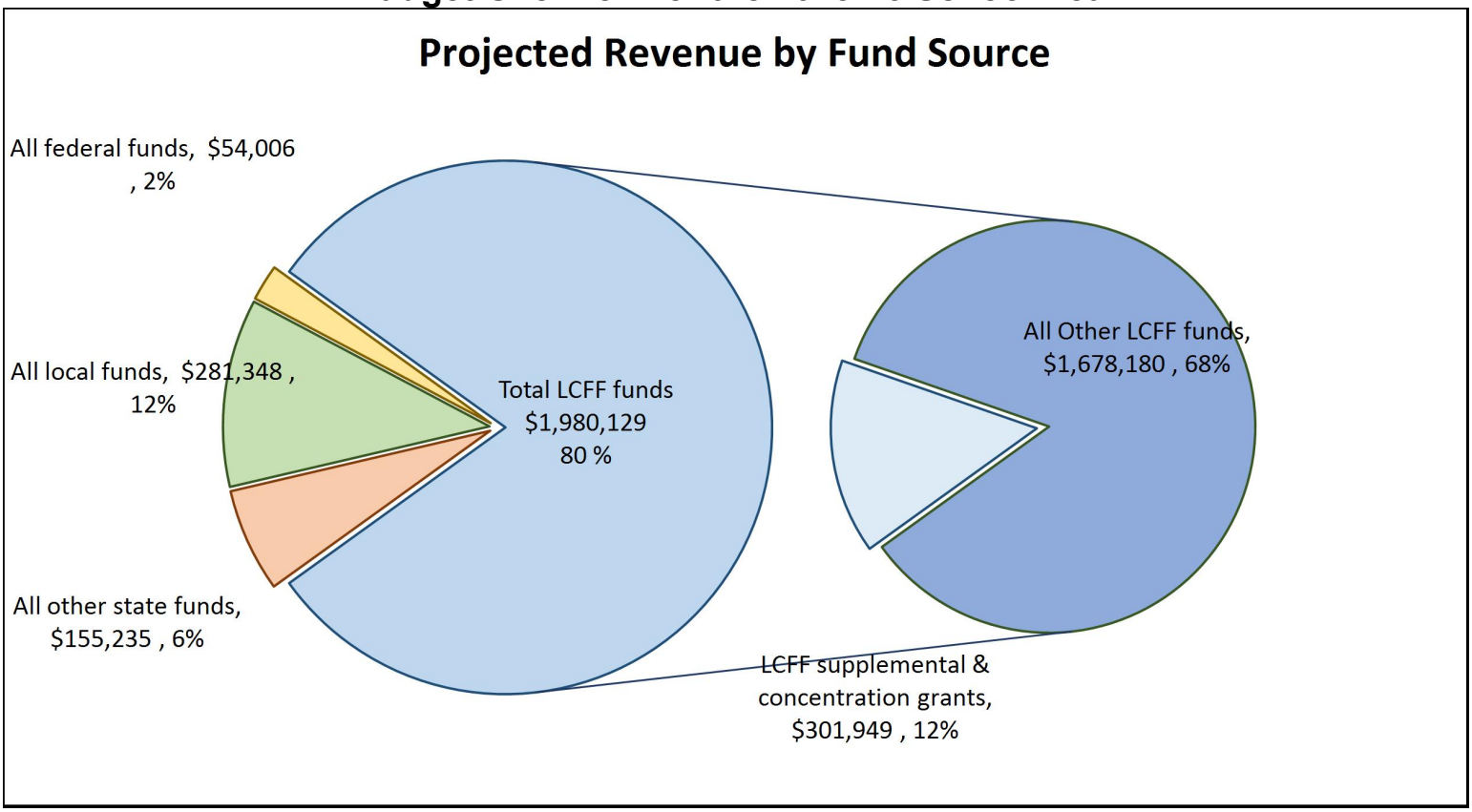
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Springs Elementary Union School District
CDS Code: 47-70185-0000000
School Year: 2025-26
LEA contact information:
Tamera Banbury
Superintendent/Principal
tbanbury@sisnet.ssku.k12.ca.us
530-459-3189

