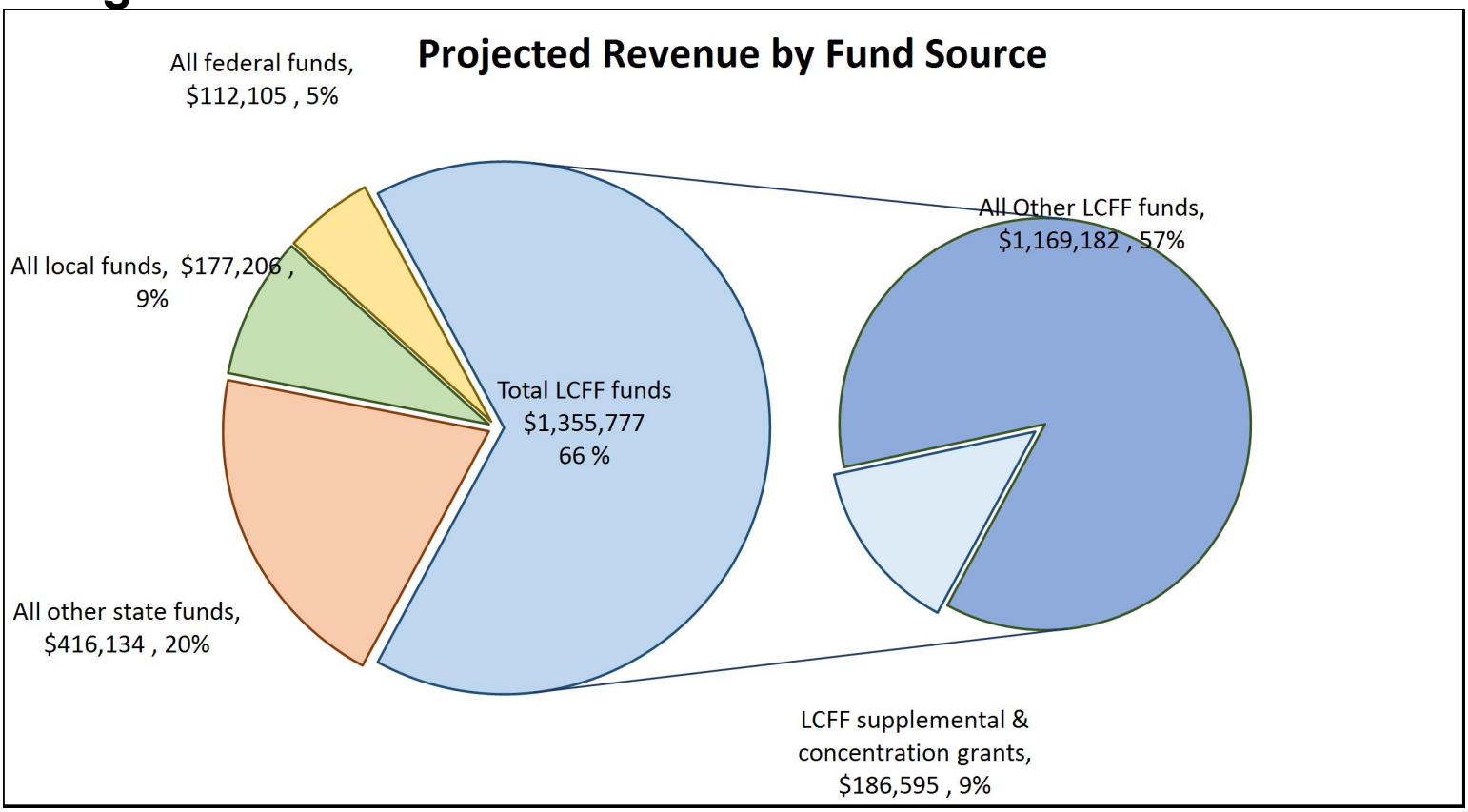
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bangor Union Elementary School District
CDS Code: 04 61382 6002919
School Year: 2025-26
LEA contact information:
Scott Johnson
Superintendent/Principal
sjohnson@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 2025-26 School Year



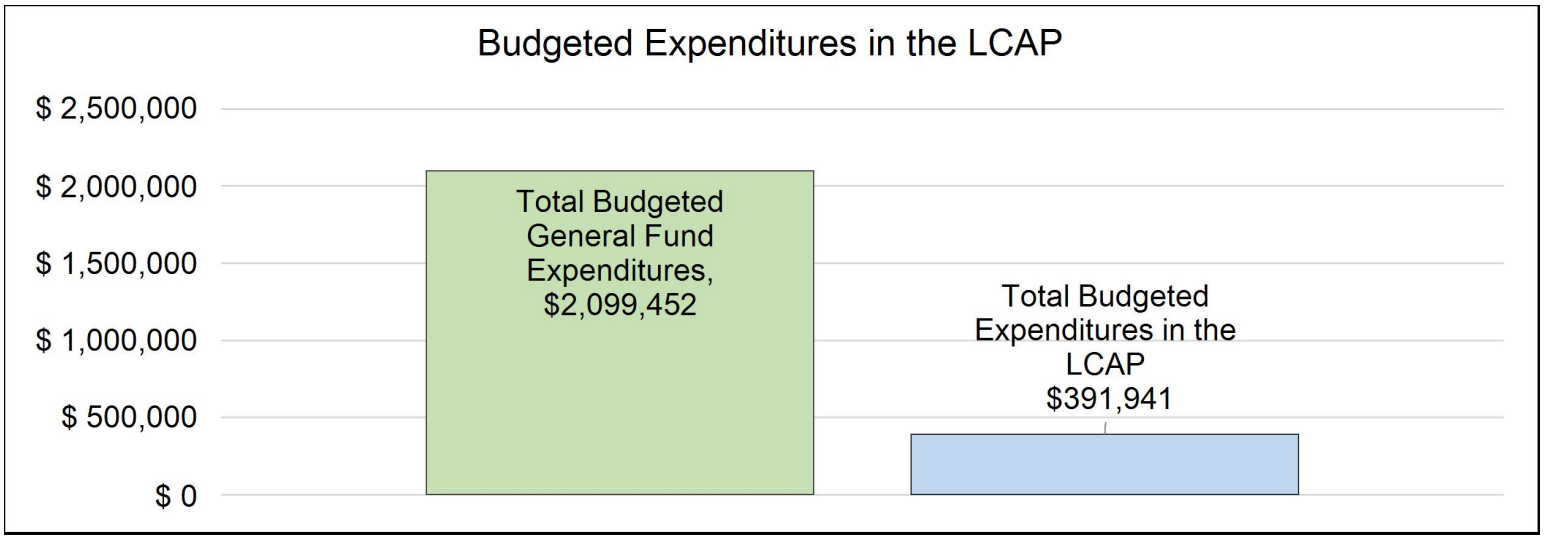
This chart shows the total general purpose revenue Bangor Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bangor Union Elementary School District is $2,061,222, of which $1355777 is Local Control Funding Formula (LCFF), $416134 is other state funds, $177206 is local funds, and $112105 is federal funds. Of the $1355777 in LCFF Funds, $186595 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bangor Union Elementary School District plans to spend $2099452 for the 2025-26 school year. Of that amount, $391941 is tied to actions/services in the LCAP and $1,707,511 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

