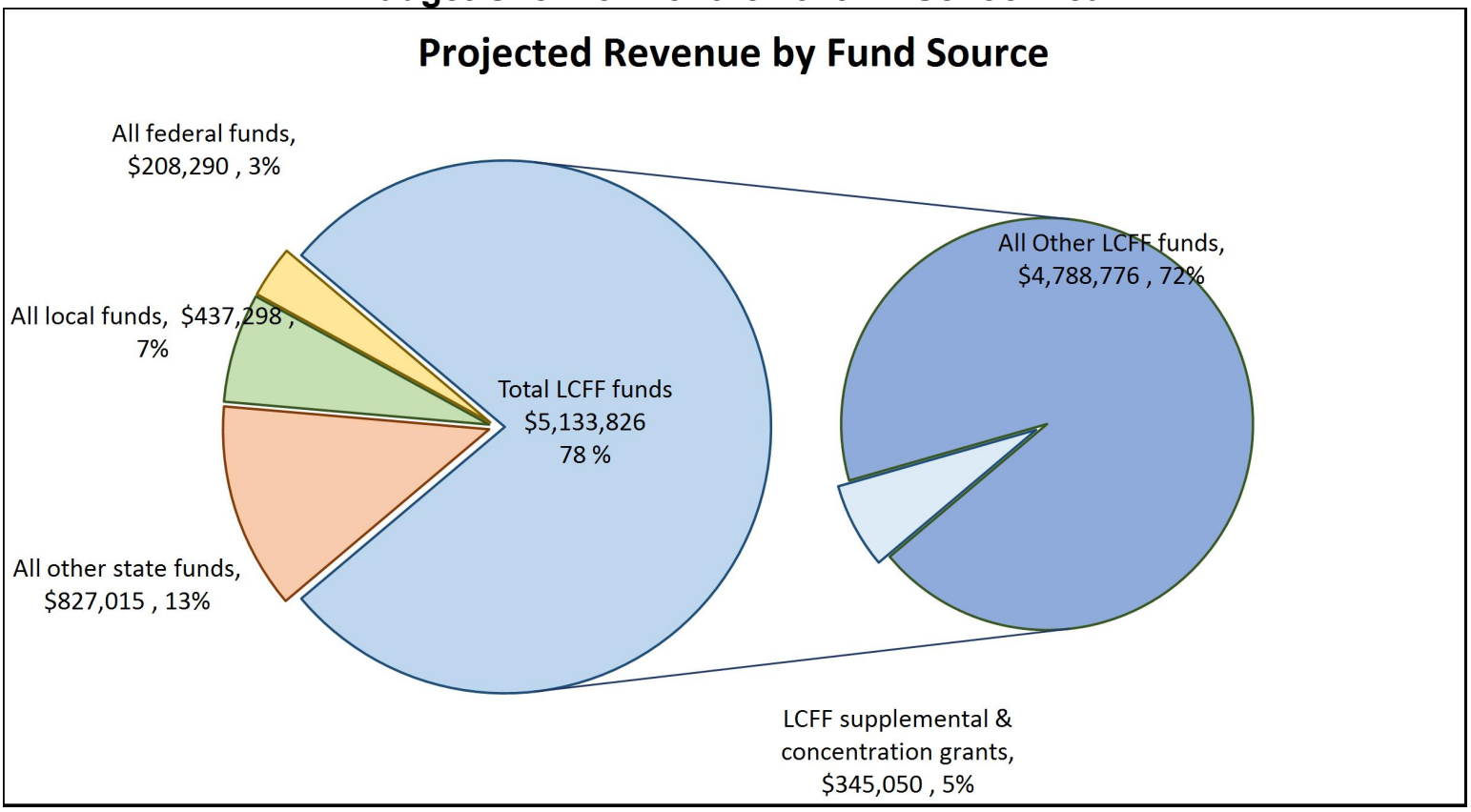
GOLD OAK UNION SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gold Oak Union School District
CDS Code: 09618796005508
School Year: 2026-27
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 2026-27 School Year