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

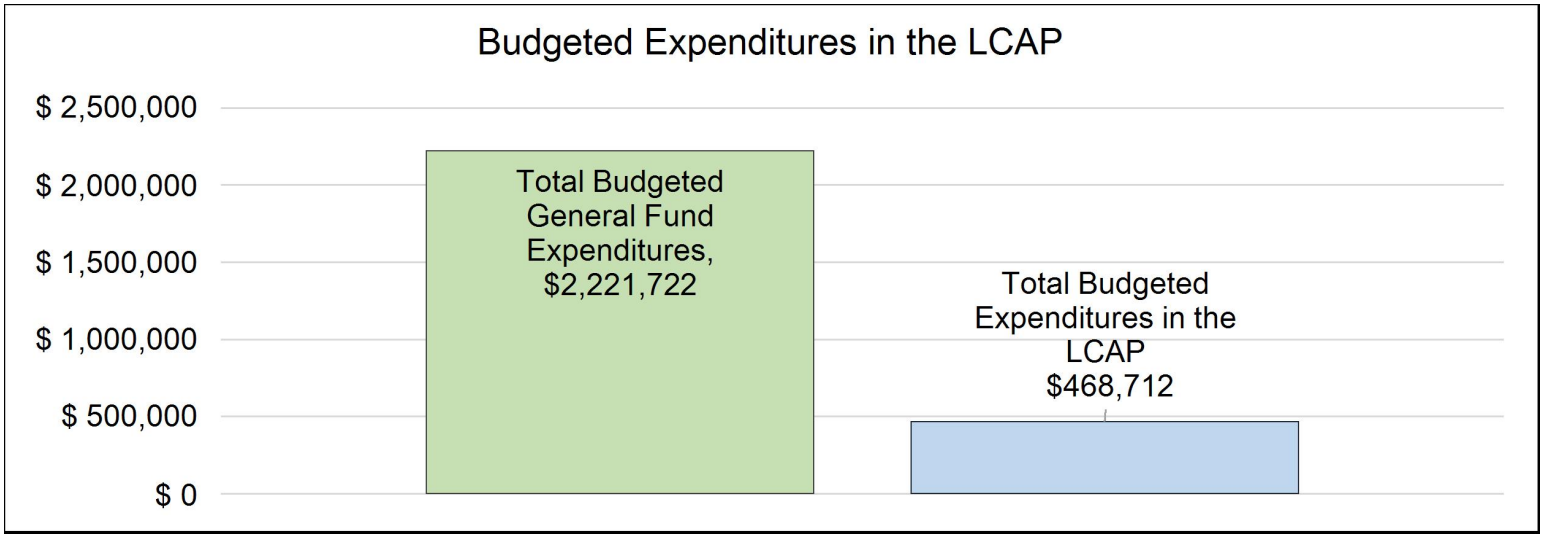


This chart shows the total general purpose revenue Big Springs Elementary Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Big Springs Elementary Union School District is $2,470,718, of which $1980129 is Local Control Funding Formula (LCFF), $155235 is other state funds, $281348 is local funds, and $54006 is federal funds. Of the $1980129 in LCFF Funds, $301949 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 Big Springs Elementary Union 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: Big Springs Elementary Union School District plans to spend $2221722 for the 2025-26 school year. Of that amount, $468712 is tied to actions/services in the LCAP and $1,753,010 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

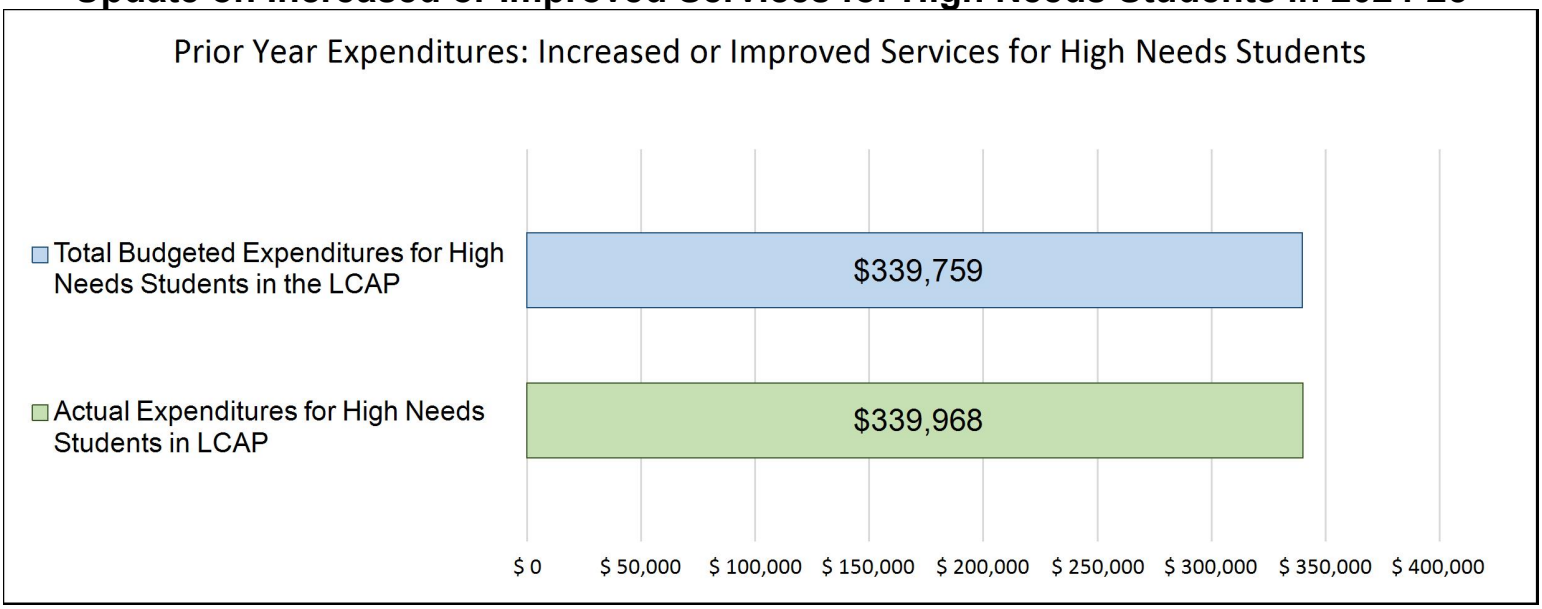
General fund expenditures not included in the LCAP are used for general operating costs including salaries and benefits, cafeteria, utilities, maintenance, and supplies.

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

In 2025-26, Big Springs Elementary Union School District is projecting it will receive $301949 based on the enrollment of foster youth, English learner, and low-income students. Big Springs Elementary Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Big Springs Elementary Union School District plans to spend $331359 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 Big Springs Elementary Union 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 Big Springs Elementary Union 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, Big Springs Elementary Union School District's LCAP budgeted $339759 for planned actions to increase or improve services for high needs students. Big Springs Elementary Union School District actually spent $339968 for actions to increase or improve services for high needs students in 2024-25.

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
Big Springs Elementary Union School District	Tamera Banbury Superintendent/Principal	tbanbury@sisnet.ssku.k12.ca.us 530-459-3189

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.

