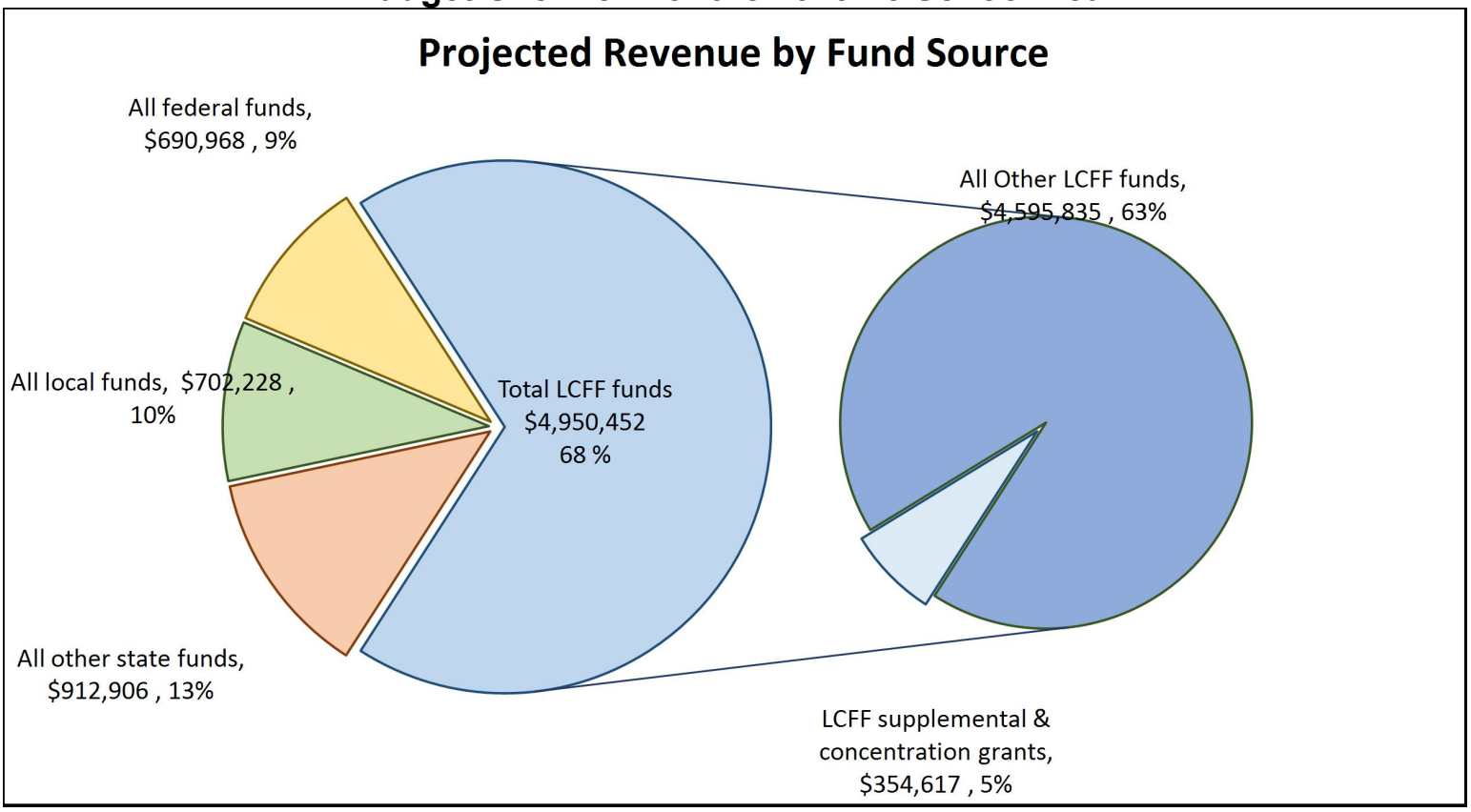
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gold Oak Union School District
CDS Code: 09618796005508
School Year: 2025-26
LEA contact information:
Jennifer Kloczko
Superintendent
jkloczko@gousd.org
530-626-3150

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

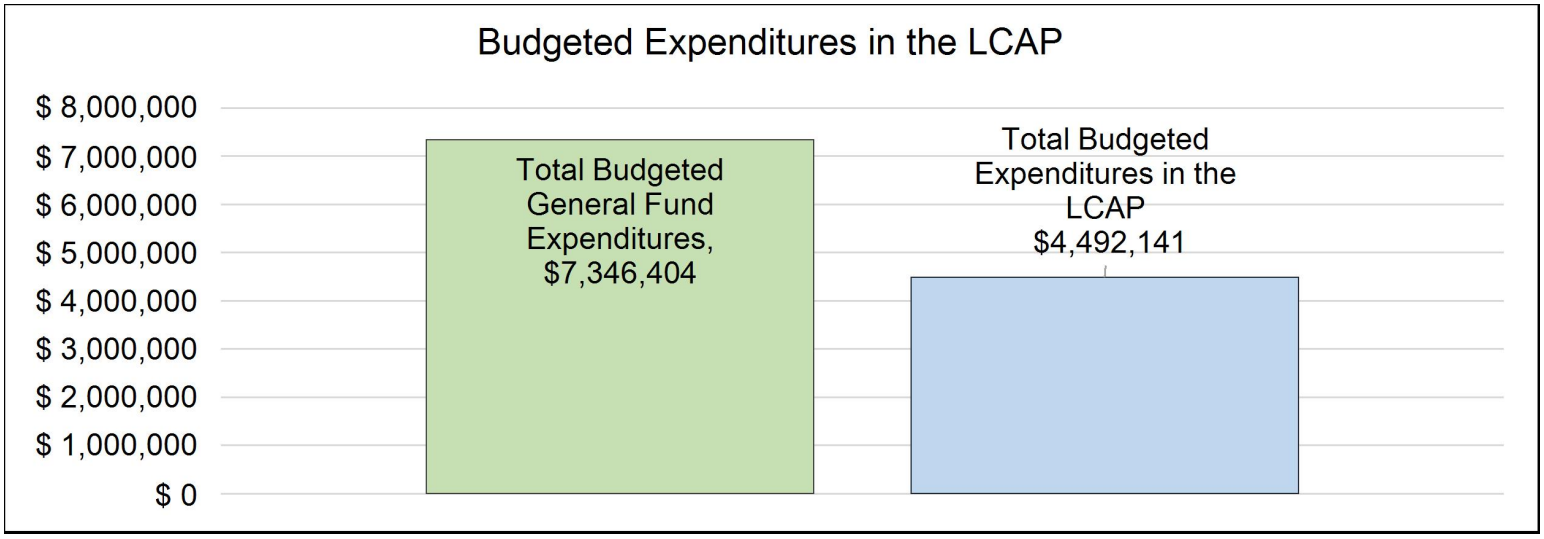


This chart shows the total general purpose revenue Gold Oak Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gold Oak Union School District is $6,586,168.55, of which $4,950,452.00 is Local Control Funding Formula (LCFF), $912,906.02 is other state funds, $702,228.12 is local funds, and $690,968.00 is federal funds. Of the $4,950,452.00 in LCFF Funds, $354,617.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Gold Oak 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.