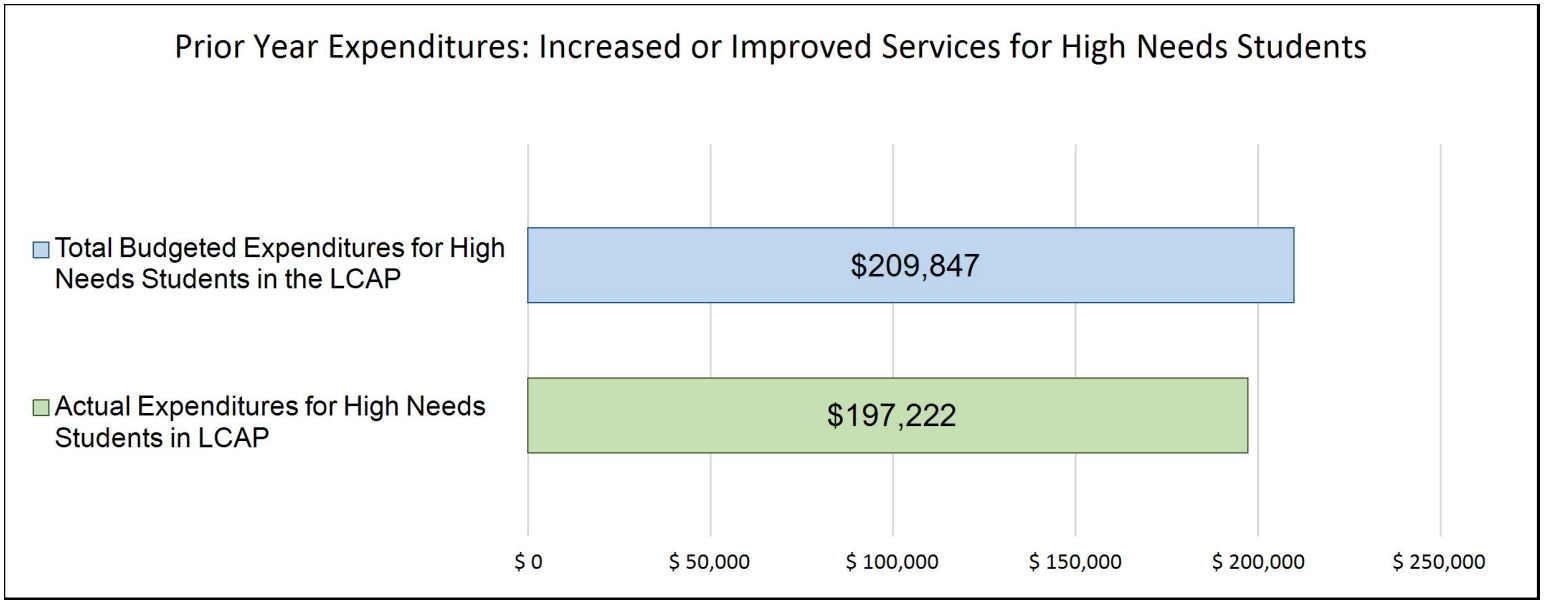
Budgeted expenditures not included in the LCAP are administrative costs, routine operating costs, special education, etc.

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

In 2025-26, Bangor Union Elementary School District is projecting it will receive $186595 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 $208401 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2024-25, Bangor Union Elementary School District's LCAP budgeted $209847 for planned actions to increase or improve services for high needs students. Bangor Union Elementary School District actually spent $197222 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $12,625 had the following impact on Bangor Union Elementary School District’s ability to increase or improve services for high needs students:

Select action items were only in planning stages in fiscal year 2024-25 and did not have expenditures. Those action items will be implemented and have expenditures in fiscal year 2025-26.

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 Johnson Superintendent/Principal	sjohnson@bangorunion.org (530) 679-2434

Plan Summary [2025-26]

General Information

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

Bangor Elementary School is a single school district nestled in the rolling hills of Northern California in Southern Butte County. During the 2023-2024 school year, 87 students were enrolled in our TK-8th grade program in our small, rural school. Our Unduplicated Pupil Percentage hovers around 73% and we have about 13% of our students as EL. Thirteen (13) classified staff members and six (6) certificated staff members serve to support Bangor Elementary School. Our tagline is: “Small School, Big impact, One family.”

In 2023-2024, Bangor Union Elementary School District boasts the highest District ELA/ Reading scores on the CAASPP and CA Dashboard in all of Butte County. In 2023-2024, we added concert band as an offering in our ASES program and we have a 4,000 square foot vegetable garden with a paid garden docent staff member.

Mission: We work as a team with families to serve learners by providing high quality instruction and rich educational experiences. We encourage, engage, and educate. We demonstrate being responsive to Each and Every Student while holding high academic standards.

Vision: At Bangor Union School District, our vision is to provide a classically inspired education with an intimate family feel. We believe in getting to know our students as individuals and tailoring our approach to meet their unique needs. Our goal is to cultivate a love of learning and a desire to seek knowledge that lasts a lifetime.

We strive to create leaders that are effective communicators, capable of making a global impact from a small town mindset. Our students are taught to think critically and creatively, to solve problems and make informed decisions. We aim to empower our students to become confident, independent thinkers and practiced orators who can navigate the challenges of the modern world with ease.