Big Springs Elementary School District (BSE) is located near Mount Shasta in the heart of the fertile Shasta Valley farming communities. BSE provides services for children from Infancy through 8th Grade with 40 children and families participating in our Child Care Center, 150 students today. Our State Licensed Child Care Facility serves infants and toddlers, and includes a State Preschool licensed for 24. We are staffed with dedicated teachers that are all highly qualified. Approximately 61% of our student population participates in the free and reduced lunch program. Professional Development for BSE staff is focusing on Common Core implementation grades K-8 with a focus in current year on English Language Arts and English Language Development. All classrooms have current state textbooks for ELA (6th - 8th grades in 2017) and Mathematics (K-5 2018) and current textbooks in our other curricular areas. Textbooks are adopted in coordination with neighboring Districts including the Yreka Union High School District. Instructional design is alignment with Common Core Standards and self-evaluated through local and regional staff development, peer review, and Local Control Accountability Plan (LCAP) development.

Big Springs Elementary School strives for comprehensive educational opportunities through sufficiency of current instructional materials, course access in fine arts including visual arts. BSE embraces parent involvement in our school through the active involvement of School Site Council and P.T.O., monthly student recognition assemblies including family members, and enhanced website communications including online progress reporting. BSE offers a full range of athletic programs including league play in Basketball, Track, Volleyball, Cross Country and Cheerleading, as well as a popular ski school program. Our school provides a comprehensive after school program that operates from the end of each regular school day until 6 PM. Our afterschool program offers a variety of enrichment activities such as: art, sports, hands-on science for primary students (to compliment Jr. High Science lab.), crafts, and technology proficiency through dedicated mobile computer lab

along with a well equipped computer lab. Our After-School Program "SAFE" is operated within the guidelines set by the California Department of Education After School Education and Safety (ASES). The program and serves approximately 99% of our enrolled students.

Big Springs does not receive Equity Multiplier Funds.

Reflections: Annual Performance

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

According to the latest data from the California Dashboard for English Language Arts (ELA), the annual performance of students has been assessed and indicates a concerning trend. The performance level gauge categorizes the students at level 2 out of 5, signaling a low level of achievement in ELA. This classification is denoted by the color orange, indicating a moderate level of concern regarding student proficiency. Specifically, the students are falling significantly short of the standard, highlighting substantial room for improvement in their ELA skills. Moreover, there has been a notable decline compared to a previous assessment period, underscoring a regression in academic performance over time. These metrics collectively illustrate a pressing need for targeted interventions and instructional strategies aimed at addressing the identified deficiencies and supporting these students in achieving proficiency in English Language Arts.

The annual performance data from the California Dashboard reveals significant challenges in mathematics proficiency among all students statewide. The assessment categorizes the overall performance level as level 2 out of 5, indicating a low level of achievement. This classification is represented by the color orange on the dashboard, highlighting a moderate level of concern regarding student proficiency in mathematics. The data shows that students are performing below the established standard, indicating a substantial gap that needs to be addressed through targeted interventions and support. Additionally, there has been a decline in performance compared to the previous assessment period, indicating a concerning trend in academic progress over time. These metrics underscore the urgency for educators and policymakers to implement effective strategies aimed at improving mathematical skills and outcomes for students across the state, ensuring they are adequately prepared to meet academic standards and succeed in their educational journey.

iReady data has proven to be unsuccessful with students redesignated into Tier 1. The teachers feel it is not effective at increasing learning, nor is it engaging. IXL has been a better source for increasing comprehension and scores.

The district has made progress in attaining chromebooks so classrooms are now at 1-1 devices. Parent outreach and engagement has been at an all time high due to utilizing online and paper feedback in order to reach all families. We made the transition back to Apptegy from Blackboard Communications as the feedback was they were more familiar with this platform.

The District utilized a Behavior interventionist to ease that spike in data and has proven successful. Daily behaviors have decreased and student suspensions has only been one. Based on educational partner feedback, the district plans to continue the implementation of the Behavior Interventionists for the following years.

The attendance rate shas improved and chronic absenteeism has been reduced to under 10%.

Rhe District has maintained the same enrollment for years and is working on improving enrollment through community engagement and family recruitment through a stronger social media presence via Apptegy and new school website and communication platform.

There were no lowest performing (red indicator) student groups on the 2023 dashboard. The following lowest performing (red indicator) student groups are on the 2024 dashboard: ELA: all students, socioeconomically disadvantaged, white. Math: socioeconomically disadvantaged. Chronic absenteeism: socioeconomically disadvantaged.
Big Springs Elementary School District has unexpended Learning Recovery Emergency Block Grant (LREBG) funds available for the 2025–26 school year. The district will utilize Goal 2, Action 2.5 and 3.2 to fund $60,000 for paraprofessional support to assist with small-group and differentiated instruction in core academic areas. This action aligns with allowable uses of LREBG funds under EC Section 32526(c)(2)(B) by providing evidence-based learning supports designed to accelerate academic recovery. It specifically targets socioeconomically disadvantaged students, identified in the district's LREBG needs assessment as requiring intensive support due to low performance in ELA and math. The additional paraprofessional staffing is expected to increase instructional time and improve outcomes for students most affected by learning loss.

Reflections: Technical Assistance

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

Big Springs is eligible for technical assistance this year for lowest performing socioeconomically disadvantaged student groups in math, ELA, and chronic absenteeism. We are currently working with SCOE to develop a plan to improve attendance This year, we have already improved to 3%. We are going to use LEader in ME to help with this process and goal.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	February 2025 - California Health Kids Survey - a survey for the development of the LCAP.
Certificated Bargaining Unit	April 2025 and May 2025 - a meeting for the development of the LCAP.
Administration - Principal is the only Admin	February- June 2025 Met to inform the LCAP.
School Site Council/Parent Advisory Committee	March 2025 - a meeting for the development of the LCAP.
Classified Staff/Other school personnel	February 2025- California Health Kids Survey - a survey for the development of the LCAP.
Parents	February 2025 - California Health Kids Survey - a survey for the development of the LCAP.
SELPA	March 2025 - a meeting for the development of the LCAP.
Teachers	April 2025 -a meeting for the development of the LCAP.

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

The district has implemented an educational partner engagement process via a in person meeting in the development of the Local Control and Accountability Plan (LCAP). This engagement process aims to address identified needs in community engagement and school climate, as indicated by staff and parents.