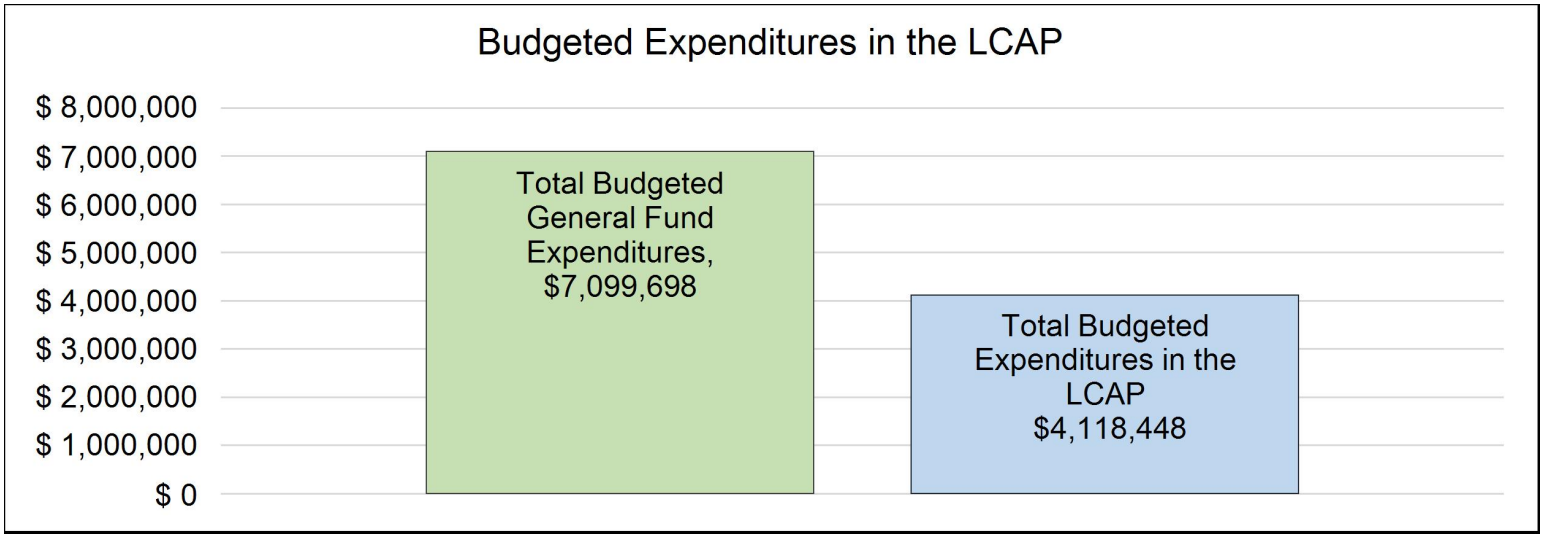


This chart shows the total general purpose revenue Gold Oak Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gold Oak Union School District is $6,606,429, of which $5,133,826.00 is Local Control Funding Formula (LCFF), $827,015.00 is other state funds, $437,298.00 is local funds, and $208,290.00 is federal funds. Of the $5,133,826.00 in LCFF Funds, $345,050.00 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gold Oak Union School District plans to spend $7,099,698.00 for the 2026-27 school year. Of that amount, $4,118,448.00 is tied to actions/services in the LCAP and $2,981,250 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

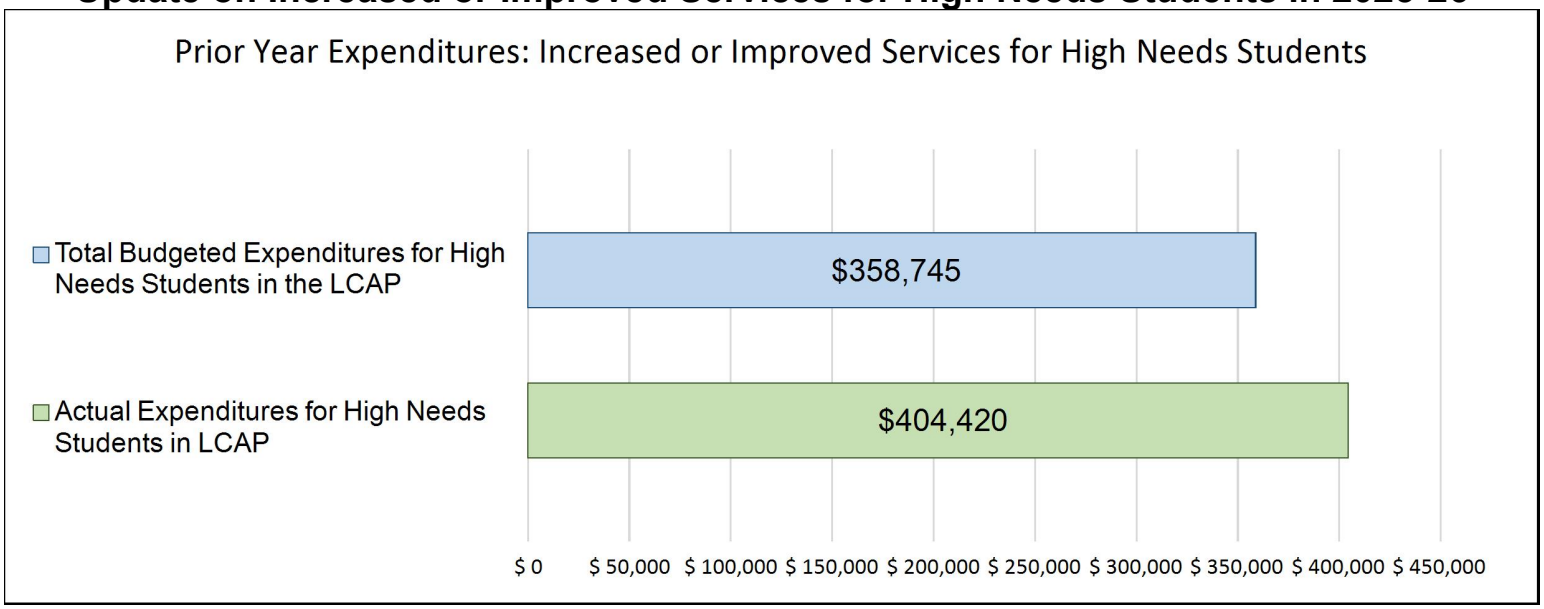
Budgeted expenditures not included in the LCAP include classroom supplies, equipment repairs, copier leases, contracted Special Education services, office supplies and equipment, facility maintenance and supplies, and utilities.