At Bangor, we are committed to growing leaders of personal liberty while serving the good of our community. We believe that education should be more than just a means to an end; it should be the way of a good life. We strive to grow leaders who embody the values of integrity, compassion, and civic responsibility. Our students are encouraged to develop a sense of service to others and engage in community service projects to develop civic responsibility.

Our ultimate goal is to create a school that is so inspiring and engaging that families are eager to enroll their children, and that we have a long waiting list for admission. We believe that this is a reflection of the quality of education we provide and the sense of community we foster. We are committed to creating a school that students are proud to attend, families are proud to be a part of, and the community is proud to support.

For 2024-2025 reflection cycle: ELA Dashboard is slightly lower in performance from (-2.7 points Below State Standard in 2023) to (-6.5 points Below State Standard in 2024). Despite this, Bangor's ELA Scores remain among the highest in Butte County. For our Math Dashboard, Bangor Union showed improvement moving from Orange to Yellow indicator and having scores increase from (-56 points Below State Standard in 2023) to (-38 Below State Standard in 2024). In the area of our Chronic Absenteeism, our Dashboard for Bangor Union showed improvement moving from Red to Yellow indicator and having scores increase from (26% in 2023) to (17% in 2024).

For 2024-2025 reflection cycle: The strategies are working. Due to the small sample size there can be percent swings in achievement metrics experienced, but in all- the indicators on the CA Dashboard have been doing in the right direction for Bangor Union. The LREBG has been a funding source that has enhanced the small adult to student ratio in the classroom. The needs assessment for the LREBG is clear: Continue to support FTE for adults that support and teach students.

Reflections: Annual Performance

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

Students are showing growth according to internal assessments administered during the 2024-2025 school year. These assessments include: STAR Math, STAR Reading, STAR Early Literacy Assessment, DIBELS, and the BPST. We added Xello, an SEL and Career explorations tool for grades 5-8. In 2023 and 2024 we had our counselor trained in Toolbox Learning for Pk-4 SEL. In 2025-2026 we are also adding Sown to Grow SEL curriculum.

Our Dashboard has Bangor Union once again is not in need of California's Differentiated Assistance, one of just a handful of schools in Butte County to be so. What was our only "Red" Indicator in 2023 is now "Yellow" in 2024. Bangor has no "Red" indicators on their overall Dashboard, nor is there any "Red" indicators for subgroups. This is the first time in the history of the CA Dashboard for Bangor Union (since 2017), there has been NO "Red" indicators anywhere in the record, either on the main overview or subgroup progress.

In the 2023 Dashboard, Bangor's only main Red Indicator was for Chronic Absenteeism. Administration had student incentives bi-weekly and starting holding SART meetings, as well as enhanced parent communication tools. This helped bring our indicator out of Red for 2024 Dashboard. (Actions 1.2 and 1.5).

From the 2024 Dashboard, our Suspension rate is now a "Orange" indicator and has a suspension percent rate of 2.2%,up from 1.3% in the previous year, 2023. This is a negligible change, however the color indicator did downgrade based on that change.

From the 2024 Dashboard, our Chronic Absenteeism rate, with 17% is down and improved from 25.4%, from Red to Yellow. In 2018 and 2019, before the Pandemic this number seemed to hover around 17.5%. Our Low SES and White Student Group were groups were a concern with Chronic Absenteeism, now in 2024 they have improved Yellow and orange respectively. The reader will see actions in this plan addressing this and that this is showing improvement.

From the 2024 Dashboard, in ELA, Bangor UESD saw an slight percentage point drop from 2023 on our ELA scores, bringing us up to 47% Met or Exceeded Standard. This is a "Orange" Indicator.

From the 2024 Dashboard, in Math, Bangor UESD saw an 11% percentage point increase from 2023 on our Math scores, leaving us at 35% Met or Exceeded Standard. This is now up to a "Yellow" Indicator. The reader will see actions in this plan addressing this.

For 2024-2025 reflection cycle: ELA Dashboard is slightly lower in performance from (-2.7 points Below State Standard in 2023) (58% Met or Exceeded) to (-6.5 points Below State Standard in 2024) (47% Met or Exceeded) . Despite this, Bangor's ELA Scores remain among the highest in Butte County. For our Math Dashboard, Bangor Union showed improvement moving from Orange to Yellow indicator and having scores increase from (-56 points Below State Standard in 2023) (24% Met or Exceeded) to (-38 Below State Standard in 2024) (38% Met or Exceeded). In the area of our Chronic Absenteeism, our Dashboard for Bangor Union showed improvement moving from Red to Yellow indicator and having scores increase from (26% in 2023) to (17% in 2024). For our formerly Red Indicator (now Yellow) on the Dashboard, Chronic Absenteeism: Our Actions (1.1), (1.2), (1.3), (1.4), (1.6), (1.7), and (1.8) all create a safe, welcoming, inclusive and engaging environment for students to WANT to attend school more regularly.

The district does not have any unspent LREBG funding.

The LREBG (Learning Recovery Emergency Block Grant) Needs Assessment for Bangor Union Elementary School District a potential focus areas based on the district's current data and strategic priorities:

Enhancing Science Education: Implementing targeted programs to improve science proficiency.
Public School Review

Supporting Economically Disadvantaged Students: Expanding access to resources and support services for students facing economic challenges.

Culturally Responsive Teaching: Developing curricula and teaching strategies that reflect the diverse backgrounds of students.

Professional Development: Providing training for teachers to address identified academic and social-emotional needs.

Community Engagement: Strengthening partnerships with families and community organizations to support student learning and well-being.

Reflections: Technical Assistance

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

NA

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	Specific LCAP Feedback meetings: March 14 of the 2024-2025 school year. Site Council/ LCAP Committee dates: September 18, November 18, December 16, February 4th 2024-2025 school year. December 2025, (HRS) High Reliability Schools Staff Survey.
Classified/ Other Personnel	December 2025, (HRS) High Reliability Schools Staff Survey. Action 1.5 was added due to results/ feedback. A poster board with sicknotes were discussed and used to develop goals and actions. Action 1.9 was confirmed as a need by classified.
Parents	Specific LCAP Feedback meetings: March 14 of the 2024-2025 school year. Site Council/ LCAP Committee dates: September 18, November 18, December 16, February 4th 2024-2025 school year. Board Meetings October-June LCAP Standing Discussion Items. A poster board with sicknotes were discussed and used to develop goals and actions.