Staff feedback emphasized the need for enhanced community engagement (action 3.5) and improvements in school climate (action 3.6). Parents provided positive feedback, highlighting the school as a safe environment conducive to learning, with clean facilities and a curriculum that effectively supports student learning. They also noted the caring attitude of staff towards students, indicating strong relationships and support within the school community.

Partners, including parents and community members, expressed specific desires for technological advancements. These include increasing support for technology infrastructure, such as security cameras and student devices (action 2.2). They advocated for expanding technological resources like IXL (action 2.3) for instructional support and discontinuing the use of iReady (action 2.1) as a diagnostic assessment tool for all students from kindergarten through eighth grade.

Overall, the LEA's engagement process reflects a collaborative effort to incorporate diverse perspectives into the development of the LCAP. By addressing community concerns and aligning priorities with stakeholder feedback, the LEA aims to create a comprehensive plan that supports student achievement, enhances school climate, and meets the evolving needs of the educational community it serves.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be continue to be provided a broad course of study, utilizing curriculum fully aligned with the State Standards, in clean, well-maintained facilities, by appropriately credentialed and assigned teachers.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA plans to maintain this goal by continuing to adopt state aligned curriculum and provide timely trainings to maintain teacher credentials. By enrolling new teachers into the ATE induction program, the district will maintain the metric of 100% of teachers having clear credentials.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers are appropriately credentialed Priority 1A Data source: School Accountability Report Card	23/24: 100% of teachers are appropriately credentialed and assigned and in an induction or intern (3/8 teachers) program through an accredited university.	24/25 100% of teachers are appropriately credentialed and assigned and in an induction or intern (3/8 teachers) program through an accredited university.		100% of teachers are appropriately credentialed and assigned and in an induction (2/8) or intern program through an accredited university	0%
1.2	% of facilities in Good repair Priority 1C	23/24: All facilities in good repair	24/25 All facilities in good repair		All facilities in good repair	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data source: Facilities Inspection Tool					
1.3	% of students that have access to materials Priority 1B Data source: Williams Reports	23/24: 100% of students have access to materials that are state adopted	24/25 100% of students have access to materials that are state adopted		100% of students have access to materials that are state adopted	0%
1.4	% of students have access to broad course of study Priority 7 Data Source: Self Assessment tool	23/24: 100% students have access to broad course of study.	24/25 100% students have access to broad course of study.		All students have access to broad course of study.	0%
1.5	% of state standards in core areas of Priority 2 Data Source: Self-reflection Tool	23/24: State standards are 100% implemented in all core areas	24/25 State standards are 100% implemented in all core areas		State standards are implemented in all core areas	0%

Goal Analysis [2024-25]

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

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

We are supporting our teachers who are in the intern programs. We set up an MOU with the District/Teachers' Union to pay for mentor teachers for our interns. We are continually updating our facility plan. The District will maintain providing students with a broad course of study. A challenge was that we have not pursued new math curriculum as the state has not adopted new curriculum as of yet. A success was that we were able to support teachers in their ATE induction. The overall implemtatin was mostly completed with the exception of adopting new math curriculum.

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.

Action 1.1 - ATE Induction...less than spent than was budgeted as we only needed to fund 3 teachers.
Action 1.2 - Purchase curriculum materials...less was spent than budgeted because new adopted curriculum is not approved by state yet
Action 1.3 - Art Teacher...less was spent that budgeted due to a possible accounting /coding issue

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

We have been effective in supporting teachers in the intern programs as they are making significant progress toward their credential. The goal was mostly implemented with one teacher not receiving her credential.
Action 1.1-ATE Induction...this action is effective because metric 1.1 shows the maintenance of 100% of teachers are appropriately credentialed and assigned, and are enrolled in an induction/intern program.
Action 1.2 - Purchase curriculum materials was effective as metric 1.3 shows 100% of students have access to instructional materials that are state adopted, although new arterials have not been purchased yet.
Action 1.3 - Enrichment Classes/Art Teacher...was effective as metric 1.4 shows 100% of students have access to a broad course of study.

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.

An MOU to support interns is now in place.

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	ATE Induction	First and second year teachers enrolled in ATE induction program. Utilizing Title 2 or Title 5 funds 01-5850-0-5800-1150-1000-000-10001	$8,400.00	Yes
1.2	Purchase curriculum materials	Adopt new math curriculum 01-1100-0-4100-1150-1000-000-10002 01-6300-0-4100-1150-1000-000-10002	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Enrichment Classes	Contract with SCOE to provide Art Teacher Using SACS 6770 01-6770-0-5800-1150-1000-000-10003	$9,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will show an increased proficiency in all academic areas.	Broad Goal

State Priorities addressed by this goal.

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.

Based on local data, utilizing the below metrics - the LEA plans to utilize the additional academic supports, such as the summerschool teacher to work with students performing below grade level to raise CAASPP and IXL scores. Implementing the actions below and measuring progress using the identified metrics will support the district in achieving the goal. In addition, we purchased TK curriculum as there was none, and we will use the curriculum with fidelity.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of students Met or Exceeding CAASPP ELA Priority 4A	22-23: CAASPP ELA 32% met or exceeded	23-24 ELA 22.6 % met or exceeded		CAASPP ELA 45% met or exceeded	negative 9.4%
2.2	% of students Met or Exceeding CAASPP Math Priority 4A	22-23: CAASPP Math 23% met or exceeded	23-24 Math 11.7 % met or exceeded		CAASPP Math 45% met or exceeded	negative 11.3%
2.3	% of English Learner Reclassification Priority 4F	22-23: 10%	23-24 1 reclassified		12%	positive 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Student to computer ratio to access Broad Course of Study Priority 7	23-24:: 1:1	24-25 1:1 ratio		1:1	0% change
2.5	% of Students scoring in Tier 1 & 2 - iReady reports - ELA Priority 8 LREBG Metric	23-24: 75% Tier 1 & 2	24-25 49% ELA		75% Tier 1 & 2	negative 26% change
2.6	% of Students scoring in Tier 1 & 2 - iReady reports - Math Priority 8	23-24: 80% Tier 1 & 2	24-25 37% Math		80% Tier 1 & 2	negative 43% change
2.7	% of EL students made progress to proficiency Priority 4E	23-24: 58% of EL students made progress to proficiency	24-25: 54.5 % made progress toward efficiency		60% of EL students made progress to proficiency	negative 3.5% change

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.