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

In 2026-27, Gold Oak Union School District is projecting it will receive $345,050.00 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 $388,168.00 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 2025-26



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 2025-26, Gold Oak Union School District's LCAP budgeted $358,745.00 for planned actions to increase or improve services for high needs students. Gold Oak Union School District actually spent $404,420.00 for actions to increase or improve services for high needs students in 2025-26.

GOLD OAK UNION
SCHOOL DISTRICT

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 [2026-27]

General Information

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

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 388 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 GOUSD Task Force and our Parent Teacher Organizations (PTO). Our beautiful school site facilities are well maintained, safe, and sanitary.

The demographics of GOUSD are as follows: 39.2 % of our students are Socioeconomically Disadvantaged, 18.3 % are Students with Disabilities, .5% are Foster Youth, 1.3 % are considered Homeless, and 2.1 % are English Learners. 71.4 % of our students are White and 22.7 % 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 2025-26 Local Control and Accountability Plan (LCAP) reflects our continued commitment to improving academic achievement while supporting the social-emotional well-being of all students. We continue to provide targeted supports for students with disabilities, socioeconomically disadvantaged students, English learners, and foster youth through intervention services, inclusive practices, counseling supports, and MTSS.

The 2025 California School Dashboard showed mixed results. Chronic absenteeism improved significantly from 40.0% in 2024 to 27.3% in 2025, while suspension rates increased from 5.6% to 8.3%, with the greatest impact on our most vulnerable student groups. Academically, the district remained Orange in both English Language Arts and Mathematics. ELA performance declined slightly from 46.1 points below standard in 2024 to 47.5 points below standard in 2025, while mathematics declined from 66.3 points below standard to 83.0 points below standard. Science improved to a green indicator, reflecting an area of strength.
Local data provide encouraging signs of progress. Spring 2026 iReady results showed that 46.6% of students were performing at or above grade level in reading and 31.0% in mathematics. Reading performance exceeded mathematics performance at both school sites, suggesting that intervention supports and targeted instructional strategies are positively impacting student learning.
To address ongoing needs, the district continues to strengthen intervention programs, inclusive instructional practices, PBIS, restorative approaches, and professional learning. Through our Differentiated Assistance work with EDCOE and California Education Partners, we remain focused on improving outcomes for student groups, reducing achievement gaps, and creating a positive learning environment for all students.