Educational Partner(s)	Process for Engagement
	Traditional Bangor March LCAP Survey. Actions 1.5 and 1.6 were added due to results/ feedback. March 2025, (HRS) High Reliability Schools Parent Survey. Action 1.6 was confirmed/ added due to results/ feedback.
Students	Student Council: Bi Weekly in 2024-2025 meeting, specifically October 15th in a longform meeting/ training. Action 1.6 was added due to results/ feedback. Traditional Bangor March LCAP Survey April 2025, (HRS) High Reliability Schools Student Survey. Action 1.4 was added due to results/ feedback.
Admin	December 2025, (HRS) High Reliability Schools Admin Survey
Bargaining Units	Feedback in Surveys, Staff meetings, small group, individual
SELPA	Meeting with SELPA Director May 28th of 2024

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

With staff, students and community partners; the following input influenced the LCAP in these sessions, in this way:

>School Site Council/ LCAP Committee: September 18, November 18, December 16, February 4th of the 2024-2025 school year. The SSC determined through our process that we affirm our needed for Actions 1.3 (Arts, music, hands on activities, maker space) and 1.6 (Continue to invest in attractive facilities, campus spaces)

>Teacher/ Staff:
March 14th of the 2024-2025 School year. The staff determined through our process that we affirm the need to for Actions 2.5 (After School Tutoring) and 2.7 (Curriculum and Materials).

>Board of trustees: December 18, January 23, February 27, March 20 of the 2024-2025 School year. The Board determined through our process that they affirm strongly 1.6 (Continue to invest in attractive facilities, campus spaces). They Board had no further input for the 2024-2025 school year.

>Student Council: Bi Weekly in 2024-2025 meeting, specifically October 18th in a longform meeting/ training. The student representatives and officers determined through our process that we needed to add Actions 1.4 (Student Recognition Program). The data that surveyed students also would lead one to make the same conclusion.

>HRS Surveys to Staff, Parents and Students occurred in March. These surveys contributed to our process that we needed to add Actions 1.5 (Communication/ Website, Robo Caller update) and 2.1 (PLC practices). The 2025 survey shows the need for further community engagement sought by the Admin with the community. Our new website and communication tool are showing a strong reception and good feedback.

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.

The reason why this goal was developed was directly due to our Chronic Absenteeism Rate of 25.4% on the 2023 Dashboard that showed a "Red" Indicator. This was the only "Red: indicator on our Dashboard. In this Red Indicator, we saw students of Low SES and White Subgroups as having the most issues with Chronic Absenteeism.

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		2023 CA Dashboard Suspension Rate Under 2% Marzano HRS Leading Indicator Survey 1.2. Student mean 4.00, Parent, Mean 4.25	Dashboard Suspension Rate 2.2% is a slight increase that amounts to one more day of suspension over prior year. Marzano HRS LCAP Surveys show no student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					PBIS TFI Silver Level Recognition	perception change and a slight increase in student safety for parents.
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%		95% of students will attend at a rate of 85% or greater.	There was a slight weakening the number of students whom attended school at the 85% rate from 90% to 88%.
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- (May 1, Year 3) 96% attendance rate for the year.	The overall attendance rate holds steady between the baseline and Year 1.
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) White student group - 18.5% (Yellow)		Chronic Absenteeism Rates All students <10% SED < 15% White <10%	Results from 2024 All students - 8.7% (Yellow). Socioeconomically Disadvantaged - 6.9% (Orange) White student group - 5.1% (Yellow)
1.5	Priority 7- Course Access/ Equity	On our Student Feedback Survey "There is enough art,	On our Student Feedback Survey "There is enough		On our Student Feedback Survey "There is enough art, music, garden	This metric was steady between the Baseline and Year 1.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		music, garden in my week" mean 2.95 on a Likert Scale of 1-5.	art, music, garden in my week" mean 3.05 on a Likert Scale of 1-5.		in my week" average 3.5 on a Likert Scale of 1-5.	
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		Marzano HRS Leading Indicator Survey: Leading Indicator 1.6: Student mean 3.50, parent mean 4.00	The Parents perceive an increase in their input opportunity. The students perceive a slight decrease.
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		Marzano HRS Survey: Leading Indicator 1.8: Student mean 4.00, parent mean 4.50	There is little change on this metric between the Baseline and Year 1.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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"		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: 2023 baseline student mean 2.56, parent mean 3.95.	Marzano HRS (2025) Leading Indicator 1.7: Student mean 3.38, Parent mean 4.53.		Marzano HRS Leading Indicator Survey 1.7: Student mean 3.00, parent mean 4.25	It appears that from the Baseline, Bangor has made the Year 3 Outcome in Year 1.
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		Marzano HRS Leading Indicator Survey 1.2: Student mean 4.00, Parent Mean 4.25.	There is little change on this metric between the Baseline and Year 1.
1.12	Priority 5 - Middle School Dropout Rates	2023-24 results - 0%	2024 results - 0%		Maintain 0%	Zero percent Dropout rate
1.13	Priority 6 - Expulsion Rate	2023-24 results - 0%	2024 results - 0%		Maintain 0%	Zero percent Expulsion rate

Goal Analysis [2024-25]

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

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

Goal 1: Bangor Union Elementary School District will continue to develop a safe and inviting school that supports good attendance. We have seen the overall attendance rate remain static. The Chronic Absenteeism rate improved with the implementation of our SART. Our Mental Health supports perception reported was the strongest growth. All of these factors are positively impacted or are statically supported by our Tier 1 PBIS that is truly in year 3.