A majority of the staff was found to not be using the curriculum at the beginning of the year. They were unaware that was an expectation. Administration helped with the use of the board adopted curriculum. The staff will need continued professional development to use the curriculum in addition to observing each other on site using the curriculum. Interns will need additional support on how to use intervention and extension activities with the curriculum, and how to differentiate instruction.

A success was we were able to secure a resource teacher postion.

A challenge was that IXL was not utilized fully as teachers preferred iReady.

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.

We had the board approve and purchased TK curriculum, as that grade level did not have anything to use. The cost was $3,000.

2.1- iReady - less was spent than budgeted asthe coding was not accurate.
2.5 - Paraprofessionals - due to a vacancy that was not replaced.
2.6- -maintain small class sizes...unfilled staffing
2.7 - staff retainment....more was spent than budgeted due to extra stipends being paid and unforseen staffing expenditures.

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

The TK teacher indicates the curriculum is strong and her students are much more engaged. I ready was not effective re teacher feedback. We provided professional development for the resource Teacher and to help with IXL.
2.1- iReady...not effective due to metric 2.5 and 2.6 showing a negative change in data
2.2 - Chromebooks...effective due to metric 2.4..maintaining a 1:1 computer to student ratio
2.3 - IXL ...not effective metric due to metric 2.5 and 2.6 showing a negative change in data
2.4 - Intervention/Resource Teacher...not effective due to 2.1 and 2.2/ CAASPP scores not improving
2.5 - Paraprofessionals....not effective due to 2.1 and 2.2/ CAASPP scores not improving
2.6 - Maintain small class size not effective 2.1 and 2.2/ CAASPP scores not improving
2.7 - staff retainment...not effective 2.1 and 2.2/ CAASPP scores not improving

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

No changes are planned to the planned goal, metrics, or target outcomes or actions for the coming year, as we are wating to see the impact of continued action for the third year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	iReady	Discontinue purchase of iReady licenses for enrichment and intervention 01-1100-0-5800-1150-1000-000-20001	$12,500.00	No
2.2	Chromebooks	Maintain 1-1 chromebooks 01-0000-0-4300-1150-1000-000-20002	$10,000.00	Yes
2.3	IXL	Annual Purchase of IXL 01-6300-0-4300-1150-1000-000-20003	$4,000.00	No
2.4	Intervention Teacher/Resource Teacher	Provide an intervention/resource teacher to support students academically. Taylor: 01-0000-0-1100-150-1000-000-20004	$50,000.00	Yes
2.5	Paraprofessionals	Maintain classroom aides utilizing LCFF (0000) Sarah Freeman, (0000 & 7435) Wendy Gregory This action is funded in part with LREBG funds to support academic learning recovery. The district will allocate $60,000 in LREBG funds to maintain paraprofessional staffing that provides targeted small-group instruction and intervention support in ELA and mathematics. Research supports the use of paraprofessionals as an effective strategy for accelerating learning when they are trained and integrated into instructional teams, particularly for high-need students, including socioeconomically disadvantaged students. The impact of this action will be monitored using CAASPP scores in ELA and math, along with local benchmark assessments that track student growth across performance bands. This action is aligned with EC Section 32526(c)(2)(B) and is a direct response to needs identified in the LREBG needs assessment, which highlighted significant achievement gaps in core subjects among students requiring additional instructional support.	$66,444.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Freeman & Gregory: 01-0000-0-2100-1150-1000-000-20005 Gregory: 01-7435-0-2100-1150-1000-000-20005		
2.6	Maintain small class size	Maintain class sizes of 24 students or less. Luiz: 01-0000-0-1100-1150-1000-000-20006 & 01-5850-0-1100-1150-1000-000-20006 Wroten: 01-1400-0-1100-1150-1000-000-20006	$165,764.00	Yes
2.7	Staff retainment - Concentration grant add on	Utilize concentration grant add on to retain staff Amaral & Bluwe: 01-0053-0-2200-0000-8100-000-20007	$26,604.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Big Springs Elementary School will offer a safe, supportive and nurturing learning environment which promotes parent and community participation.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Implementing the actions below and measuring progress using the identified metrics will support Big Springs School District in achieving the goal. In order to maintain and build upon our progress in this goal, based on local data collection, the LEA will utilize the Behavior Intervention teacher to better support students through one on one mentoring and alternative discipline other than suspensions. Utilizing a variety of incentives - the LEA plans to raise overall school attendance rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students suspended Priority 6A LREBG Metric	23-24: 2.2%	23-24 is actually 2.4%. 24-25 is less than 1%		1.5%	1.4% decrease
3.2	% of district's Chronic Absenteeism Priority 5B	23-24: 31.4%	23-24 is actually 29%		28%	2.4 % decrease
3.3	% of all student attendance Priority 5A	23-24: 94.3%	24/25 92.04		96%	2.26% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	% of parent attendance Back to School and Open House Priority 3	23-24: 75%	24/25 81%		85%	6% increase
3.5	% of expulsions Priority 6B	23-24: 0%	24/25 0		0%	0%
3.6	% of middle school dropouts Priority 5C	23-24: 0%	24/25 0		0%	0%
3.7	% of parents that agree or disagree that they feel safe and connected Priority 6	23-24: 91% agree or strongly agree	24/25 91% safe, 87% connected		95%	0% and 4% decrease
3.9	% of staff that agree or disagree that they safe and connected Priority 6	23-24: 95% agree or strongly agree	24/25 Data not available		100%	Not available

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.