A summary of the 2023 Dashboard includes the following: Decreasing chronic absenteeism is an area of need for GOUSD, specifically with our homeless students. We have a goal to reduce chronic absenteeism by 10%. Our chronic absenteeism rate was at 38.7% on the 2023 Fall Dashboard Chronic Absenteeism report. Although our chronic absenteeism declined significantly (16.2), it is in great need of improvement. We have been using Attention to Attendance (A2A), which has been provided by EDCOE, and have designated additional time for attendance support and family engagement around attendance. Regarding chronic absenteeism for our significant subgroups, 46.6% (declined 17.4) of our SED students were chronically absent; 35.6% (declined 23.3) of our SWD students were chronically absent. 36.5% (declined 26.9) of our Hispanic students and 45.9% (declined 20.7) of our Two or More Races were chronically absent. Although we experienced a decline in chronic absenteeism for the 2022-2023 school year, preliminary data from the 2023-2024 school year indicates that our attendance work must continue. GOUSD recognizes the need to continue to prioritize our work to decrease chronic absenteeism rates, especially for the SED student group. We will focus on all families to decrease chronic absenteeism. The physical, social, and emotional well-being of our students continues to be a priority. GOUSD is working on implementing further steps in PBIS, which will proactively address student behavior. Clear expectations and consistent consequences are used, and more restorative practices are being created to assist with positive disciplinary practices. Suspension rates increased from .7 to 3.8% on the 2023 Fall Dashboard. We will target suspension rates for our SWD and SED students. Pleasant Valley Middle School also continues to focus on math achievement for SED students. GOUSD strives for the overall success of each and every student.

As outlined in our Local Needs Assessment, the Gold Oak School District continues to utilize Learning Recovery Emergency Block Grant (LREBG) funds to support student learning and address identified needs. These funds support Actions 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.6, 2.7, 2.9 and 2.10 which provide staff training and high-quality instructional materials to ensure all students have access to effective instruction from highly qualified teachers. Research indicates that sustained professional learning and the consistent use of evidence-based instructional materials strengthen teaching practices and improve student outcomes.

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 Socioeconomically Disadvantaged (SED) students in the areas of academic achievement and suspension rates. Based on the 2025 California School Dashboard, Gold Oak Union remains in Year 2 of Differentiated Assistance due to the performance of Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities in the areas of academic achievement, chronic absenteeism, and suspension rates.

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 continued to analyze achievement, suspension, and absenteeism data, identify root causes, build staff capacity, and develop targeted improvement strategies. Efforts have focused on strengthening MTSS, expanding intervention supports, implementing PBIS and restorative practices, improving attendance systems, and supporting inclusive instructional practices. The insights gained through this work continue to inform our LCAP actions and ensure that resources and supports are aligned to student needs and measurable improvement outcomes.

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 2025–26 school year, teachers provided input on the LCAP through staff meetings, surveys, association feedback, special program meetings, one-on-one conversations, and participation in the GOUSD Task Force Committee. Teachers also had opportunities to attend and provide public comment at GOUSD Board Meetings. Input was gathered throughout the year and used to review student data, identify priorities, and refine district goals, actions, and services. The GOUSD Task Force Committee, established in Spring of 2025, served as an ongoing forum for teachers and other educational partners to contribute to the development of the LCAP and other key district planning documents. (LCAP Input Meetings: 2/5/26, 3/26/26, 5/5/26)
Principals/District Personnel	The Superintendent/Middle School Principal, Chief Business Official, and Elementary Principal meet regularly with the district leadership team to review student data, district priorities, and progress toward LCAP goals. The leadership team includes certificated management, classified management, and confidential staff, ensuring multiple perspectives are represented in district planning and decision-making. Input from classified departments, including business services, information technology, food services, and maintenance and operations, is gathered through meetings, surveys, and ongoing communication. During the 2025–26 school year, the GOUSD Task Force Committee provided an additional forum for educational partners to review district initiatives, provide feedback, and contribute

Educational Partner(s)	Process for Engagement
	to the development of the LCAP and other key district planning documents. (LCAP Input Meetings: 2/5/26, 3/26/26, 5/5/26)
School Personnel	Feedback from classified staff—including school secretaries, instructional aides, custodians, food service staff, maintenance staff, information technology staff, the school psychologist, counselor, and nurse—is essential in shaping district priorities and LCAP goals. Input was gathered throughout the 2025–26 school year through districtwide staff meetings, surveys, the GOUSD Task Force Committee, trainings, one-on-one conversations, and discussions regarding district priorities and budget challenges. Classified staff also had opportunities to attend and provide public comment at GOUSD Board Meetings throughout the year. These engagement opportunities helped ensure that classified staff perspectives were considered in the development of the LCAP and other important district planning documents. (LCAP Input Meetings: 2/5/26, 3/26/26, 5/5/26)
Bargaining Units	GOTA and CSEA were provided opportunities to offer feedback on district priorities and LCAP goals throughout the 2025–26 school year. District administration met regularly with association leadership and gathered input through ongoing communication, meetings, and stakeholder engagement activities. (Staff forums 1/14/26, 3/4/26)
Parents	During the 2025–26 school year, parents provided input on district priorities and LCAP goals through the GOUSD Task Force Committee, PTO meetings, GOUSD Board Meetings, and the annual parent survey. The Task Force Committee served as a collaborative forum for educational partners to review district data, discuss priorities, and provide feedback on the LCAP and other key district planning documents. (LCAP Input Meetings: 2/5/26, 3/26/26, 5/5/26) Monthly coffee with the principal/superintendent
Students	Student input is valued and gathered throughout the year through classroom discussions, leadership opportunities, informal surveys, and conversations with teachers and administrators. During the 2025–26 school year, students provided feedback on their school experiences, academic programs, and school climate through both formal and informal opportunities. The district recognizes the importance of strengthening student voice and has identified expanding student participation in district committees and planning