Action #	Action Title	Implementation Level	Rationale / Notes
1.1	PBIS Silver Recognition	3 – Initial Implementation	**Successes:** Completed second TFI; staff trained in PBIS lessons (August & January); team structure with tokens and store in place. **Challenges:** Counselor turnover; ensuring all staff consistently understand and apply PBIS expectations. Awaiting TFI results to confirm silver status.
1.2	SART Development	2 – Beginning Development	**Successes:** Held initial SART meetings; improved dashboard attendance data. **Challenges:** Kindergarten attendance remains a concern; TKK teacher turnover affected consistent messaging; implementation is still emerging with limited staff time.
1.3	Arts/Music/STEAM/Makerspace	4 – Full Implementation	**Successes:** Makerspace developed; student engagement strong; 4,000 sq. ft. garden established. **Challenges:** Band teacher and art docent turnover; ongoing need to secure new staff for continuity. Mostly funded by Prop 28 and ELOP.
1.4	Student Recognition	4 – Full Implementation	**Successes:** Engaging student rewards (3D Panthers); quantifiable achievement measures; high student enthusiasm. **Challenges:** Initially tried medals but costly; needed more sustainable approach. Funded via S&C.
1.5	Communications Tools (Aptogee)	5 – Full Implementation & Sustainability	**Successes:** Fully implemented robust communication platform; parents report high satisfaction. **Challenges:** Initial staff training was time-consuming but now complete; no ongoing challenges.

1.6	Facilities Enhancements	5 – Full Implementation & Sustainability	**Successes:** Completed multiple projects (track, turf, sidewalk, quad); enhanced student experience with green space and play areas. **Challenges:** Projects required extensive planning and board prioritization, but all completed successfully.
1.7	Paraprofessionals for Intervention	5 – Full Implementation & Sustainability	**Successes:** Small group instruction embedded in classrooms; positive impact on reading scores; effective Title I use. **Challenges:** None reported; smooth implementation.
1.8	Class Size Reduction	4 – Full Implementation	**Successes:** Added TK/K teacher; maintained small class sizes for early grades. **Challenges:** Lower-than-expected early literacy scores; intern teacher turnover required replacement next year.
1.9	Campus Supervision	5 – Full Implementation & Sustainability	**Successes:** Paraprofessionals trained in CPI and CPR; effective lunch supervision. **Challenges:** None reported; system operating smoothly.

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.

Many of the Budgeted Expenditures, specifically in 1.1 and 1.4 saw costs come under budget due these actions still being in progress and due to reduced Superintendent/ Principal FTE to execute these to the fullest possible.

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

Overall Goal Focus:
Implementing a Multi-Tiered System of Support (MTSS) using diverse data sources to improve academic, social-emotional, and behavioral outcomes.
PBIS Silver Recognition (Action 1.1):

Partially Effective. PBIS efforts advanced with staff training, tokens, and lessons. However, staff turnover (counselor) and inconsistencies in staff knowledge limited progress. Awaiting TFI results to confirm silver status. Suspension rates still require improvement.

SART Development (Action 1.2):

Ineffective to Date. SART implementation was limited due to time constraints and administrative duties. Although attendance rates held steady overall, Kindergarten attendance remains a concern.

Arts/Music/STEAM/Makerspace (Action 1.3):

Effective. Enrichment programs boosted student engagement and supported attendance. However, turnover in key staff (band teacher and art docent) challenges long-term sustainability.

Student Recognition (Action 1.4):

Effective. Implemented consistent and creative awards systems (3D printed Panther trophies). Students responded positively, fostering a culture of achievement and pride.

Communications Tools (Action 1.5):

Highly Effective. The Apptegy system significantly improved parent communication. Parents reported high satisfaction, and staff training barriers were overcome.

Facilities Enhancements (Action 1.6):

Highly Effective. Completed projects (track, turf, quad) enhanced student experience and safety. Positive impact on school climate.

Paraprofessionals for Intervention (Action 1.7):

Highly Effective. Small group instruction improved reading outcomes. Well-integrated into daily instruction with positive teacher and student feedback.

Class Size Reduction (Action 1.8):

Moderately Effective. Implemented small class sizes in early grades. Early literacy scores lower than expected, possibly due to staff turnover. Requires targeted support next year.

Campus Supervision (Action 1.9):

Highly Effective. Paraprofessional support during lunch and recess improved supervision and safety. Staff trained and effective in their roles.

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.

Summary:
Based on the implementation and effectiveness analysis, Bangor Elementary will continue to build on existing successes while addressing areas needing further support.
Proposed Changes:
Action 1.1 (PBIS): Strengthen staff training to ensure consistent understanding of school rules; integrate continuous professional development to address staff turnover. Implement TFI review processes more consistently.

Action 1.2 (SART): Prioritize implementation with dedicated staff time and develop structured procedures to support consistent parent outreach, especially in Kindergarten.

Action 1.3 (Arts/Music): Recruit and onboard replacement staff (band teacher, art docent) to maintain program continuity; use Prop 28 and ELOP funding as needed.

Action 1.8 (Class Size Reduction): Implement targeted literacy interventions for early grades to support emerging readers; consider additional support for staff transitions.

No changes proposed for highly effective actions (1.5, 1.6, 1.7, 1.9).

These adjustments aim to increase consistency in implementation, address staffing challenges, and enhance early literacy outcomes to align with the MTSS approach.

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) to the Silver Recognition level.	$2,000.00	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 community in our "LCAP Actions Building" sections- LCAP Committee) specifically asked for this action and it was added.	$4,000.00	Yes
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	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	$13,290.00	Yes

Action #	Title	Description	Total Funds	Contributing
	call communication, marketing	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.		
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.	$83,384.00	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.	$78,113.00	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 reduction. We believe this too will support better school attendance and academic engagement.	$158,079.00	Yes
1.9	Campus Supervision	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.	$4,927.00	Yes

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.

Bangor will utilize multiple forms of data to identify academic need. Programs, activities and strategies based on an in-depth and collaborative analysis of assessment data, will be designed and implemented to improve student achievement and outcomes.

Marzano's Research and framework on High Reliability Schools (HRS) have been used to help the District indicator of student success in academic growth. Schools (HRS) framework serves as a strategic planning model to help schools focus on specific, research-based conditions for continuous school improvement.