WWe did not do PBIS other than using "Badger Bucks" for promoting Safe, Respectful, and Responsible behavior. Feedback showed the staff feels this program is old and a new program is needed. The staff previewed multiple social-emotional curriculums and feel "Leader in Me" is more appropriate for the district. We will continue to use the Badger Store fto reward expected behavior quarterly. The behavior interventionist at 4 hours a day was effective at helping student behavior regulation and stating in the classroom successfully. His weekly data cards show a decrease throughout the year in mild to extreme behavior. Apptegy has been renewed and updated to reflect the news of the school, particulary home-to-school communication. We will continue to use attendance incentives as our attendance rate is steadily improving and chronic absenteeism dropped radically. Our counselor has seen students who are experiencing trauma throughout the year

and feedback shows this is a needed and appreciated service. Our events have proven to be successful with an over 80% attendance rate for families and the feedback shows they love and appreciate our events.

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

3.1: Leader in Me was not purchased yet
3.2: There was an increase in staff expenses.
3.3: Less was spent because staff did not request the funds
3.4: Less was spent because staff did not request the funds
3.5: More was spent as we chose to go with the next tier for enhanced parent involvement
3.6: Less was spent because staff did not request the funds

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

PBIS was ineffective as the program seems dated and not specific to our needs.
3.1 - Leader in Me ...ineffective due to not being implemented yet.
3.2 -Behavior Interventionist...metric 3.1 decreased so action was effective
3.3 - Behavior incentives...successful due to metric 3.1 decreased, suspensions decreased
3.4- Attendance incentives was effective due to chronic absenteeism decreasing
3.5- Apptegy was not effective as parent attendance at Back to School night increased, metric 3.4
3.6- School Events and Committee...effective due to metric 3.4, more parents attended Back to School Night
3.7- School Counselor...effective because there was an decrease in suspensions, metric 3.1

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.

We will no longer use PBIS as the staff shared it is ineffective for our district, and we will adopt Leader in Me to fulfill our school's social-emotioanl needs.The behavior interventionist at 4 hours a day was effective at helping student behavior regulation and stating in the classroom successfully. His weekly data cards show a decrease throughout the year in mild to extreme behavior. Apptegy has been renewed and updated to reflect the news of the school, particulary home-to-school communication. We will continue to use attendance incentives as our attendance rate is steadily improving and chronic absenteeism dropped radically. Our counselor has seen students who are experiencing trauma throughout the year and feedback shows this is a needed and appreciated service. Our events have proven to be successful with an over 80% attendance rate for families and the feedback shows they love and appreciate our events.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Leader in Me Social Emotional Curriculum	Leader in Me Membership 01-7435-0-5800-1150-1000-000-30001	$2,000.00	No
3.2	Student and Family Success Coordinator	Student and Family Success Coordinator Action 3.2: Student and Family Success Coordinator is identified as an LREBG-funded action to support student behavior and well-being. This role provides Tier 2 and Tier 3 interventions, including check-in/check-out, restorative practices, and targeted behavior plans. Research shows that school-based behavior support programs reduce suspension rates and increase student engagement, particularly for high-need students. The district will monitor this action using suspension data, behavior referral counts, and school climate survey results. This action is supported by $28,000 in LREBG funds to maintain the Behavior Interventionist position in 2025–26. 7435 to cover then use general fund King: 01-7435-0-2400-0000-7200-000-30002 Sandahl: 01-7435-0-2400-0000-2700-000-30002	$28,000.00	Yes
3.3	Behavior Incentives	Badger Store 01-0000-0-4300-1150-1000-000-30003	$3,000.00	Yes
3.4	Attendance Incentives	Perfect Attendance, Gold Card Night and Student of the Month incentives 01-0000-0-4300-1150-1000-000-30004	$3,000.00	Yes
3.5	Apptegy	Maintain communications with all families 01-0000-0-5800-1150-1000-000-30005	$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	School Events and Committee	Attendance incentives for families for Back to School Night, Open House, Science Night, Site Council/EL Committee, LCAP advisory Committee, Parent Teacher Organization 01-0000-0-4300-1150-1000-000-30006	$3,000.00	Yes
3.7	School Counselor	Enhancing Student Support Services through Comprehensive Counseling Programs 01-2600-0-5800-1150-1000-000-30007	$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$301,949	$21,509

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
18.274%	0.000%	$0.00	18.274%

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:** ATE Induction **Need:** Unduplicated pupils typically refer to students who are identified as English learners, socioeconomically disadvantaged, or foster youth. The identified need in this context could be to improve academic outcomes, provide equitable access to high-quality instruction, and support socio-emotional development.	Enrolling new teachers in ATE (Beginning Teacher Support and Assessment) induction programs addresses the needs of unduplicated pupils by ensuring that all students receive effective teaching from well-prepared educators. These programs provide structured support and mentorship to new teachers, helping them develop instructional skills, classroom management techniques, and culturally responsive teaching practices. By participating in these induction programs, teachers are better equipped to meet	Track changes in teacher effectiveness ratings, as measured by classroom observations, student performance data, and feedback from mentors and administrators. Metric 1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	the diverse needs of students, including those who are English learners, socioeconomically disadvantaged, or foster youth. Providing this support on an LEA-wide or schoolwide basis ensures consistency in teacher preparation and support across all classrooms, thereby promoting equitable educational opportunities for all students.	
2.2	**Action:** Chromebooks **Need:** Digital equity concerns among underserved student populations vs the all student group. The Low Income student group performed lower than the All Students group on the CAASPP in ELA and Math. **Scope:** LEA-wide	Providing Chromebooks ensures that unduplicated students have equal access to technology, bridging the digital divide. LEA-wide provision ensures uniformity and consistency in educational resources for all students. By providing Chromebooks to all students, regardless of socioeconomic status, we create an inclusive learning environment that supports the needs of all learners.	Monitoring how students perform on the California Assessment of Student Performance and Progress (CAASPP) can provide insights into the impact of Chromebook provision on academic achievement. Metrics 2.1, 2.2, and 2.4.
2.4	**Action:** Intervention Teacher/Resource Teacher **Need:** The Low Income student group performed lower than the All Students group on the CAASPP in ELA and Math. Increased risk of falling behind academically due to various factors such as language barriers, learning disabilities, or socio-economic challenges vs the all student group. **Scope:**	Providing this resource on an LEA-wide or schoolwide basis ensures that all students, regardless of their background or individual challenges, have access to the support they need to succeed academically. This action addresses the need to decrease the ELA and Math CAASPP gap between Unduplicated and All students by providing targeted intervention directed to support unduplicated students. While this action is principally directed towards unduplicated students, it will also provide support for all students performing lowest in the area of Math and ELA.	Tracking the academic progress of unduplicated pupils, including improvements in grades, test scores, and classroom performance, can gauge the effectiveness of the intervention teacher's support. Metric 2.1, 2.2, 2.5, 2.6