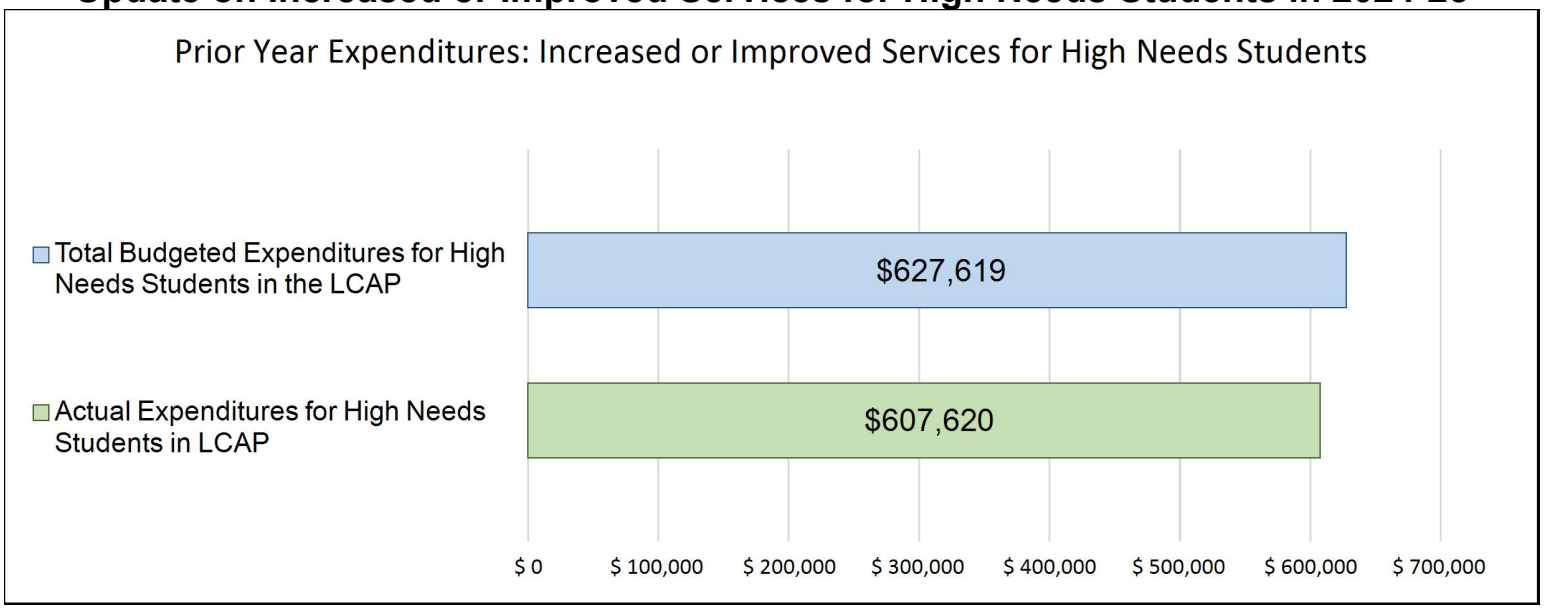
The text description of the above chart is as follows: Gold Oak Union School District plans to spend $7,346,404.29 for the 2025-26 school year. Of that amount, $4,492,140.82 is tied to actions/services in the LCAP and $2,854,263.47 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Gold Oak Union School District is projecting it will receive $354,617.00 based on the enrollment of foster youth, English learner, and low-income students. Gold Oak Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gold Oak Union School District plans to spend $354,617.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Gold Oak 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 Gold Oak 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, Gold Oak Union School District's LCAP budgeted $627,619.00 for planned actions to increase or improve services for high needs students. Gold Oak Union School District actually spent $607,620.37 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $-19,998.63 had the following impact on Gold Oak Union School District's ability to increase or improve services for high needs students:

Gold Oak Union School District spent under the projected amount of dollars budgeted. The district did not see any negative impact.

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
Gold Oak Union School District	Jennifer Kloczko Superintendent	jkloczko@gousd.org 530-626-3150

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.

Gold Oak Union School District is a small district comprised of two schools, one elementary school (TK-5) and one middle school (6-8) with a current enrollment of 435 students. GOUSD is situated in the rural community of Pleasant Valley in the Sierra foothills, ten miles southeast of the town of Placerville. The mission of the Gold Oak School District is to promote and challenge the intellectual, creative, physical, and social development of all students. We strive to create and maintain a positive environment where all students are respected and feel connected. Great emphasis is placed on building a strong academic foundation in all grades for all children. California State Standards are being implemented in every classroom for every grade level. The curriculum is adapted to meet the unique needs of learners by making modifications in complexity, depth, and pacing of lessons. Age appropriate, effective, and engaging instructional strategies are used by every teacher. Each classroom is equipped with individualized technology devices with 1:1 ratio in all grades. Along with academics, safety, positive behavior, and the social-emotional well being of our students are priorities within GOUSD. Our Board of Trustees, administration, teachers, and staff work together to form a collaborative environment in which understanding, listening, and constructive feedback are essential for the success of our students. GOUSD has a strong sense of community and shared responsibility for all involved persons. All educational partners and their opinions are valued and respected. We seek and receive continuous feedback and valuable support from our parent community through our School Site Council (SSC) and our Parent Teacher Organizations (PTO). Our beautiful school site facilities are well maintained, safe, and sanitary.

The demographics of GOUSD are as follows: 39.9 % of our students are Socioeconomically Disadvantaged, 14.8 % are Students with Disabilities, .4% are Foster Youth, 5.4 % are considered Homeless, and 1.7 % are English Learners. 72.9 % of our students are White and 20 % are Hispanic. Other demographic groups do not comprise a significant subgroup. The district has begun to see declining enrollment as

the population in our community ages, and GOUSD is committed to increasing enrollment in the future. The GOUSD team continues our strong commitment to support all students in experiencing optimal growth and success!

Reflections: Annual Performance

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

This year's Local Control and Accountability Plan (LCAP) highlights our commitment to strengthening instruction in reading, writing, and math while prioritizing social-emotional development. We continue to expand supports for Students with Disabilities, English Learners, Socio-Economically Disadvantaged students, and foster youth.

The Dashboard shows mixed results over the past two years. Chronic absenteeism improved from 38.7% in 2023 to 27.3% in 2024, a strong step forward though rates remain high for some groups. In contrast, suspensions increased from 3.8% in 2023 to 5.6% in 2024, with the largest impacts on our most vulnerable students. Academically, the district moved from 20.8 points below standard in ELA in 2023 to 46.1 points below in 2024, and from 65.4 points below in Math in 2023 to 66.3 points below in 2024—showing a sharp decline in literacy and persistent challenges in math.

To address these areas, we are expanding PBIS, restorative practices, and targeted instructional supports. We also have access to Learning Recovery Emergency Block Grant funds, which allow us to implement research-based interventions outlined in our LCAP actions. Despite the challenges, we remain focused on data-driven instruction, student support, and school culture to drive improvement.

Reflections: Technical Assistance

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

In 2024–25, Gold Oak Union entered Differentiated Assistance for our Socio-Economically Disadvantaged (SED) students in the areas of suspension and academics. This designation has guided our focus on improving outcomes for students most in need of support. Through collaboration with California Education Partners and EDCOE's CILC network, we have had the opportunity to deeply analyze both suspension and absenteeism data. These partnerships are helping us identify root causes, build capacity among staff, and develop targeted strategies to address barriers to student success. Moving forward, the insights gained will directly inform our LCAP actions, ensuring that research-based supports are aligned to student needs and lead to meaningful, measurable improvement in 2025–26.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Throughout the 2024–25 school year, teachers provided input on the LCAP through staff meetings, School Site Council representation, surveys, union feedback, special program meetings, and one-on-one conversations. They also had opportunities to attend and offer public comment at GOUSD Board Meetings. Input was gathered in the fall during initial discussions and surveys, continued through the winter with union and program feedback, and culminated in the spring with review of draft goals and actions. In 2025–26, the district will establish a Task Force Committee to create an ongoing forum for all stakeholder groups to contribute to the LCAP and other key district documents.
Principals/District Personnel	Our superintendent/middle school principal, CBO, and elementary principal meet regularly to discuss goals. Our Plant Manager and Food Service Supervisor join our administration meetings monthly. The LCAP goals are our priority when setting and discussing plans. This group strives to gather and listen to feedback while carrying out the LCAP goals. Confidential employees (payroll, business, and executive secretary) are included in discussion and LCAP goals when attending meetings, as well. In the 2025–26 school year, we will be creating a District Task Force Committee to serve as a forum for all stakeholder groups to provide input on the LCAP and other important district documents
School Personnel	Feedback from our classified staff—including school secretaries, nurse, school psychologist, counselor, instructional aides, custodians, IT support, and yard supervisors—is essential in shaping our direction