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	1.4: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment,		Marzano HRS Leading Indicator Survey: Leading Indicator 1.4: Student mean 4.00, Parent mean 4.00. The Staff mean for this	Bangor has seen a sizable increase of nearly 20% in each of these scores from the Baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		all students. 2023 baseline student mean 3.61, Parent mean 3.79. The Staff mean for this survey item was 3.22.	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.		survey item was 4.00.	
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		66% of students are at 45 percentile of National Percentile Rank, or higher, at the end of Year 3	Bangor has seen a sizable increase 5 percentage points in this score from the Baseline. In Year 1 we have seen nearly 50% progress toward our Year 3 Goal.
2.3	Priority 8 - Pupil Outcomes - STAR Reading Scores	Using STAR Reading and Early Literacy Assessments (STAR Consolidated Assessment Proficiency Report) STAR Reading: 46% of students are at 45 percentile of National Percentile Rank or higher in 2023-2024 Early Literacy (TK-K):	Using STAR Reading and Early Literacy Assessments (STAR Consolidated Assessment Proficiency Report) STAR Reading: 63% of students are at 45 percentile of National Percentile		STAR Reading: 66% of students are at 45 percentile of National Percentile Rank, or higher, at the end of Year 3 STAR Early Literacy TK-K): 66% of students are at 45 percentile of National Percentile	Bangor has seen a sizable increase 17 percentage points in this score from the Baseline. In Year 1 we have seen nearly 50% progress toward our Year 3 Goal for Grades 1-8. For Early Literacy (Tk-K), we see a 30 point decrease.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		70% of students are at 45 percentile of National Percentile Rank or higher in 2023-2024	Rank or higher in 2024-2025 Early Literacy (TK-K): 40% of students are at 45 percentile of National Percentile Rank or higher in 2024-2025		Rank, or higher, at the end of Year 3	
2.4	Priority 4 - EL: Reclassification Rate	Reclassified Rate 2024 baseline 12% of EL became RFEP	Reclassified Rate in 2025, Zero (0%) of EL became RFEP		By the End of Year 3, Reclassification Rate will be 20%	Due to small sample size (7 students) we are seeing data that may not be consistent with our goal.
2.5	Priority 8 - Pupil Outcomes - STAR Proficiency Report	STAR Consolidated Assessment Proficiency Report Students that are 20 percentile or lower in National Percentile Rank Reading 35% 2023-2024 Math 23% 2023-2024 Early Lit 30% 2023-2024	STAR Consolidated Assessment Proficiency Report Students that are 20 percentile or lower in National Percentile Rank Reading 14% 2024-2025 Math 19% 2024-2025 Early Lit 40% 2024-2025		Students that are 20 percentile or lower in National Percentile Rank Reading 10% Year 3 Math 10% Year 3 Early Lit 10% Year 3	STAR Consolidated Assessment Proficiency Report Students that are 20 percentile or lower in National Percentile Rank Reading -21% 2024-2025 Math -4% 2024-2025 Early Lit +10% 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Priority 8 - Pupil Outcomes - STAR Progress Report	Grades 1-8 STAR Consolidated Progress Report Math Average Scaled Score 2024 988 Reading Average Scaled Score 2024 1012	Grades 1-8 STAR Consolidated Progress Report Math Average Spring Scaled Score 2025 986 Reading Average Spring Scaled Score 2025 1045		STAR Consolidated Progress Report Math Average Scaled Score Year 3 for a scaled score of 1200 Reading Average Scaled Score Year 3 for a scaled score of 1200	Grades 1-8 STAR Consolidated Progress Report Math Average Spring Scaled Score 2025 showed static growth. Reading Average Spring Scaled Score 2025 showed if 33 points.
2.7	Priority 1-Basic Services/ Instructional Materials All students (100%) have access to Board Adopted Texts.	Given Bangor counts every grade Tk-8, (10 grade levels) Counting 4 core subjects that equals 40 sets of curriculum. What percent of (40) Core Adopted, is newer than 6 years old? Baseline 47.5% All students have access to Board Adopted Texts, baseline 100%.	2025 Percent of Core that is newer than 6 years old? 47.5% Math will be adopted next year, 2026 All students have access to Board Adopted Texts, baseline 100%.		We want 100% of our core curriculum to be 6 years old or newer. Maintain that all students have access to Board Adopted Texts, 100% of students.	There was no activity in this Metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Priority 4 Student Achievement - Performance on State Assessment Math CAASPP Results	2023 Dashboard Results for Mathematics All Students -53.4 points from standard SED -57.2 points from standard White -52.8 points from standard	2024 Dashboard Results for Mathematics All Students -38.4 points from standard SED -42.9 points from standard White -22.3 points from standard		2024 Dashboard Results for Mathematics All Student- 0 (ZERO) points from standard Low SES- 0 (ZERO) points from standard White- 0 (ZERO) points from standard	2024 Dashboard Results for Mathematics All Students +15 points from standard SED +14.3 points from standard White +30.5 points from standard
2.9	Priority 4-Student Achievement/ Academic Performance on State Assessment ELA CAASPP Results	2023 Dashboard Results for ELA All Students average -2.7 points from standard SED -4.7 points from standard White +3 points from standard	2024 Dashboard Results for ELA All Students average -6.5 points from standard. SED -5.3 points from standard. White +15.4 points from standard.		2024 Dashboard Results for ELA All Student- 0 (ZERO) points from standard Low SES- 0 (ZERO) points from standard White- 5 (Five) points Above Standard	2024 Dashboard Results for ELA All Students average -4.2 points from standard. SED -0.6 points from standard. White +12.4 points from standard.
2.10	Priority 1 - Teachers appropriately assigned and 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	2.95 Average teacher responses for Implementation of state	3.13 Average teacher responses for Implementation		4.0 Average teacher responses for Implementation	+0.18 Average teacher responses for Implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	adopted standards. Local Indicator Survey	adopted standards. Local Indicator Survey	of state adopted standards. Local Indicator Survey		of state adopted standards. Local Indicator Survey	of state adopted standards. Local Indicator Survey
2.12	Priority 7 - Programs for Students With Exceptional Needs	2025-2026 Baseline will be established	N/A		100% of students with disabilities with IEP goals aligned to grade-level standards	N/A

Goal Analysis [2024-25]

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

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

The implementations of Professional Learning Communities has strengthened our HRS (High Reliability Schools) See table below for more specifics regarding implementation of Goal 2.