Educational Partner(s)	Process for Engagement
	processes as a future goal, including opportunities to provide input on the LCAP and other key district initiatives. May 14, 2026
Community Partners	Gold Oak Union School District values the voices and expertise of our community partners. We work closely with EDCOE, our SELPA, California Education Partners, and local agencies to support student achievement, attendance, behavior, and social-emotional well-being. In March 2026, the district participated in a collaborative workshop with SELPA representatives to review supports and services for students with disabilities and identify opportunities to strengthen inclusive practices and student outcomes. Families and community members are invited to participate in the GOUSD Task Force Committee and Board of Trustees meetings, where public comment provides opportunities for feedback and engagement. We also partner with organizations such as AspireKids, CASA El Dorado, and local law enforcement to expand resources, promote safety, and support students and families. Together, these partnerships help strengthen academic, social, and emotional outcomes for all students. LCAP Input Meetings: 2/5/26, 3/26/26, 5/5/26)
Board of Trustees	The GOUSD Board of Trustees plays an active role in the development, monitoring, and adoption of the LCAP. Regular updates are provided at Board meetings throughout the year, including reviews of student achievement, school climate, attendance, budget priorities, and progress toward district goals. The Board also reviews stakeholder feedback and annual progress data to ensure that LCAP goals and actions remain aligned with student needs. As part of the annual budget process, the Board reviews and adopts the LCAP, ensuring resources are strategically aligned to support district priorities and continuous improvement efforts. (LCAP Input Meetings: 2/5/26, 3/26/26, 5/5/26) Monthly coffee with the principal/superintendent

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 its Local Control and Accountability Plan (LCAP) by actively engaging educational partners in planning and decision-making. Input on key areas such as academic achievement, school climate, student behavior, attendance, communication, and facilities is gathered through surveys, meetings, the GOUSD Task Force Committee, and ongoing conversations with students, staff, families, and community partners.

Educational partner feedback revealed consistent themes, including the need for stronger academic supports, increased social-emotional and behavioral supports, improved attendance, and continued attention to school safety and student engagement. Stakeholders also emphasized the importance of effective communication, maintaining positive school cultures, and ensuring resources are aligned to student needs.

Feedback was not only collected but also used to inform district priorities, refine goals and actions, and guide resource allocation. This collaborative process helps ensure that the LCAP remains responsive to the needs of students, staff, families, and the broader school community while supporting continuous improvement across the district. Input from our educational partners influenced the development of this LCAP and informed our decision to continue funding Actions 1.3, Appropriate Staff Support; 1.4, Intervention; 1.6, Professional Development; 1.7, Special Education Support Personnel; 1.8, Supplemental Intervention Materials; 2.1, Positive Behavioral Intervention and Support; and 2.3, Counseling.