Educational Partner(s)	Process for Engagement
	and LCAP goals. Input was gathered throughout the 2024–25 school year during monthly staff meetings, through School Site Council representation, annual surveys, union feedback, trainings, and one-on-one conversations. Classified staff also had the opportunity to attend and provide comment at GOUSD Board Meetings held throughout the year. In 2025–26, the district will establish a District Task Force Committee to create an ongoing forum for all stakeholder groups, including classified staff, to provide input on the LCAP and other important district documents.
Bargaining Units	GOTA and CSEA are encouraged to offer feedback toward LCAP goals through monthly meetings and annual union surveys. District administration meets regularly with GOTA and CSEA leadership to hear input and address concerns.
Parents	During the 2024–25 school year, parents provide input on district direction and LCAP goals through regular meetings of the School Site Council, PTO, and the GOUSD Board, as well as through the annual parent survey. Beginning in 2025–26, this process will be expanded with the creation of a District Task Force Committee to bring all stakeholder groups together as a formal forum for input on the LCAP and other key district documents.
Students	Student input is a priority in our district. Students offer feedback regularly in class gatherings, leadership groups, student surveys, class informal surveys, and listening opportunities for administration in classes. In the 2025-26 school year we have a goal to include students as part of our committee work. In the 2025–26 school year, we will be creating a District Task Force Committee to serve as a forum for all stakeholder groups to provide input on the LCAP and other important district documents
Community Partners	Gold Oak Union School District values the voices and expertise of our community. We work closely with our local SELPA and had the opportunity for special education consultation as part of a March 2025 workshop to strengthen support for students with disabilities. Families and community members are invited to serve on committees and participate in Board of Trustees meetings, where public comment provides transparency and dialogue. We also partner with organizations such as Aspire Kids, CASA, and local law enforcement to expand resources, promote safety, and support the well-being of

Educational Partner(s)	Process for Engagement
	students and families. Together, these partnerships create a strong foundation for academic, social, and emotional success.
Board of Trustees	The GOUSD Board of Trustees plays an active role in the development and oversight of LCAP goals. Regular updates are provided at monthly Board meetings to ensure ongoing monitoring and alignment with district priorities. Annually, the Board reviews and adopts the LCAP as part of the budget process, ensuring that goals and actions remain responsive to student needs. In addition, mid-year progress checks are presented to the Board, providing opportunities to evaluate outcomes, adjust strategies, and reinforce alignment with district priorities throughout the school year.

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

The Gold Oak Union School District takes a collaborative and inclusive approach to developing our Local Control and Accountability Plan (LCAP) by actively and consistently engaging educational partners in both planning and decision-making. Input on key areas such as safety, academics, school culture, student behavior, and facilities is gathered through regular meetings, comprehensive surveys, and ongoing conversations.

Educational partner engagement revealed consistent themes, including the lasting impacts of learning loss, the need for increased social-emotional support, concerns around student and staff safety, and a call for improved behavioral supports and restorative practices. Prioritizing student attendance and addressing chronic absenteeism also emerged as critical areas of focus. Even years after the pandemic, partners continue to highlight these challenges.

Importantly, feedback was not only collected but also acted upon. Stakeholder input directly informed revisions to actions, adjustments to goals, and the addition of new priorities. As concerns and recommendations surfaced, the district carefully reviewed and incorporated them, ensuring that the plan evolved to better reflect the needs of students, staff, and families.

This comprehensive and collaborative engagement process ensures that the LCAP is a living document, continuously refined to reflect the priorities and perspectives of the entire school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The district will provide quality educational services and materials to maximize the performance of each student in all academic areas.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