Action #	Action Title	Implementation Level	Rationale / Notes
2.1	PLC Collaboration	4 – Full Implementation	**Successes:** Teachers attended first PLC conference; staff now understand PLC expectations; collaborative practices in place. **Challenges:** Multi-grade levels make content alignment challenging; small school context limits external PLC opportunities.
2.2	Math Programs via HRS	3 – Initial Implementation	**Successes:** Completed 85% of Level 1 HRS work; teachers motivated. **Challenges:** Lack of administrator time (split role) delayed certification; time constraints overall.
2.3	Strengthen Reading via HRS	3 – Initial Implementation	**Successes:** High county reading scores in 2024. **Challenges:** Scores dipped slightly this year; same time constraints as 2.2; needed more administrative focus.

2.4	EL/ELD PD	2 – Beginning Development	**Successes:** Orton-Gillingham training for special ed teacher; PLC practices supporting EL students. **Challenges:** Limited direct EL-focused PD; very small LTEL population; no dedicated new PD this year.
2.5	After School Tutoring	5 – Full Implementation & Sustainability	**Successes:** All teachers provide after-school tutoring; ACEs integration; major student gains (e.g., 3rd grader improved from K level to 6th grade reading). **Challenges:** None reported; highly successful implementation.
2.6	Indirect Costs	5 – Full Implementation & Sustainability	**Successes:** Fully implemented; no reported issues. **Challenges:** None.
2.7	Curriculum/Supplemental Materials	3 – Initial Implementation	**Successes:** Purchased required Dyslexia screener; initial steps towards math curriculum adoption. **Challenges:** No additional materials purchased this year; math adoption deferred to next year; staff time limited.

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.

Many of the Budgeted Expenditures, specifically in 2.2 and 2.3 saw costs come under budget due these actions still being in progress and due to reduced Superintendent/ Principal FTE to execute these to the fullest possible.

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

Overall Goal Focus:
Creating a secure, inclusive environment with strong family and community engagement.
PLC Collaboration (Action 2.1):Effective. Staff engaged in PLC practices, identified scope and sequence for multi-grade classes, and built collaborative culture. Scheduling challenges remain due to the small school context.

Math Programs via HRS (Action 2.2): Partially Effective. Achieved 85% of Level 1 certification; math Dashboard scores improved. Administrative time constraints limited full certification progress.

Strengthen Reading via HRS (Action 2.3): Partially Effective. Maintained high reading scores despite a slight dip from prior year. Implementation of Level 1 HRS incomplete due to time constraints.

EL/ELD PD (Action 2.4): Limited Effectiveness. Orton-Gillingham training supported foundational literacy, but no targeted PD specifically for ELs. Small number of LTELs limited broader impact.

After School Tutoring (Action 2.5): Highly Effective. Teachers provided targeted support; significant student progress documented (e.g., one student advanced from kindergarten-level reading to sixth grade).

Indirect Costs (Action 2.6): Fully Effective. Supported Title programs; no reported implementation issues.

Curriculum/Supplemental Materials (Action 2.7): Partially Effective. Implemented mandated Dyslexia screener; no major purchases beyond that. Math curriculum adoption postponed to next year.

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

Summary:
Building on strong progress in PLC practices and after school tutoring, Bangor Elementary will focus on fully implementing math and reading initiatives and addressing gaps in EL support.
Proposed Changes:
Action 2.2 (Math via HRS): Dedicate administrative time to complete Level 1 certification and move towards Level 2; integrate math adoption with PLC goals.

Action 2.3 (Reading via HRS): Complete Level 1 certification; incorporate targeted literacy strategies within PLC framework.

Action 2.4 (EL/ELD PD): Prioritize targeted PD for ELs, even if LTEL population remains small; ensure all teachers are equipped with strategies to support English learners.

Action 2.7 (Curriculum Materials): Finalize math adoption in the coming year; allocate sufficient funding and pilot materials to ensure readiness.

Rationale: Changes are designed to advance from initial implementation towards full implementation, ensuring student outcomes are consistently supported and staff are adequately prepared.

Added metric 2.12 to address priority 7.

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.	$8,145.00	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/#conIframewrapp	$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/#conIframewrapp	$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).	$3,000.00	No
2.5	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.	$8,605.00	Yes
2.6	Indirect Costs & Consolidated Application Support	Indirect Costs & Consolidated Application Support	$10,898.00	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.	$6,500.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$186595	$16211

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
16.309%	0.000%	$0.00	16.309%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** PBIS **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	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). Marzano's Research on High Reliability Schools (HRS) have deemed this a leading indicator of student success in academic engagement.	Sustained suspension rate below 3% Lower the rate of chronic absenteeism. in Marzano HRS 1.2: Students, parents, and the community perceive the school environment as safe and orderly.

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
	area. Low SES dealing with trauma need clear behavioral goals and interventions. **Scope:** LEA-wide		2023 baseline student mean 3.54, Parent Mean 4.11 A PBIS TFI, Silver recognition would be our metric. Baseline is Bronze.
1.3	**Action:** Arts, music, hands on activities, maker space **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. **Scope:** LEA-wide	Research from Horacio Sanchez (2021) states that a formal music programs increase academic achievement and will yield better attendance, especially for those of underserved communities.	Increased attendance. One on one student interviews with the first year of our Band program will inform the baseline. We will compile an overall satisfaction score with music, art, hands on activities.
1.4	**Action:** Student Recognition program **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 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	Celebrating student effort, growth and success will yield a better sense of student belonging and understanding. This will increase academic engagement and attendance.	Percent of students who receive an authentic criteria-based award. Marzano HRS Leading Indicator 1.7: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

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
	engagement. (DeJarnett, G., McDaniel, S., Kern, L., & George, H. P. (February 2022).) Marzano's Research on High Reliability Schools (HRS) have deemed this a leading indicator of student success in academic engagement. **Scope:** LEA-wide		2023 baseline student mean 2.56, Parent mean 3.95 Increased attendance rate.
1.5	**Action:** Web, newsletters, social media, robo call communication, marketing **Need:** This has been a need indicated in the traditional Bangor Parent Survey (Question #9) Marzano's Research on High Reliability Schools (HRS) have deemed this a leading indicator of student success in academic engagement. **Scope:** LEA-wide	Better parent communication and support will result in better student attendance.	Marzano HRS: 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 Survey data.
1.8	**Action:** Class size reduction **Need:**	We believe that more instructional support in the way of better teacher to student ratio will support better school attendance and academic engagement.	Our metric for this area is our overall attendance rate. Improvement on STAR reading scores.