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 were appropriately credentialed and assigned in accordance with state	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.	requirements. Standards-aligned instructional materials were provided to all students, and all students had access to a broad course of study, including Students with Disabilities, English Learners, Socioeconomically Disadvantaged students, foster youth, and other student groups. The district maintained programs and services designed to support equitable access to instruction and educational opportunities for all students.	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%	From the baseline year to the most recent administration of the CAASPP, there were overall declines in the percentage of students meeting or exceeding	Compared to the 2022–23 baseline, academic achievement remains below desired levels, particularly in Mathematics. Achievement gaps persist for	2025-26 CAASPP scores will increase 10-15% based on grade level and student subgroup data.	Current Difference from Baseline based on 2024-25 CAASPP results All Students – ELA: Decrease: 11.13 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	standards across most student groups. All Students – ELA: Baseline: 41.22% Current: 34.69% All Students – Math: Baseline: 25.81% Current: 24.73% 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%	Students with Disabilities and Socioeconomically Disadvantaged students, and middle school performance continues to lag behind elementary performance. These results support the district's continued focus on intervention services, MTSS, inclusive instructional practices, and targeted support for high-needs student groups. Gold Oak Elementary outperformed Pleasant Valley Middle School in both English Language Arts and Mathematics, indicating a continued need to focus on middle school acceleration efforts, particularly		All Students – Math: Decrease: 7.42 percentage points Students with Disabilities (SWD) – ELA: Decrease: 0.79 percentage points SWD – Math: Increase: 10.28 percentage points Socioeconomically Disadvantaged (SED) Students – ELA: Decrease: 14.23 percentage points SED – Math: Decrease: 14.42 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 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.		in mathematics. These data support the district's ongoing investment in intervention services, MTSS, professional development, and evidence-based instructional practices. 2024-25 CAASPP Results Districtwide CAASPP Results: English Language Arts: 30.87% met or exceeded standards Mathematics: 20.08% met or exceeded standards Gold Oak Elementary: English Language Arts: 36.92% met or exceeded standards Mathematics: 25.58% met or exceeded standards		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Pleasant Valley Middle School: English Language Arts: 23.89% met or exceeded standards Mathematics: 13.64% met or exceeded standards Students with Disabilities: English Language Arts: 13.21% met or exceeded standards Mathematics: 14.28% met or exceeded standards Socioeconomically Disadvantaged Students: English Language Arts: 22.77% met or exceeded standards Mathematics: 8.08% met or exceeded standards		
1.3	State Dashboard	Based on 2023 State Dashboard: Performance on state measures, using comparable statewide	Based on the 2024 State Dashboard, performance on state measures is represented by five	Based on the 2025 State Dashboard, the results indicate mixed performance	State Dashboard results will indicate improvement in ELA and Math. Both indicators will	Difference from Baseline All Students – English Language

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Hispanic Students: Yellow White Students: Orange Math All groups: Orange Socioeconomically Disadvantaged: Orange Students with Disabilities: Orange Hispanic Students: Orange White Students: Orange	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. 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.	across indicators. Science improved to Green and remains a district strength. Chronic absenteeism improved significantly but remains above desired levels. English Language Arts and Mathematics remained Orange, reflecting ongoing academic challenges, particularly in mathematics. Suspension rates increased and resulted in a Red indicator. The district remains eligible for Differentiated Assistance due to the performance of Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students in the areas of academic achievement,	move to Blue or Green status.	Arts: Remained Orange All Students – Mathematics: Remained Orange Socioeconomically Disadvantaged Students – English Language Arts: Remained Orange Socioeconomically Disadvantaged Students – Mathematics: Remained Orange Hispanic Students – English Language Arts: Decreased from Yellow to Orange Hispanic Students – Mathematics: Remained Orange Students with Disabilities – English Language Arts: Decreased from Orange to Red Students with Disabilities – Mathematics: Decreased from Orange to Red Overall, performance levels