In order to educate our students to become well prepared, contributing members of our society, schools must provide the means for students to make academic progress. Proper staffing and tools are necessary to support the process. This task is accomplished by attracting and retaining highly qualified teachers and staff, providing appropriate learning materials, providing interventions and additional supports for those students or student groups identified as struggling, supporting our students by providing teachers/staff with appropriate training and professional development, and maintaining a commitment to limit class sizes as much as possible (below TK-3 class size requirements). The data from the LCFF Dashboard, local benchmark assessments and CAASPP data, indicate the need for improving achievement in language arts, math and science. To accomplish this the district is committed to providing an academic program for each student that will support in meeting or exceeding academic goals in language arts, math and science. Educational partners have identified the importance of quality instructional programs, standards-based/updated/engaging/challenging curriculum, low class sizes, the need for intervention support for struggling students, as well as attracting and retaining qualified teachers as priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual reporting to CALPADS will demonstrate that all teachers in the Gold Oak Union School District will be highly qualified and	As reported in annual CALPADS reporting, all teachers are considered highly qualified (with the exception of two waivers) and	All teachers are highly qualified and appropriately placed. Materials provided are standards based.		All teachers are highly qualified and appropriately placed. Materials provided are standards based.	baseline met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	appropriately assigned. The annual Williams Report to the board will also report that all students have been provided standards based curriculum.	appropriately placed and materials provided are standards based. All students are provided access to a broad course of study, including those with special needs and our unduplicated populations.	All students will be provided access to a broad course of study, including those with special needs and our unduplicated population.		All students will be provided access to a broad course of study, including those with special needs and our unduplicated population.	
1.2	CAASPP Data Reports	Based on spring 2023 CAASPP data reports: English Language Arts-percent of all students who met or exceeded standards Grade 3-47% Grade 4-39% Grade 5-40% Grade 6-46% Grade 7-46% Grade 8-30% Math-percent of all students who met or exceeded standards Grade 3-51% Grade 4-33% Grade 5-28% Grade 6-16% Grade 7-26% Grade 8-6%	From the baseline year to the most recent administration of the CAASPP, there were overall declines in the percentage of students meeting or exceeding standards across most student groups. All Students – ELA: Baseline: 41.22% Current: 34.69% All Students – Math: Baseline: 25.81% Current: 24.73%		CAASPP scores will increase 10-15% based on grade level and student subgroup data. This level of increase will be necessary in order to restore learning loss from the COVID-19 pandemic.	All Students – ELA: Decrease: 6.53 percentage points All Students – Math: Decrease: 1.08 percentage points Students with Disabilities (SWD) – ELA: Decrease: 3.8 percentage points SWD – Math: Increase: 0.18 percentage points Socioeconomically Disadvantaged (SED) Students – ELA:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA-Students with Disabilities Because there are so few students in certain grade levels, results are grouped by grade span: Grades 3-5-16% Grades 6-8-9% Math-Students with Disabilities Because there are so few students in certain grade levels, results are grouped by grade span: Grades 3-5-8% Grades 6-8-0% ELA-Socioeconomically Disadvantaged Grade 3-5-38% Grade 6-8-37% Math-Socioeconomically Disadvantaged Grade 3-5-33% Grade 6-8-13% % of Learners Who Made Progress Toward English Proficiency 100% of English Learners demonstrated	Students with Disabilities (SWD) – ELA: Baseline: 12.5% Current: 8.7% SWD – Math: Baseline: 4.17% Current: 4.35% Socioeconomically Disadvantaged (SED) Students – ELA: Baseline: 36.53% Current: 28.95% SED – Math: Baseline: 21.74% Current: 18.26%			Decrease: 7.58 percentage points SED – Math: Decrease: 3.48 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		progress by increasing their ELPAC level during the 2022–23 school year. EL Reclassification Rate 0% of English Learners were reclassified as Fluent English Proficient in 2022–23.				
1.3	State Dashboard	Based on 2023 State Dashboard: Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level color is not included when there are fewer than 30 students in any year. Red (lowest performance), Orange, Yellow, Green, and Blue (highest performance) represent the data. English Language Arts All groups: Orange Socioeconomically Disadvantaged: Orange Students with Disabilities: Orange	Based on the 2024 State Dashboard, performance on state measures is represented by five color-coded levels, from Red (lowest) to Blue (highest), with Orange and Yellow in between. Colors are not reported for groups with fewer than 30 students. English Language Arts (ELA): 2023: All groups, Socioeconomically Disadvantaged, and Students with Disabilities were rated Orange.		State Dashboard results will indicate improvement in ELA and Math. Both indicators will move to Blue or Green status.	Difference from Baseline: From 2023 to 2024, the overall performance levels for most groups remained stable in both ELA and Math, primarily at the Orange level. However, Students with Disabilities showed a significant decline in both subject areas, dropping from Orange to Red, indicating a notable decrease in performance. Conversely, Hispanic students in ELA improved from Yellow to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic Students: Yellow White Students: Orange Math All groups: Orange Socioeconomically Disadvantaged: Orange Students with Disabilities: Orange Hispanic Students: Orange White Students: Orange	Hispanic students were Yellow, and White students were Orange. 2024: Most groups remained consistent at Orange, except Students with Disabilities, who declined from Orange to Red, and Hispanic students, who improved from Yellow to Orange. Mathematics: 2023: All groups, including Students with Disabilities and Hispanic students, were rated Orange. 2024: All groups remained Orange except for Students with Disabilities, who declined from Orange to Red.			Orange, reflecting progress. These changes highlight areas needing focused support, especially for Students with Disabilities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Local Assessments- iReady	Transitioned to iReady in 2023-2024 School Year. iReady diagnostic baseline data indicates: Reading Fall Diagnostic: Grade K: 29% At or Above Grade Level Grade 1: 7% At or Above Grade Level Grade 2: 10% At or Above Grade Level Grade 3: 34% At or Above Grade Level Grade 4: 33% At or Above Grade Level Grade 5: 30% At or Above Grade Level Grade 6: 34% At or Above Grade Level Grade 7: 19% At or Above Grade Level Grade 8: 26% At or Above Grade Level Overall Reading Fall Diagnostic: Gold Oak: 33% At or Above Grade Level Pleasant Valley: 27% At or Above Grade Level	The 2024-25 iReady assessment results provide a snapshot of student achievement in Reading and Math at Gold Oak and Pleasant Valley, compared to the 2023-24 baseline data. Gold Oak Reading: In 2023-24, 33% of Gold Oak students scored at or above grade level on the Reading Fall Diagnostic. In 2024-25, this percentage increased significantly to 51%, demonstrating strong growth in reading proficiency. Gold Oak Math: Gold Oak's Math Fall Diagnostic baseline was 16% of students at or above grade level		iReady data will indicate significant gains in all grade levels across the district. Our goal is to increase 5-8% in ELA and Math iReady data.	Difference from Baseline: Gold Oak shows significant gains in both Reading (+18 percentage points) and Math (+21 percentage points), reflecting effective strategies and progress toward academic goals. In contrast, Pleasant Valley demonstrates a slight decline in Reading (-3 points) and a notable decline in Math (-12 points), underscoring the need for renewed focus and intervention efforts, particularly in mathematics.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle School Teachers Requested to Administer Winter Reading Diagnostic. Reading Winter Diagnostic: Grade 6: 28% At or Above Grade Level Grade 7: 31% At or Above Grade Level Grade 8: 34% At or Above Grade Level Overall Reading Winter Diagnostic: Pleasant Valley: 30% At or Above Grade Level Reading Spring Diagnostic: Grade K: 75% At or Above Grade Level Grade 1: 38% At or Above Grade Level Grade 2: 39% At or Above Grade Level Grade 3: 59% At or Above Grade Level Grade 4: 63% At or Above Grade Level Grade 5: 41% At or Above Grade Level Math Fall Diagnostic:	in 2023-24. The 2024-25 data shows a substantial improvement to 37%, indicating more than doubling in student math proficiency. Pleasant Valley Reading: Pleasant Valley's Reading baseline was 27% at or above grade level in 2023-24, with a slight decrease to 24% in 2024-25, suggesting a need for targeted reading interventions. Pleasant Valley Math: In Math, Pleasant Valley had a baseline of 24% of students at or above grade level in 2023-24. This decreased sharply to 12% in 2024-25, signaling an area of concern that requires focused			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade K: 32% At or Above Grade Level Grade 1: 5% At or Above Grade Level Grade 2: 0% At or Above Grade Level Grade 3: 5% At or Above Grade Level Grade 4: 33% At or Above Grade Level Grade 5: 24% At or Above Grade Level Grade 6: 34% At or Above Grade Level Grade 7: 21% At or Above Grade Level Grade 8: 26% At or Above Grade Level Overall Math Fall Diagnostic: Gold Oak: 16% At or Above Grade Level Pleasant Valley: 24% At or Above Grade Level Middle School Teachers Requested to Administer Winter Math Diagnostic. Math Winter Diagnostic: Grade 6: 37% At or Above Grade Level Grade 7: 14% At or Above Grade Level	support to reverse this downward trend. Additional Notes: Ensuring consistent timing and administration of diagnostic assessments will be a priority in the coming year to better track student progress and tailor instruction accordingly.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8: 36% At or Above Grade Level Overall Math Winter Diagnostic: Pleasant Valley: 29% At or Above Grade Level Math Spring Diagnostic: Grade K: 55% At or Above Grade Level Grade 1: 28% At or Above Grade Level Grade 2: 25% At or Above Grade Level Grade 3: 45% At or Above Grade Level Grade 4: 63% At or Above Grade Level Grade 5: 20% At or Above Grade Level Overall Math Spring Diagnostic: Gold Oak: 38% At or Above Grade Level Note: Consistency in diagnostic timeline administration will be a goal for next year.				

Goal Analysis [2024-25]

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

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

Analysis of Student Achievement and Goal Implementation: 2023-24 to 2024-25
The 2024-25 iReady assessment results provide an important snapshot of student achievement in Reading and Math at Gold Oak and Pleasant Valley Schools, highlighting both areas of significant progress and critical challenges compared to the 2023-24 baseline.
At Gold Oak, Reading proficiency increased markedly, with students scoring at or above grade level rising from 33% in 2023-24 to 51% in 2024-25—an 18 percentage point gain. Similarly, Math proficiency more than doubled, improving from 16% to 37%. These gains demonstrate the effectiveness of targeted instructional strategies and interventions implemented during the year.
Conversely, Pleasant Valley experienced declines. Reading proficiency decreased slightly from 27% to 24%, while Math proficiency dropped sharply from 24% to 12%. These decreases indicate areas needing focused attention and enhanced support, particularly in mathematics, to address learning gaps.
Statewide data from the 2024 California State Dashboard largely reflect stability for most student groups, with the majority maintaining an Orange performance level in both English Language Arts (ELA) and Math. However, the performance of Students with Disabilities (SWD) declined significantly, dropping from Orange to Red in both subjects, underscoring an urgent need for more effective supports. Encouragingly, Hispanic students improved from Yellow to Orange in ELA, reflecting some progress in this subgroup.
Further examination of CAASPP results reveals overall declines in the percentage of students meeting or exceeding standards across most groups from the baseline year to 2024. All students' proficiency decreased by 6.5 points in ELA and slightly over 1 point in Math. Students with Disabilities saw ELA proficiency decline by nearly 4 points, though Math proficiency showed a marginal increase. Socioeconomically Disadvantaged students experienced decreases in both subjects, with a notable drop of over 7 points in ELA.
Implementation of the district's academic goals involved consistent efforts to administer diagnostics, provide targeted interventions, and support teachers through professional development. While Gold Oak's significant growth reflects successful implementation, challenges such as inconsistent diagnostic scheduling and staffing shortages affected intervention delivery, especially for Students with Disabilities and Socioeconomically Disadvantaged students. Pleasant Valley's declines point to the need for increased focus on intervention intensity and data-driven instruction.
In summary, the data depict a mixed picture: strong academic gains at Gold Oak and areas for growth at Pleasant Valley, with particular concern for Students with Disabilities across the district. Moving forward, the district will prioritize consistency in assessment administration, expand targeted supports for vulnerable student groups, and leverage professional development to drive instructional improvements. These steps are essential to build on successes and address gaps, striving toward equitable achievement for all students.

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.

Budgeted vs. Estimated Actual Expenditures:
Differences occurred due to unfilled classified positions, changes in curriculum support and professional development implementation, and the removal or consolidation of unfunded or redundant actions. Some expenditures were reallocated or underutilized based on staffing and instructional capacity.

Planned vs. Actual Percentages of Improved Services:
The estimated percentage was lower than planned due to staffing shortages, delayed program implementation, and inconsistent assessment schedules, particularly affecting supports for Students with Disabilities and Socioeconomically Disadvantaged students.