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
	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. **Scope:** LEA-wide		Improved scores on CAASPP.
1.9	**Action:** Campus Supervision **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. Marzano's Research on High Reliability Schools (HRS) have deemed this a leading indicator of student success in academic engagement.	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.	Marzano HRS 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 Decrease in suspension rates.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Marzano HRS 1.2: Students, parents, and the community perceive the school environment as safe and orderly. **Scope:** LEA-wide		
2.2	**Action:** Building Math Programs through (HRS) work **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. **Scope:** LEA-wide	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 Percentile Rank set at 45% cut off Aug-June Math 55% 2023-2024 Baseline
2.3	**Action:** Strengthening Reading/ ELA Programs through (HRS) work **Need:** Based on our CAASPP Scores we desire growth in our local and state ELA scores. Based on research by Linda Darling-	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	STAR Consolidated Assessment Proficiency Report Percentile Rank set at 45% cut off Aug-June

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
	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. **Scope:** LEA-wide	reflected in our local assessments and on our CA Dashboard.	Reading 46% 2023-2024 Early Lit 70% 2023-2024
2.5	**Action:** 2.5 After School tutoring **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) **Scope:** LEA-wide	We will provide after-school tutoring to improve our academic scores. It will be available to all students in need of the support.	We will use the whole school data on local STAR Reading and Math growth. We will also use CAASPP results.
2.7	**Action:** Curriculum/ Supplemental Curriculum and Materials	We will provide up to date curricula to improve our academic scores. It will be available to all students in need of the support.	Improved scores on CAASPP and local STAR reading scores.

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
	Need: 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. **Scope:** LEA-wide		

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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 1.7 and 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		Total Classified to student raw numbers are 11 classified staff to 88 student: Ratio of 1:8
Staff-to-student ratio of certificated staff providing direct services to students		Certificated to student raw numbers are 6 certificated teachers to 88 students: Ratio of 1:15

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1144109	186595	16.309%	0.000%	16.309%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$307,035.00	$0.00	$0.00	$84,906.00	$391,941.00	$272,374.00	$119,567.00

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	$2,000.00	$2,000.00				$2,000.00	
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	$13,290.00	$13,290.00				$13,290.00	
1	1.6	Continue to invest in attractive facilities, campus spaces	All	No			All Schools		$22,650.00	$60,734.00	$83,384.00				$83,384.00	
1	1.7	Paraprofessionals for Intervention	All	No			All Schools	3 Year	$78,113.00	$0.00	$12,250.00			$65,863.00	$78,113.00	
1	1.8	Class size reduction	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Year	$158,079.00	$0.00	$158,079.00				$158,079.00	
1	1.9	Campus Supervision	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Year	$4,927.00	$0.00	$4,927.00				$4,927.00	
2	2.1	PLC/ Collaboration and PD in PLC Practices	All	No			All Schools	3 Year	$0.00	$8,145.00				$8,145.00	$8,145.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	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	$3,000.00	$3,000.00				$3,000.00	
2	2.5	2.5 After School tutoring	Low Income	Yes	LEA-wide	Low Income	All Schools	3 Year	$8,605.00	$0.00	$8,605.00				$8,605.00	
2	2.6	Indirect Costs & Consolidated Application Support	All	No			All Schools	3 Year	$0.00	$10,898.00				$10,898.00	$10,898.00	
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	$6,500.00	$6,500.00				$6,500.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1144109	186595	16.309%	0.000%	16.309%	$208,401.00	0.000%	18.215 %	**Total:**	$208,401.00
								LEA-wide Total:	$208,401.00
								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	$2,000.00	
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	$13,290.00	
1	**1.8**	Class size reduction	Yes	LEA-wide	Low Income	All Schools	$158,079.00	
1	**1.9**	Campus Supervision	Yes	LEA-wide	Low Income	All Schools	$4,927.00	
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	2.5 After School tutoring	Yes	LEA-wide	Low Income	All Schools	$8,605.00	
2	2.7	Curriculum/ Supplemental Curriculum and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$433,189.00	$392,279.00

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	760
1	**1.2**	SART	No	$0.00	0
1	**1.3**	Arts, music, hands on activities, maker space	Yes	$4,250.00	0
1	**1.4**	Student Recognition program	Yes	$4,000.00	253
1	**1.5**	Web, newsletters, social media, robo call communication, marketing	Yes	$9,000.00	12890
1	**1.6**	Continue to invest in attractive facilities, campus spaces	No	$124,670.00	118475
1	**1.7**	Paraprofessionals for Intervention	No	$75,358.00	64225
1	**1.8**	Class size reduction	Yes	$150,496.00	159366
1	**1.9**	Campus Supervision	Yes	$4,996.00	4380
2	**2.1**	PLC/ Collaboration and PD in PLC Practices	No	$7,300.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Building Math Programs through (HRS) work	Yes	$7,488.00	0
2	**2.3**	Strengthening Reading/ ELA Programs through (HRS) work	Yes	$5,000.00	0
2	**2.4**	PD to reduce LTEL	No	$3,623.00	1700
2	**2.5**	2.5 After School tutoring	Yes	$8,605.00	9995
2	**2.6**	Indirect Costs & Consolidated Application Support	No	$9,903.00	10658
2	**2.7**	Curriculum/ Supplemental Curriculum and Materials	Yes	$16,500.00	9577

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
185410	$209,847.00	$197,222.00	$12,625.00	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	760		
1	1.3	Arts, music, hands on activities, maker space	Yes	$4,250.00	0		
1	1.4	Student Recognition program	Yes	$4,000.00	253		
1	1.5	Web, newsletters, social media, robo call communication, marketing	Yes	$9,000.00	12890		
1	1.8	Class size reduction	Yes	$150,496.00	159367		
1	1.9	Campus Supervision	Yes	$4,996.00	4380		
2	2.2	Building Math Programs through (HRS) work	Yes	$5,000.00	0		
2	2.3	Strengthening Reading/ ELA Programs through (HRS) work	Yes	$5,000.00	0		
2	2.5	2.5 After School tutoring	Yes	$8,605.00	9995		
2	2.7	Curriculum/ Supplemental Curriculum and Materials	Yes	$16,500.00	9577		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1111338	185410	0	16.683%	$197,222.00	0.000%	17.746%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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