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
	LEA-wide		
2.5	**Action:** Paraprofessionals **Need:** Unduplicated pupils facing academic, behavioral, or emotional challenges may require additional support to succeed. **Scope:** LEA-wide	Providing classroom aides on an LEA-wide or schoolwide basis ensures equitable access to educational support for all students, regardless of their background or learning needs. This helps to level the playing field and reduce disparities in academic achievement and opportunity. This action addresses the need to decrease the ELA and Math CAASPP gap between Unduplicated and All students by providing targeted paraprofessional support to unduplicated students. While this action is principally directed towards unduplicated students, it will also provide support for all students performing lowest in the area of Math and ELA.	Tracking the academic progress of unduplicated pupils, including improvements in grades, test scores, and academic performance, can help assess the effectiveness of classroom aides in supporting student learning. Metric 2.1, 2.2, 2.5, 2.6
2.6	**Action:** Maintain small class size **Need:** Providing smaller class sizes can create a more conducive learning environment where teachers can better address the diverse needs of all students, especially unduplicated pupils. Low income students scored at a lower rate than all students in ELA and math. **Scope:** LEA-wide	Providing small class sizes on an LEA-wide or schoolwide basis ensures equitable access to high-quality education for all students, regardless of their background or learning needs. This helps to reduce disparities in academic achievement and opportunity and promotes a more equitable educational experience for unduplicated pupils. This action addresses the need to decrease the ELA and Math CAASPP gap between Unduplicated and All students by providing smaller class sizes for unduplicated students. While this action is principally directed towards unduplicated students, it will also provide support for all students performing lowest in the area of Math and ELA.	Tracking academic performance indicators such as grades, test scores, and proficiency levels among unduplicated pupils can help assess the impact of small class sizes on student learning outcomes. Metric 2.1, 2.2, 2.5, 2.6
2.7	**Action:** Staff retainment - Concentration grant add on **Need:**	In order to support the unduplicated students, we want to ensure that services are provided to be sure the learning environment is conducive to learning. While this action is focused on	Metric 2.1, 2.2

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
	Our low socioeconomically students are achieving lower that all students **Scope:** LEA-wide	unduplicated students, it will also benefit all students.	
3.2	**Action:** Student and Family Success Coordinator **Need:** The suspension rate of low income students is nearly double of the all student group. **Scope:** LEA-wide	By providing a student and family success coordinator,, students are able to have a social emotional support that assists with self monitoring behaviors tools to decrease discipline issues. While this action is principally directed to our low income students, we expect this will decrease the suspension rate for all students in the LEA.	Suspension rate Metric 3.1
3.3	**Action:** Behavior Incentives **Need:** The suspension rate of low income students is nearly double of the all student group. **Scope:** LEA-wide	By providing Positive Behavior Intervention and Supports, students are able to have a social emotional support system that assists with self monitoring behaviors tools to decrease discipline issues. While this action is principally directed to our low income students, we expect this will decrease the suspension rate for all students in the LEA.	Suspension rate Metric 3.1
3.4	**Action:** Attendance Incentives **Need:** Low income students have a greater rate of chronic absenteeism than the all student group.	Establishing incentive programs to recognize and reward good attendance can motivate students to attend school regularly. Low income students, who may face more significant challenges in maintaining consistent attendance, receive additional encouragement and motivation through these programs. These programs, when applied	Chronic Absenteeism Metric 3.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	schoolwide, create a culture of attendance that benefits all students.	
3.5	**Action:** Apptegy **Need:** Low income students are chronically absent at a rate of 32%. In order to increase engagement with these families, the school will utilize Apptegy via phone calls, text, push notifications. **Scope:** LEA-wide	This action addresses the need of increasing parent engagement through phone messaging. While this action is principally directed to our low income students, we expect this will decrease the chronic absenteeism rate for all students in the LEA.	Chronic Absenteeism Metric 3.2, 3.4, 3.7, 3.9
3.6	**Action:** School Events and Committee **Need:** Parents of low income students are less likely to participate and attend school committees and events than the all student group, based on sign in sheets/roll call. In order to increase engagement with these families, the school will implement incentives for parent participation. **Scope:** LEA-wide	This action addresses the need of increasing parent engagement through phone messaging. While this action is principally directed to our low income students, we expect this will decrease the chronic absenteeism rate for all students in the LEA.	Metric 3.4, 3.7
3.7	**Action:** School Counselor **Need:**	By providing a School Counselor students will have access to social emotional support. While this action is principally directed to our low income	Chronically Absenteeism rate Metric 3.2

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
	Data shows that low income students have a chronically absenteeism rate of 32%. **Scope:** LEA-wide	students, we expect this will decrease the suspension rate for all students in the LEA.	

