or from low income homes. Students of low SES statewide have lower ELA scores than their Non-UPP peers. We will see academic growth reflected in our local assessments and on our CA Dashboard.	STAR Consolidated Assessment Proficiency Report CAASPP Testing results

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
	<p>time for teachers to reflect on their practice, receive feedback, and make necessary adjustments. This reflective practice helps teachers to thoughtfully move toward expert visions of teaching.</p> <p>Scope: LEA-wide</p>		
2.5	<p>Action: After School tutoring</p> <p>Need: The need here is based on the Low SES student group. The Low SES student group is scoring -57.2 points below standard in Math. After-school tutoring can lead to significant improvements in academic performance. Studies have shown that these programs help students catch up to their peers by providing additional instructional time and personalized attention. (Linda Darling-Hammond)</p> <p>Scope: LEA-wide</p>	<p>We will provide after-school tutoring to improve our academic scores. It will be available to all students in need of the support.</p> <p>2025-2026 school year has increased funding in this area and expanded the tutoring to extend to classified staff as well as the teachers, in an effort to provide more opportunities for students. Though academic results have not yet provided any indication, students report appreciation for more tutoring time and availability.</p>	<p>We will use the whole school data on local STAR Reading and Math growth. We will also use CAASPP results.</p>
2.7	<p>Action: Curriculum/ Supplemental Curriculum and Materials</p> <p>Need:</p>	<p>We will provide up to date curricula to improve our academic scores. It will be available to all students in need of the support.</p>	<p>Improved scores on CAASPP and local STAR reading scores.</p>

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
	<p>Studies from Neuman & Celano show that low income students have less access to updated and high quality curriculum. Intervention curricula often provide targeted instruction that addresses specific gaps in knowledge and skills, which is crucial for students who may have fallen behind.</p> <p>Scope: LEA-wide</p>		

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
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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.

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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.

Bangor UESD plans to spend the additional funding on having a well staffed school that serves all student's safety, educational and emotional needs. We are able to sustain one more certificated staff and two more classified staff that we would otherwise be able to maintain. Action 1.8

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
Staff-to-student ratio of certificated staff providing direct services to students		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	1410898	245940	17.431%	2.732%	20.163%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$421,006.00	\$13,870.00	\$0.00	\$80,111.00	\$514,987.00	\$406,614.00	\$108,373.00

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	PBIS	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Bangor Elementary	3 years	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.2	SART	All	No			All Schools	3 Years	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.3	Arts, music, hands on activities, maker space	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
1	1.4	Student Recognition program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
1	1.5	Web, newsletters, social media, robo call communication, marketing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Years	\$0.00	\$14,192.00	\$14,192.00				\$14,192.00	
1	1.6	Continue to invest in attractive facilities, campus spaces	All	No			All Schools		\$73,168.00	\$34,286.00	\$107,454.00				\$107,454.00	
1	1.7	Paraprofessionals for Intervention	All	No			All Schools	3 Year	\$71,537.00	\$0.00	\$5,146.00			\$66,391.00	\$71,537.00	
1	1.8	Class size reduction	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Year	\$237,354.00	\$0.00	\$223,484.00	\$13,870.00			\$237,354.00	
1	1.9	Campus Supervision	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Year	\$6,081.00	\$0.00	\$6,081.00				\$6,081.00	

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	1.10	Technical Assistance	All	No			All Schools	2026-2027	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.1	PLC/ Collaboration and PD in PLC Practices	All	No			All Schools	3 Year	\$0.00	\$8,000.00				\$8,000.00	\$8,000.00	
2	2.2	Building Math Programs through (HRS) work	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.3	Strengthening Reading/ ELA Programs through (HRS) work	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.4	PD to reduce LTEL	All EL Students	No			All Schools	3 Year	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	
2	2.5	After School tutoring	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Year	\$18,474.00	\$0.00	\$18,474.00				\$18,474.00	
2	2.6	Indirect Costs & Consolidated Application Support	All	No			All Schools	3 Year	\$0.00	\$5,720.00				\$5,720.00	\$5,720.00	
2	2.7	Curriculum/ Supplemental Curriculum and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 Year	\$0.00	\$15,175.00	\$15,175.00				\$15,175.00	