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.	chronic absenteeism, and suspension rates. English Language Arts: Orange (47.5 points below standard) Mathematics: Orange (83.0 points below standard) Science: Green (46.2 points above standard) Chronic Absenteeism: Orange (27.3%) Suspension Rate: Red (8.3%)		remained stable for most student groups. Students with Disabilities experienced the most significant decline, moving from Orange to Red in both English Language Arts and Mathematics. These results indicate that achievement gaps persist and reinforce the need for continued targeted support for Students with Disabilities and other high-needs student groups.
1.4	Local Assessments-iReady	Transitioned to iReady in 2023-2024 School Year. iReady diagnostic baseline data indicates:	The 2024-25 iReady assessment results provide a snapshot of student achievement in Reading and Math	Analysis of Metric Spring 2026 iReady results indicate stronger performance in Reading than Mathematics	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: Compared to baseline data, Reading proficiency increased at both school sites, with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Middle School Teachers Requested to Administer Winter Reading Diagnostic. Reading Winter Diagnostic:	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 in 2023-24. The 2024-25 data shows a substantial improvement to 37%, indicating more than	across both school sites. Gold Oak Elementary outperformed Pleasant Valley Middle School in both content areas. While the data demonstrate progress in local assessment performance, Mathematics remains an area of need, particularly at the middle school level. These results support the district's continued focus on intervention services, progress monitoring, and targeted academic supports to improve student achievement. Actual Outcome 2025–26 Districtwide: Reading proficiency: 46.6%		Gold Oak Elementary showing a gain of 13.7 percentage points and Pleasant Valley Middle School showing a gain of 6.9 percentage points. Mathematics proficiency declined slightly at both sites. Reading performance exceeded Mathematics performance across the district, indicating that mathematics remains an area of need. These results support the district's continued focus on intervention services, progress monitoring, and targeted academic support, particularly in mathematics.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: 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	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 support to reverse this downward trend. Additional Notes: Ensuring consistent timing	Mathematics proficiency: 31.0% Gold Oak Elementary: Reading proficiency: 46.7% Mathematics proficiency: 31.0% Pleasant Valley Middle School: Reading proficiency: 36.9% Mathematics proficiency: 26.7%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Grade 8: 36% At or Above Grade Level Overall Math Winter Diagnostic: Pleasant Valley: 29% At or Above Grade Level	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
		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.				
1.5	EL Reclassification Rate	0%	12.5%	0%	100% EL Reclassification Rate	0%
1.6	Middle School Dropout Rate	0%	0%	0%	0%	No change - 0%
1.7	Percentage of current EL students who progressed at least one ELPI level	0% - Data not available on CA School Dashboard (fewer than 11 students' data not displayed for privacy.	0% progressed at least one ELPI level. 100% maintained their ELPI level.	0% progressed at least one ELPI level. 100% maintained their ELPI level.	100% of current EL students will progress at least one ELPI level.	0% progressed at least one ELPI level. 100% maintained their ELPI level.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the district continued implementation of intervention services, MTSS, progress monitoring, professional development, and targeted supports designed to improve student achievement. Overall implementation was consistent with the actions outlined in the LCAP, including maintaining intervention blocks, providing additional support personnel, supporting Students with Disabilities through dedicated staffing, and utilizing iReady diagnostic assessments to guide instruction and intervention.

Spring 2026 iReady results showed improvement in Reading at both school sites compared to baseline data. Gold Oak Elementary increased from 33% to 46.7% of students performing at or above grade level in Reading, while Pleasant Valley Middle School increased from 30% to 36.9%. Mathematics performance remained an area of concern, with Gold Oak decreasing from 38% to 31.0% and Pleasant Valley decreasing from 29% to 26.7%.

State assessment results indicate that academic achievement remains below desired levels. Districtwide, 30.87% of students met or exceeded standards in English Language Arts and 20.08% met or exceeded standards in Mathematics on the 2024–25 CAASPP. Achievement gaps persist among Students with Disabilities and Socioeconomically Disadvantaged students, who continue to perform below district averages. Dashboard results remained Orange in both English Language Arts and Mathematics, while Students with Disabilities declined from Orange to Red in both subject areas compared to baseline performance levels.

A significant success during the year was the continued growth in local Reading outcomes and the implementation of intervention and support systems across both schools. Challenges included ongoing mathematics performance concerns, persistent achievement gaps among student groups, and lower achievement levels at Pleasant Valley Middle School compared to Gold Oak Elementary.

Overall, the district successfully implemented the actions outlined in Goal 1. Moving forward, efforts will continue to focus on strengthening mathematics instruction, expanding targeted supports for Students with Disabilities and other high-needs student groups, utilizing data to inform instruction, and improving outcomes through MTSS, intervention services, and professional learning.

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. Special Education costs, significantly increased in estimated actual expenditures vs what was budgeted.
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.

The actions implemented under Goal 1 were partially effective in supporting student achievement and academic growth. Intervention services, dedicated intervention blocks, and additional instructional support staff contributed to improvements in local Reading outcomes at both school sites. Spring 2026 iReady results showed increased Reading proficiency at Gold Oak Elementary and Pleasant Valley Middle School, indicating that targeted interventions and progress monitoring efforts are positively impacting student learning.

Professional development focused primarily on literacy and mathematics instruction, strengthening standards-based teaching practices and the use of assessment data to guide instruction. MTSS implementation, intervention services, and supports for Students with Disabilities and Socioeconomically Disadvantaged students increased access to academic support; however, achievement gaps persist for these student groups.

While Reading outcomes improved, Mathematics achievement remains below desired levels, particularly at the middle school level. Overall, the district believes that intervention services, literacy and mathematics professional development, progress monitoring, and MTSS have been effective in supporting student growth, while continued focus on mathematics achievement and targeted support for high-needs student groups remains necessary.

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.

Based on reflection on implementation efforts, student outcome data, educational partner feedback, and the district's Differentiated Assistance work, Goal 1 actions have been refined to strengthen academic achievement and better address the needs of Students with Disabilities, Socioeconomically Disadvantaged students, and other high-needs student groups.