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.

There are no limited actions

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.

We are a single-school district with no other schools with whom to compare. The additional 15% concentration grant amount will be used to retain staff. (Action 2.7) Ensuring a safe and supportive work environment for all staff members through appropriate resources, facilities, and policies. Addressing workplace concerns promptly and fostering a positive organizational culture contributes to staff retention. Implementing feedback mechanisms to gather input from staff on their needs, challenges, and suggestions for improvement. This helps in identifying and addressing issues that impact retention.

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

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	1,652,361	301,949	18.274%	0.000%	18.274%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$374,759.00	$31,792.00	$0.00	$62,161.00	$468,712.00	$300,368.00	$168,344.00

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	ATE Induction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,400.00	$8,400.00				$8,400.00	
1	1.2	Purchase curriculum materials	All	No			All Schools	Ongoing	$0.00	$35,000.00	$35,000.00				$35,000.00	
1	1.3	Enrichment Classes	All	No			All Schools	Ongoing	$0.00	$9,000.00		$9,000.00			$9,000.00	
2	2.1	iReady	All	No			All Schools	Annually	$0.00	$12,500.00		$12,500.00			$12,500.00	
2	2.2	Chromebooks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.3	IXL	All	No			All Schools	on-going	$0.00	$4,000.00		$4,000.00			$4,000.00	
2	2.4	Intervention Teacher/Resource Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$50,000.00	$0.00	$50,000.00				$50,000.00	
2	2.5	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$66,444.00	$62,152.00	$4,292.00			$66,444.00	
2	2.6	Maintain small class size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$165,764.00	$0.00	$105,995.00			$59,769.00	$165,764.00	
2	2.7	Staff retainment - Concentration grant add on	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$26,604.00	$0.00	$26,604.00				$26,604.00	

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
			Low Income			Low Income										
3	3.1	Leader in Me Social Emotional Curriculum	All	No			All Schools	Annually	$0.00	$2,000.00		$2,000.00			$2,000.00	
3	3.2	Student and Family Success Coordinator	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$28,000.00	$0.00	$25,608.00			$2,392.00	$28,000.00	
3	3.3	Behavior Incentives	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	annually	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.4	Attendance Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.5	Apptegy	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	on-going	$0.00	$12,000.00	$12,000.00				$12,000.00	
3	3.6	School Events and Committee	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.7	School Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	

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
1,652,361	301,949	18.274%	0.000%	18.274%	$339,759.00	0.000%	20.562 %	**Total:**	$339,759.00
								LEA-wide Total:	$339,759.00
								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**	ATE Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,400.00	
2	**2.2**	Chromebooks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	**2.4**	Intervention Teacher/Resource Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
2	**2.5**	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,152.00	
2	**2.6**	Maintain small class size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,995.00	
2	**2.7**	Staff retainment - Concentration grant add on	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,604.00	
3	**3.2**	Student and Family Success Coordinator	Yes	LEA-wide	Foster Youth Low Income	All Schools	$25,608.00	

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 (%)
3	3.3	Behavior Incentives	Yes	LEA-wide	Foster Youth Low Income	All Schools	$3,000.00	
3	3.4	Attendance Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
3	3.5	Apptegy	Yes	LEA-wide	Foster Youth Low Income	All Schools	$12,000.00	
3	3.6	School Events and Committee	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
3	3.7	School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$468,712.00	$368,382.00

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**	ATE Induction	Yes	$8,400.00	$0
1	**1.2**	Purchase curriculum materials	No	$35,000.00	$4,292
1	**1.3**	Enrichment Classes	No	$9,000.00	$0
2	**2.1**	i-Ready	No	$12,500.00	$0
2	**2.2**	Chromebooks	Yes	$10,000.00	$9,523
2	**2.3**	IXL	No	$4,000.00	$3,750
2	**2.4**	Intervention Teacher/Resource Teacher	Yes	$50,000.00	$45,628
2	**2.5**	Paraprofessionals	Yes	$66,444.00	$41,096
2	**2.6**	Maintain small class size	Yes	$165,764.00	$119,092
2	**2.7**	Staff retainment - Concentration grant add on	Yes	$26,604.00	$63,992
3	**3.1**	Leader in Me Curriculum	No	$2,000.00	$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)
3	**3.2**	Behavior Interventionist	Yes	$28,000.00	$35,237
3	**3.3**	Behavior Incentives	Yes	$3,000.00	$0
3	**3.4**	Attendance Incentives	Yes	$3,000.00	$0
3	**3.5**	Apptegy	Yes	$12,000.00	$16,485
3	**3.6**	School Events and Committee	Yes	$3,000.00	$0
3	**3.7**	School Counselor	Yes	$30,000.00	$29,287

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)
$289,739	$339,759.00	$385,740.00	($45,981.00)	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	ATE Induction	Yes	$8,400	$8,400		
2	2.2	Chromebooks	Yes	$10,000.00	$9,523		
2	2.4	Intervention Teacher/Resource Teacher	Yes	$50,000.00	$45,628		
2	2.5	Paraprofessionals	Yes	$62,152.00	$49,096		
2	2.6	Maintain small class size	Yes	$105,995.00	$119,092		
2	2.7	Staff retainment - Concentration grant add on	Yes	$26,604.00	$63,992		
3	3.2	Behavior Interventionist	Yes	$25,608.00	$35,237		
3	3.3	Behavior Incentives	Yes	$3,000.00	$3,000		
3	3.4	Attendance Incentives	Yes	$3,000.00	$3,000		
3	3.5	Apptegy	Yes	$12,000.00	$16,485		
3	3.6	School Events and Committee	Yes	$3,000.00	$3,000		
3	3.7	School Counselor	Yes	$30,000.00	$29,287		

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)
1,545,261	$289,739	0%	18.750%	$385,740.00	0.000%	24.963%	$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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