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

Reflection on the Effectiveness of Specific Actions to Date in Making Progress Toward the Goal
An evaluation of the implemented actions over the past year reveals varying levels of effectiveness in making progress toward our goal of improving student achievement through high-quality instruction and targeted support. Professional development efforts, particularly those aligned with the California Frameworks in English Language Arts and Mathematics, have shown promise in building staff capacity and reinforcing standards-based instruction. Staff who participated in these trainings reported increased confidence in delivering content-aligned lessons and applying strategies to meet diverse student needs. However, participation was uneven, and some initiatives lacked full implementation due to staffing constraints and scheduling challenges.

Actions tied to curriculum training and instructional support (such as Elevate Science and literacy programs) were partially effective but required consolidation for greater impact and coherence. This led to a revision of Action 1.6, which now provides a more integrated and districtwide approach to professional learning. By broadening the scope and focusing on foundational skills, equitable access, and instructional strategies for English Learners, we aim to ensure consistent support across all grade levels.

Actions that were unfunded or not fully implemented, such as summer school (Action 1.13), classified staffing support (Action 1.5), and isolated software purchases (Actions 1.11 and 1.12), were ultimately ineffective in contributing to our goals. These were removed or consolidated into broader, more sustainable efforts. The decision to streamline and realign these actions reflects a more strategic and data-informed approach moving forward.

Overall, while some actions met their intended goals, others revealed gaps in funding, alignment, or implementation. The revised plan places stronger emphasis on coherence, equity, and standards-based instruction to ensure improved effectiveness in the coming year.

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

Summary of Changes Based on Reflection and Prior Practice
As a result of reflection on prior implementation efforts and an evaluation of available resources, several adjustments were made to the planned goals and actions for the upcoming year. These revisions are intended to consolidate efforts, eliminate unfunded or completed actions, and better align initiatives with districtwide needs.

Action 1.5, which proposed hiring additional classified staff to support high-risk student groups, was deleted due to a lack of dedicated funding. Likewise, Actions 1.9 (Elevate Science training), 1.11 (online learning tools), 1.12 (assessment tools), and 1.13 (summer school) were removed after determining that they were either completed, unfunded, or no longer applicable based on current needs and priorities.

Action 1.6 was significantly revised to broaden the scope of professional development and ensure alignment across both the elementary and middle school sites. The updated action now reflects a comprehensive approach to staff development that supports improved student achievement across content areas. Professional development includes, but is not limited to, training aligned with the California Frameworks in English Language Arts and Mathematics, with a focus on supporting the implementation of standards-based instruction. Emphasis will be placed on evidence-based instructional practices, strategies for meeting the diverse needs of learners, and approaches that foster equitable access to high-quality teaching and learning. This includes support for foundational literacy and math instruction, instructional strategies for English Learners, and methods that promote access and engagement for all students.

Action 1.10, which supports the use of intervention software such as iReady ELA and Math, was updated and broadened to incorporate elements of Action 1.11. This ensures continued access to essential online learning tools that support differentiated instruction and intervention.

These changes reflect a more strategic and cohesive plan focused on high-impact professional learning, equitable support for all students, and efficient use of district resources.

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	Highly Qualified Teachers	*LREBG ACTION* All teachers will be highly qualified and appropriately assigned as reported in CALPADS.	$2,017,483.00	No
1.2	Provide Standards Based Curriculum	*LREBG ACTION* The district will provide Common Core standards based materials to all students. The district will participate in the review and adoption of new curricular materials as adoption cycles progress in all content areas.	$5,000.00	No
1.3	Provide Appropriate Support Staff	Highly qualified and appropriate numbers of classified support staff are necessary for the safety of our students while on campus and while being transported to and from campus. This includes appropriate numbers of yard supervisors, business and school site personnel, bus drivers, transportation director, and mechanic service contracts (contract with EDUHSD).	$835,304.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Intervention Time	*LREBG ACTION* Both school sites will include dedicated intervention time within the instructional day as outlined in the master schedule. Teachers will receive support with assessment and data-informed decision-making to guide intervention efforts. Pleasant Valley Middle School was identified for Differentiated Assistance in academics, specifically in SED math. To support this work, we partnered with Cal Ed Partners, who provided targeted support to teachers and leadership.	$4,850.00	No Yes
1.5	Additional Classified Staff for Intervention	*LREBG ACTION* Additional classified aides will be hired to provide targeted interventions and support for students experiencing learning loss.	$103,612.00	No
1.6	Professional Development	*LREBG ACTION* To support student achievement across the district, all instructional staff at both the elementary and middle school levels will participate in professional learning aligned with the California Frameworks in English Language Arts, ELD and Mathematics. Professional development in other content areas will be provided to all teachers as needed to support implementation of standards-based instruction in all content areas. Staff who have not previously received training or require a refresher will be prioritized.	$28,600.00	No
1.7	Additional Special Education Support Personnel	Maintain an additional Special Education teacher to support the specific learning loss needs of our special education students. We will also support inclusive practices by working in partnership with the El Dorado County SELPA and Office of Education with training and support in inclusive practices.	$106,986.00	No
1.8	Supplemental Intervention Materials and Online Programs	*LREBG ACTION* The district will continue to support student learning by using existing intervention materials and online programs to target academic needs in ELA and math. These tools will provide differentiated, standards-aligned support for students below grade level.	$2,800.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Additional Certificated Staff	*LREBG ACTION* The district will maintain additional teacher(s), even in the context of lower enrollment, to ensure reduced student-to-teacher ratios and to expand opportunities for targeted intervention. Particular emphasis will be placed on meeting the academic and social-emotional needs of Foster Youth, English Learners, and Low-Income students.	$302,434.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The district will create a district culture and climate that promotes the social and emotional development of each student as they become the responsible citizens of tomorrow.	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.