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
1410898	245940	17.431%	2.732%	20.163%	\$307,406.00	0.000%	21.788 %	Total:	\$307,406.00
								LEA-wide Total:	\$307,406.00
								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	PBIS	Yes	LEA-wide	Low Income	Specific Schools: Bangor Elementary	\$15,000.00	
1	1.3	Arts, music, hands on activities, maker space	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
1	1.4	Student Recognition program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
1	1.5	Web, newsletters, social media, robo call communication, marketing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,192.00	
1	1.8	Class size reduction	Yes	LEA-wide	Low Income	All Schools	\$223,484.00	
1	1.9	Campus Supervision	Yes	LEA-wide	Low Income	All Schools	\$6,081.00	
2	2.2	Building Math Programs through (HRS) work	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Strengthening Reading/ ELA Programs through (HRS) work	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.5	After School tutoring	Yes	LEA-wide	Low Income	All Schools	\$18,474.00	
2	2.7	Curriculum/ Supplemental Curriculum and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,175.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$391,941.00	\$442,185.00

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	PBIS	Yes	\$2,000.00	\$8,000
1	1.2	SART	No	\$0.00	\$0
1	1.3	Arts, music, hands on activities, maker space	Yes	\$4,000.00	\$100
1	1.4	Student Recognition program	Yes	\$1,000.00	\$1,000
1	1.5	Web, newsletters, social media, robo call communication, marketing	Yes	\$13,290.00	\$11,192
1	1.6	Continue to invest in attractive facilities, campus spaces	No	\$83,384.00	\$92,185
1	1.7	Paraprofessionals for Intervention	No	\$78,113.00	\$62,932
1	1.8	Class size reduction	Yes	\$158,079.00	222,512
1	1.9	Campus Supervision	Yes	\$4,927.00	\$5,501
2	2.1	PLC/ Collaboration and PD in PLC Practices	No	\$8,145.00	\$8,000

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	2.2	Building Math Programs through (HRS) work	Yes	\$5,000.00	\$2,000
2	2.3	Strengthening Reading/ ELA Programs through (HRS) work	Yes	\$5,000.00	\$2,000
2	2.4	PD to reduce LTEL	No	\$3,000.00	\$0
2	2.5	2.5 After School tutoring	Yes	\$8,605.00	\$5,764
2	2.6	Indirect Costs & Consolidated Application Support	No	\$10,898.00	\$8,753
2	2.7	Curriculum/ Supplemental Curriculum and Materials	Yes	\$6,500.00	\$12,246

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)
239028	\$208,401.00	\$207,607.00	\$794.00	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	PBIS	Yes	\$2,000.00	\$8,000		
1	1.3	Arts, music, hands on activities, maker space	Yes	\$4,000.00	\$100		
1	1.4	Student Recognition program	Yes	\$1,000.00	\$1,000		
1	1.5	Web, newsletters, social media, robo call communication, marketing	Yes	\$13,290.00	\$11,192		
1	1.8	Class size reduction	Yes	\$158,079.00	\$159,804		
1	1.9	Campus Supervision	Yes	\$4,927.00	\$5,501		
2	2.2	Building Math Programs through (HRS) work	Yes	\$5,000.00	\$2,000		
2	2.3	Strengthening Reading/ ELA Programs through (HRS) work	Yes	\$5,000.00	\$2,000		
2	2.5	2.5 After School tutoring	Yes	\$8,605.00	\$5,764		
2	2.7	Curriculum/ Supplemental Curriculum and Materials	Yes	\$6,500.00	\$12,246		

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)
1150235	239028	0	20.781%	\$207,607.00	0.000%	18.049%	\$31,421.00	2.732%

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, Statutes 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 32526(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 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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