A positive climate where students feel safe, happy, and supported is essential to student success in school. The data from the CHKS/ o r Kelvin Surveys, the LCFF Dashboard, parent surveys, student surveys/listening opportunities, and Aeries reports, indicate areas in which the district can improve in order to enhance our climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Healthy Kids Survey / KELVIN SURVEY	Data from 2022-2023 Health Kids Survey was shared with our Board of Trustees, staff, and parents. Our School Site Council has considered this data while forming our Joint Single Plan for Student Achievement and Safety Plans. GOUSD Parent Data Results:	In 2023–2024, GOUSD shifted from the California Healthy Kids Survey (CHKS) to the KELVIN survey tool through our CalHOPE grant. KELVIN allows for more frequent monitoring of student well-being, with similar themes to CHKS. While data is not directly comparable, it		All KELVIN Safety and Social-Emotional Survey Data (similar to CHKS data) will indicate a 90% or higher average on student, parent, teacher, and staff responses.	Compared to 2022–2023 CHKS results (only 26% of 8th graders and 50% of 7th graders reported feeling safe), current data reflects improved student perceptions of safety. GOUSD remains focused on creating a climate where all students feel safe,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		GOUSD is a safe place for students: 88% Yes (22-23); 88% Yes (21-22) GOUSD adults really care about students: 87% Yes (22-23); 91% Yes (21-22) Participation rate: 20% (22-23); 29% (21-22) PV Student CHKS Data Results: I feel safe at my school: 7th Grade: 50% agree/23% neutral (22-23); 50% agree/26% neutral (21-22) 8th Grade: 26% agree/34% neutral (22-23); 44% agree/34% neutral (21-22) Our priority is to address all safety concerns. Our goal is to bring those numbers to 100%. We are beginning to use KELVIN survey tool through our Cal Hope Grant. KELVIN will allow us to monitor the social emotional	continues to inform our efforts to ensure a safe and supportive school environment. Elementary Students (Participation: 78%) Overall Favorability: 68% Perceived Safety: 72% Connection to School: 70% Adult Connection: 75% Middle School Students (Participation: 56%) Overall Favorability: 67% Perceived Safety: 72% Connection to School: 67% Adult Connection: 67% Family surveys were not administered this year, but data collection is in			connected, and supported.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		wellbeing of our students and staff on a more frequent basis. We transitioned from using CHKS in 2022-2023 to a similar format and questions/responses (KELVIN) in the 2023-2024 school year.	progress. All survey results are being used by the School Site Council to guide updates to our Single Plan for Student Achievement and School Safety Plans.			
2.2	LCFF Dashboard/Aeries Discipline Data: State Dashboard Data for Number of Suspensions Local Suspension Data Through Aeries	Our 2023 state Dashboard indicates current year data measure, as well as the difference between current and prior data. The performance level, or color, is determined by the point at which these two levels intersect. 2023 Dashboard results indicate Orange (overall low) suspensions at 3.8%, which is a 0.7% increase from 2022. Overall suspensions were high. Local suspension data for the 2023-2024 school year thus far indicates eight	In reviewing student behavior data, the district recognizes concerning trends. The 2024 California Dashboard data for suspensions indicates an Orange performance level, with suspension rates rising by 1.8 percent from 3.8 percent in 2023 to 5.6 percent in 2024, placing the district in the High suspension category.		State dashboard data for number of suspensions will improve to the green or blue level and students with disabilities will improve to the yellow or green or blue level. Local suspension data through Aeries will see a decrease in the number of students suspended in a year as compared to the baseline.	The 2024 California Dashboard shows an Orange performance level for suspension rates, indicating continued concern. Suspensions increased from 3.8% in 2023 to 5.6% in 2024, a 1.8 percentage point rise.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		elementary students have been suspended and nine middle school students have been suspended. Zero expulsions have taken place at either site.	Suspendable incidents in grades TK through 8 increased from 16 in 2022–23 to 30 in 2023–24, reflecting a notable escalation. Additionally, the district experienced one expulsion in 2024–25. These data points underscore the need for strengthened behavioral supports, early interventions, and restorative approaches to ensure a safe and supportive school climate.			
2.3	LCFF Dashboard Aeries Attendance Data	2023 Dashboard results indicated Yellow (medium) status. The percentage of students missing 10% or more of the school year was 40% at GO and 37% at PV. We are participating in EDCOE's CILC focused work on reducing absenteeism.	Chronic absenteeism declined significantly in 2024—by 11.4 percentage points—to 27.3%, though it remains in the Yellow, Very High range. This marks meaningful improvement from		Students with disabilities and socio-economically disadvantaged students will improve from the red level on the dashboard to yellow, green or blue level	Chronic absenteeism declined significantly in 2024—by 11.4%—to 27.3%, though it remains in the yellow, Very High range.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Attendance data is monitored monthly, and EDCOE has funded support from Attention to Attendance (A2A) to assist in informing parents about the importance of regular, positive attendance, as well as sending frequent letters when attendance concerns arise.	the 2023 Dashboard results, where both Gold Oak and Pleasant Valley schools were in the Yellow performance band. In 2023, 40% of Gold Oak students and 37% of Pleasant Valley students missed 10% or more of the school year. To address this issue, we continue to actively engage with county partners, including the El Dorado County Office of Education (EDCOE), in coordinated efforts to improve student attendance. We monitor attendance rates monthly, and with funding from EDCOE, we utilize Attention to Attendance (A2A) to inform families about the importance of		Aeries attendance reports will show in decrease by 10% or more of the number of students chronically absent.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			regular school attendance. A2A also supports the timely distribution of letters to families when attendance concerns arise.			

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.

This year, the district made significant progress in supporting student behavior, social-emotional health, and school connectedness across both campuses. PBIS was implemented with fidelity, with staff using data to guide improvements and celebrate positive behavior. At the middle school level, student input led to plans for building community and promoting acceptance.

To meet growing mental health needs, counseling services were expanded and the school psychologist's time was increased to support Foster Youth and Low-Income students. The goal established through the CalHope SEL grant has been successfully completed. Although the grant has concluded, its impact endures through continued MTSS efforts and ongoing professional development focused on addressing the diverse needs of all students.

Students also benefited from a range of enrichment opportunities, including arts, athletics, academic competitions, and early exposure to career pathways. These programs enhance engagement and foster a stronger connection to school. Health services were maintained through a part-time LVN, and library access was expanded to support literacy and learning.

Together, these efforts reflect a strong, student-centered approach that prioritizes well-being, equity, and meaningful engagement. The district remains committed to building on this foundation in the year ahead.

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.

Budgeted vs. Estimated Actual Expenditures:
Differences resulted from the conclusion of the CalHOPE SEL grant, which funded key services such as the SEL Coordinator. Additionally, some planned enrichment activities and middle school supports were adjusted or postponed based on staffing capacity and student needs.

Planned vs. Actual Percentage of Improved Services:
While progress was made in PBIS implementation and expanding counseling services, some middle school behavior initiatives and family engagement activities were not fully realized, leading to a slight reduction in the actual percentage of improved services compared to what was planned.

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

The district has made meaningful progress toward Goal 2 by enhancing support for student behavior, social-emotional well-being, and school connectedness. At the elementary level, PBIS has been implemented with fidelity and is having a positive impact on student behavior and school climate. At the middle school, there remains a clear need for more structured support systems. Next year, consistent systems will be established to explicitly teach behavior expectations and implement structures for positive student recognition. These middle school efforts are designed to build a stronger school climate and more effectively support students' academic, behavioral, and social-emotional needs in a proactive and developmentally appropriate way.

Expanded counseling services and the increase in school psychologist time have been highly effective, particularly in supporting Foster Youth and Low-Income students. These services continue to meet the growing mental health needs of students and are valued by both staff and families.

Districtwide, the continued development of a Multi-Tiered System of Supports (MTSS) will strengthen the district's ability to meet diverse student needs through aligned interventions, consistent practices, and data-informed decision-making. Ongoing professional learning will ensure staff are equipped to implement this framework effectively.

While enrichment opportunities are still expanding, future efforts at the middle school will deepen their impact. Beginning next year, a broader range of electives will be introduced at the middle school, and a TK–8 visual art program will be implemented to foster creativity, student engagement, and school pride. These additions will further support a strong sense of connection and belonging across both campuses.

Overall, the district has built a solid foundation and is well-positioned to continue this important work through the thoughtful implementation of MTSS and expanded enrichment opportunities, particularly at the middle school level.

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.

As a result of reflection on the implementation and effectiveness of Goal 2 actions, several key changes have been made for the coming year. While PBIS will continue at the elementary level due to its positive impact, the district recognized that a different approach is needed at the middle school. Rather than expanding PBIS, the district will implement consistent behavior expectations and recognition systems aligned with a broader Multi-Tiered System of Supports (MTSS) framework. This shift reflects a need for more comprehensive and developmentally appropriate supports at the middle school level.

In addition, based on student engagement data and staff input, enrichment offerings will be expanded to include a broader range of middle school electives and the introduction of a TK–8 visual art program. These changes aim to strengthen student connectedness, creativity, and school pride.

Metrics and target outcomes related to student behavior, engagement, and school climate will be adjusted to reflect these new actions, with greater emphasis on middle school progress and participation in enrichment activities.

These adjustments reflect a more targeted and responsive approach to supporting students' academic, behavioral, and social-emotional development across both campuses.

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	Positive Behavior Intervention and Supports (PBIS)	*LREBG ACTION* Positive Behavior Intervention and Supports (PBIS) will be implemented and utilized with fidelity. Data will be analyzed and staff will look for additional opportunities to enhance its use to positively support student behavior. Funding used to provide rewards for student recognition and refresher training, as funding allows.	$500.00	No
2.2	Anti-Bully, Climate Building opportunities for students and families	*LREBG ACTION* Implement schoolwide programs and practices at both the elementary and middle school levels to promote a positive, inclusive school culture. This includes providing students with developmentally appropriate opportunities to build empathy, foster peer connections, prevent bullying, and learn strategies for supporting one another. Programs will be selected, adapted, and implemented based on student needs, staff input, and available resources. Family engagement will be prioritized through regular communication, educational workshops, and opportunities for families to actively participate in school culture initiatives, ensuring a strong school-home partnership that supports student well-being.	$600.00	No
2.3	Counseling Services	*LREBG ACTION* A part-time .60 FTE staff member will be available for individual and group counseling.	$61,579.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	School Psychologist Support	In recent years, the district found that the demand for psychologist services increased for our Foster Youth and Low Income students. The school psychologist contract increased to 1.0 FTE to primarily support Low Income, Foster Youth.	$141,870.00	Yes
2.5	SEL Services	The district is working with CalHope to provide a robust SEL program through a SEL Coordinator and curriculum.	$121,000.00	No
2.6	Enrichment Programs	*LREBG ACTION* Students will have the opportunity to engage in a variety of enrichment activities designed to foster creativity, collaboration, and school connectedness. These opportunities may include participation in the Oral Interpretation Festival, Spelling Bee, school athletics, visual and performing arts, and a range of elective courses. In addition, the district will provide meaningful career exploration experiences and early exposure to Career and Technical Education (CTE) pathways to support students in preparing for high school, college, and future careers.	$88,243.00	No
2.7	MTSS (Multi-Tiered Systems of Support)	*LREBG ACTION* Through a Multi-Tiered System of Support (MTSS), the district will strengthen services that promote positive behavior, social-emotional development, and student connectedness. Staff will engage in ongoing professional learning to implement consistent, schoolwide practices that support the well-being and success of all students.	$5,840.00	No
2.8	Nursing Services	Research shows healthy children learn better. Families in rural school districts face challenges accessing health services. Particularly following a pandemic, health services are essential for the health and safety of our students. The district will maintain a part time LVN to help address student health needs while supporting the learning environment.	$50,323.00	No
2.9	Library Services	*LREBG ACTION* Recognizing that school libraries are vital to literacy development and central to fostering a positive school culture, the district	$29,870.00	No

Action #	Title	Description	Total Funds	Contributing
		will work to increase access to library services. As budget allows, library hours will be expanded on both campuses to provide students with more opportunities to check out books, engage in reading activities, and utilize library resources. This expansion will support our commitment to equitable access to books and to nurturing a lifelong love of reading in all students.		
2.10	Additional Counseling Services	*LREBG ACTION* Due to the social-emotional needs of our students, as indicated through surveys and referrals to counseling by teachers/parents/staff, the district will hire additional counselor time to support our students.	$27,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The district will provide safe, clean, student-centered learning environments and provide necessary learning tools to be responsive to the needs of students and families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Providing a physically safe environment is essential for a positive environment in which students can learn. Students need facilities that are well maintained. In addition, schools must have the tools necessary for 21st century learners. This includes upgraded technology infrastructure and upgraded technology devices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Williams Facility Inspection System and Facility Inspection Tool (FIT)	FIT and Williams Facility Inspection report indicates facilities are in good overall condition, but continue to show need for regular maintenance and repair. HVAC units replaced as needed, drinking fountain repairs needed, roof replacement for GO A building and DO needed, PV carpet repair in D-5 complete.	The FIT and Williams Facility Inspection Report indicates that district facilities are in overall good condition but continue to require ongoing maintenance and repair. HVAC units are being replaced as needed, and drinking fountain repairs remain necessary. Roof replacements are		District will continue to designate funds for ongoing facility improvements.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			planned for the Gold Oak A Building and the District Office. Additional carpet replacement and repairs have been identified as ongoing needs across multiple sites.			
3.2	Gold Oak Union Facilities Master Plan	The Facilities Master Plan report indicates needs for our aging facilities. Needs include plumbing repairs, roof repairs, etc. Gutter replacement continued.	This year, we continued to address the priorities outlined in our Facilities Master Plan, which highlights the ongoing needs of our aging infrastructure. Key areas of focus included plumbing and roof repairs across multiple sites. Gutter replacement projects were also continued, ensuring improved drainage and protection of building exteriors. These efforts reflect our commitment to maintaining safe,		District will continue to designate funds for ongoing facility improvements.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			functional, and well-maintained learning environments for our students and staff. Planning is ongoing for additional upgrades based on available funding and identified priorities.			
3.3	District Technology Plan	District technology plan indicates need to replace teacher and student computers on a rotational basis as the units break or reach end of life. Repair and replacement of Chromebooks, as well as teacher/admin computers and instructional tech tools, are ongoing.	The district technology plan outlines the need to replace teacher and student computers on a rotational basis as devices break or reach the end of their useful life. Ongoing repair and replacement efforts include Chromebooks, teacher and administrator computers, and other instructional technology tools. Additionally, many classroom projectors are outdated and no longer meet instructional		District will continue our plan to replace student and staff computers on a rotational basis--20% per year. District will continue to support every student with a 1:1 ratio.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			needs; these will be phased out and replaced with TVs to enhance visual clarity and improve instructional delivery.			
3.4	Upgrade Safety Systems	Update safety systems to ensure proper communication responses and equipment.	The district remains committed to maintaining a safe and secure learning environment for all students and staff. To support this goal, several key needs have been identified and will guide ongoing improvements to our safety infrastructure and procedures. At the middle school, maintaining safe ingress and egress continues to be a priority to ensure orderly and secure movement during arrival, dismissal, and emergencies. To further strengthen campus security, additional		Safety systems will be effectively implemented and in full working order.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			fencing has been identified as a necessary enhancement. This will help limit unauthorized access and better protect students and staff during the school day. Improved signage across all middle school buildings is also needed to assist law enforcement and emergency responders in quickly identifying locations and navigating the campus during a crisis. Alongside physical improvements, the district recognizes the need for updated communication tools, including enhancements to the district website and digital messaging systems, to ensure accurate and			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			timely information is shared with families and staff in both routine and emergency situations. Finally, all existing safety systems—including communication protocols and emergency equipment—will be regularly reviewed and updated to ensure they support effective emergency response and align with best practices in school safety. These efforts reflect the district's proactive approach to campus security and its ongoing commitment to the well-being of every student and staff member.			

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.

Gold Oak Union School District remains committed to ongoing improvements in both facilities and technology. Several maintenance and repair projects have been completed, with additional upgrades planned as part of a long-term facilities plan. At the same time, the district has continued to enhance technology infrastructure and increase device access to support equitable learning opportunities across all schools.

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.

Budgeted vs. Estimated Actual Expenditures:
Some facility and safety upgrades were delayed or adjusted due to timing, contractor availability, and shifting priorities. Technology replacements were less costly than expected in some cases due to bulk purchasing and deferring non-essential upgrades.
Planned vs. Actual Percentage of Improved Services:
There were no significant differences in the planned and actual percentage of improved services, as Goal 3 is not primarily aimed at unduplicated student groups but rather overall learning conditions and infrastructure.

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

Gold Oak Union School District’s actions to improve facilities and expand technology access have been effective in making progress toward the goal of supporting safe, modern, and equitable learning environments. Completed facility projects have addressed key maintenance needs, while planned upgrades reflect a proactive approach to long-term improvement. Technology enhancements have successfully increased device access and improved infrastructure, supporting consistent and equitable access to digital tools for all students.

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.

As a result of reflecting on prior practice, the district has made adjustments to ensure more strategic and sustainable implementation. For facilities, the development of a long-term improvement plan will guide future projects, with clearly defined timelines to track progress. In the area of technology, the district will continue its commitment to maintaining and upgrading infrastructure and devices as part of ongoing operations. While the overall goals remain unchanged, future outcomes will include newly developed timelines and benchmarks to monitor progress and ensure accountability.

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	Facility Maintenance and Improvement	The Gold Oak Union is committed to designating funds for ongoing facility improvements, repairs and maintenance.	$412,048.00	No
3.2	Technology Upgrades	Continuously improve and expand the use of technology across the district to support high-quality instruction, student engagement, and equitable access to learning.	$253,119.58	No

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
$355,623	$0

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
7.950%	0.000%	$0.00	7.950%

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
1.4	**Action:** Intervention Time **Need:** **Scope:**	Both school sites will provide intervention time within the school day as part of the master calendar.	iReady data will indicate significant gains in all grade levels across the district.
1.9	**Action:** Additional Certificated Staff	Additional teacher(s) will be maintained, even with lower enrollment, to ensure lower student to	CAASPP scores will increase 10% based on

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: All students, in particular our foster youth and low income students, continue to demonstrate the need for additional support in mathematics and ELA. **Scope:** LEA-wide	teacher ratios and provide additional opportunities for student intervention.	grade level and student subgroup data.
2.4	**Action:** School Psychologist Support **Need:** Mental Health support for students **Scope:** LEA-wide	In recent years, the district found that the demand for psychologist services increased for our Foster Youth and Low Income students. The school psychologist contract increased to 1.0 FTE to primarily support Low Income, Foster Youth. We expect the actions above will have a significant impact on the academic progress on the CAASPP scores of our Low Income and Foster Youth as these actions are focused on their identified needs. As it is likely that other students below grade level may also benefit from these actions, they will be provided on a school wide basis, but with priority to Low income and Foster Students. In order to support Goal 2, Action 5, providing students with a physically and emotionally safe learning environment that is culturally responsive to all students, funds will be allocated maintain a 1.0 FTE for the school psychologist to work with low income, foster youth and students with special needs and to work with staff on interventions that integrate academic learning and positive behavior management. This is an effective use of funds because research links social-emotional learning skill development to student engagement (Maurice Elias). Additional time on site will allow the school	All KELVIN Safety and Social-Emotional Survey Data (similar to CHKS data) will indicate a 90% or higher average on student, parent, teacher, and staff responses.

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
		psychologist more time to support students and staff to increase social-emotional learning skills and decrease negative behaviors.	

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
1.4	**Action:** Intervention Time **Need:** **Scope:** Limited to Unduplicated Student Group(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.

NA

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.

N/A

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	4,473,340	355,623	7.950%	0.000%	7.950%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,993,765.58	$340,138.00	$127,500.00	$137,658.00	$4,599,061.58	$4,306,282.15	$292,779.43

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	Highly Qualified Teachers	All	No			All Schools	Ongoing	$2,017,483.00	$0.00	$2,017,483.00				$2,017,483.00	
1	1.2	Provide Standards Based Curriculum	All	No			All Schools	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
1	1.3	Provide Appropriate Support Staff	All	No			All Schools	Ongoing	$835,304.00	$0.00	$835,304.00				$835,304.00	
1	1.4	Intervention Time	All	No Yes	Limited to Unduplicated Student Group(s)		All Schools	2024-2027	$0.00	$4,850.00	$4,850.00			$0.00	$4,850.00	
1	1.5	Additional Classified Staff for Intervention	All Students with Disabilities	No			All Schools	2024-2027	$103,612.00	$0.00		$38,144.00		$65,468.00	$103,612.00	
1	1.6	Professional Development	All Students with Disabilities	No			All Schools	2023-2026	$0.00	$28,600.00		$23,600.00		$5,000.00	$28,600.00	
1	1.7	Additional Special Education Support Personnel	Students with Disabilities	No			All Schools	2024-2027	$106,986.00	$0.00		$106,986.00			$106,986.00	
1	1.8	Supplemental Intervention Materials and Online Programs	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$2,800.00				$2,800.00	$2,800.00	
1	1.9	Additional Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$302,434.00	$0.00	$302,434.00				$302,434.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.1**	Positive Behavior Intervention and Supports (PBIS)	All	No			All Schools	Ongoing	$0.00	$500.00		$500.00			$500.00	
2	**2.2**	Anti-Bully, Climate Building opportunities for students and families	All	No			Specific Schools: Pleasant Valley Middle	Ongoing	$0.00	$600.00		$600.00			$600.00	
2	**2.3**	Counseling Services	All	No			All Schools	Ongoing	$61,579.00	$0.00		$24,189.00		$37,390.00	$61,579.00	
2	**2.4**	School Psychologist Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$141,870.00	$0.00	$51,461.00	$90,409.00			$141,870.00	
2	**2.5**	SEL Services	All	No			All Schools	2023-2025	$106,000.00	$15,000.00		$15,000.00	$106,000.00		$121,000.00	
2	**2.6**	Enrichment Programs	All	No			All Schools	Ongoing	$85,297.00	$2,946.00	$88,243.00				$88,243.00	
2	**2.7**	MTSS (Multi-Tiered Systems of Support)	All	No			All Schools	Ongoing	$5,840.00	$0.00		$5,840.00			$5,840.00	
2	**2.8**	Nursing Services	All	No			All Schools	Ongoing	$50,323.00	$0.00	$50,323.00				$50,323.00	
2	**2.9**	Library Services	All	No			All Schools	Ongoing	$29,870.00	$0.00		$29,870.00			$29,870.00	
2	**2.10**	Additional Counseling Services	All	No			All Schools	2024-2027	$0.00	$27,000.00				$27,000.00	$27,000.00	
3	**3.1**	Facility Maintenance and Improvement	All	No			All Schools	Ongoing	$382,048.00	$30,000.00	$412,048.00				$412,048.00	
3	**3.2**	Technology Upgrades	All	No			All Schools	Ongoing	$77,636.15	$175,483.43	$231,619.58		$21,500.00		$253,119.58	

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
4,473,340	355,623	7.950%	0.000%	7.950%	$358,745.00	0.000%	8.020 %	**Total:**	$358,745.00
								LEA-wide Total:	$353,895.00
								Limited Total:	$4,850.00
								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**	Highly Qualified Teachers				All Schools	$2,017,483.00	
1	**1.2**	Provide Standards Based Curriculum				All Schools		
1	**1.4**	Intervention Time	Yes	Limited to Unduplicated Student Group(s)		All Schools	$4,850.00	
1	**1.5**	Additional Classified Staff for Intervention				All Schools		
1	**1.9**	Additional Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$302,434.00	
2	**2.4**	School Psychologist Support	Yes	LEA-wide	Foster Youth Low Income		$51,461.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,477,595.00	$4,578,190.07

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**	Highly Qualified Teachers	No	$2,017,483.00	$2,214,366.01
1	**1.2**	Provide Standards Based Curriculum	No	$5,000.00	$302.10
1	**1.3**	Provide Appropriate Support Staff	No	$835,304.00	$810,152.54
1	**1.4**	Intervention Time	Yes	$4,850.00	$4,310
1	**1.5**	Additional Classified Staff for Intervention-High Risk Groups (costs included in 1.6)	No	$0.00	0
1	**1.6**	Additional Classified Staff for Intervention	No	$103,612.00	$101,495.05
1	**1.7**	Professional Development	No	$16,000.00	$30,500
1	**1.8**	Additional Special Education Support Personnel	No	$106,986.00	$109,272
1	**1.9**	Elevate Science Materials and Training	No	$1,000.00	0
1	**1.10**	Intervention Materials	No	$2,800.00	$3,799.66
1	**1.11**	Online Learning Tools	No	$0.00	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)
1	1.12	Local Assessments	No	$0.00	0
1	1.13	Summer School	No	$11,000.00	0
1	1.14	GLAD Training	No	$480.00	
1	1.15	Additional Certificated Staff	Yes	$302,434.00	$301,055.83
2	2.1	Positive Behavior Intervention and Supports (PBIS)	No	$5,000.00	0
2	2.2	Anti-Bully, Climate Building Workshop/Assembly	No	$500.00	$500
2	2.3	Counseling Services	No	$61,579.00	$63,374
2	2.4	School Psychologist Support	Yes	$134,009.00	$130,092.04
2	2.5	SEL Services	No	$121,000.00	$148,221.00
2	2.6	Enrichment Programs	No	$89,743.00	$45,016.28
2	2.7	Universal Design for Learning	No	$5,840.00	$5,840
2	2.8	Nursing Services	No	$48,339.00	$51,636.17
2	2.9	Library Services	No	$29,870.00	$33,572.46

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.10**	Additional Counseling Services	No	$0.00	
3	**3.1**	Facility Maintenance and Improvement	No	$388,168.00	$398,719.74
3	**3.2**	Technology Upgrades	No	$186,598.00	$125,965.19

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)
0	$355,623.00	$0.00	$0.00	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	1.4	Intervention Time	Yes	$4,850.00			
1	1.15	Additional Certificated Staff	Yes	$302,434.00			
2	2.4	School Psychologist Support	Yes	$48,339.00			

2024-25 LCFF Carryover Table

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