While local Reading outcomes improved during 2025–26, Mathematics achievement and subgroup performance remain areas of concern. As a result, the district will continue to prioritize intervention services, MTSS implementation, progress monitoring, and targeted academic supports. Professional development will continue to focus primarily on literacy and mathematics instruction, with an emphasis on evidence-based practices, standards-based instruction, and strategies that support diverse learners.

The district will also continue to utilize iReady diagnostic and intervention tools to support differentiated instruction and monitor student growth. Ongoing collaboration through Differentiated Assistance with EDCOE, California Education Partners, and the CILC network has informed the district's focus on improving outcomes for Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students.

These refinements reflect the district's commitment to aligning resources and actions with identified student needs while maintaining a coherent approach to improving academic achievement for all students.

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.	$1,922,604.00	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. Math will be piloted in the 2026-27school year.	$10,000.00	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 bus drivers, transportation director, and mechanic service contracts (contract with EDUHSD).	$443,038.00	No
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.	$2,255.00	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.	$45,298.00	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	$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
		content areas. Staff who have not previously received training or require a refresher will be prioritized.		
1.7	Special Education Support Personnel	Maintain Special Education staffing levels necessary to support student caseloads, ensure compliance with individualized education programs (IEPs), and provide appropriate services and supports for students with disabilities. The district will continue to support inclusive practices through ongoing collaboration with the El Dorado County SELPA and El Dorado County Office of Education, including professional learning, technical assistance, and implementation support to strengthen inclusive educational opportunities for all students.	$608,271.00	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
1.9	Certificated Staffing	The district will maintain staffing levels that support reasonable student-to-teacher ratios and provide opportunities for targeted intervention and academic support. Particular emphasis will be placed on meeting the academic and social-emotional needs of Foster Youth, English Learners, Socioeconomically Disadvantaged students, and other students requiring additional support.	$345,050.00	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/ or 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	2025–26 Kelvin Survey Results: Gold Oak Elementary Family Survey: 81% favorable Pleasant Valley Middle School Family Survey: 74% favorable Staff Survey: 81% favorable Student Survey: 60% favorable	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 the 2022–23 baseline data, family perceptions of school safety and support remained generally positive. In 2022–23, 88% of families reported that GOUSD was a safe place for students and 87% reported that adults at school care about students. The

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	Additional Results: Parent Involvement: 89% favorable (Gold Oak), 82% favorable (Pleasant Valley) Learning Environment: 81% favorable (Gold Oak), 76% favorable (Pleasant Valley) Student Risk Behavior: 56% favorable (Gold Oak), 38% favorable (Pleasant Valley) Student Voice and Leadership: 48% favorable (Students) Survey results indicate generally positive perceptions of school climate, communication, and support systems among students, staff, and families. Areas identified for continued		2025–26 Kelvin survey results continued to reflect positive perceptions of school climate, with overall favorable ratings of 81% at Gold Oak Elementary and 74% at Pleasant Valley Middle School. Student survey results indicate opportunities for continued improvement in school climate and student voice. While direct comparisons are limited due to the district's transition from the California Healthy Kids Survey (CHKS) to the Kelvin survey platform, current results suggest that students generally feel supported and connected to school. Areas identified for

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.	improvement included student behavior and opportunities for student voice and leadership. Due to relatively low survey participation rates among some stakeholder groups, results may not fully represent the perceptions of all students, staff, and families. These results support the district's continued focus on PBIS, MTSS, restorative practices, social-emotional learning, and student engagement.		growth include student behavior and opportunities for student leadership and voice. Because survey instruments and participation rates differed between years, results should be interpreted cautiously. However, the data suggest that overall perceptions of school climate remain positive while supporting the district's continued focus on student engagement, behavior supports, safety, and social-emotional well-being.
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	In reviewing student behavior data, the district recognizes concerning trends. The 2024 California Dashboard data	Suspension Rate: 8.3% Difference from Baseline: Increase: 2.7 percentage points	State dashboard data for number of suspensions will improve to the green or blue level and students with disabilities will improve to the	Baseline (2023 Dashboard): Suspension Rate: 3.8% Status: Orange

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 elementary students have been suspended and nine middle school students have been suspended. Zero expulsions have taken place at either site.	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. 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	Suspension rates increased and remain a significant area of concern, particularly for Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. This increase resulted in a Red Dashboard indicator and contributed to the district's continued eligibility for Differentiated Assistance. These results support the district's continued focus on PBIS, MTSS, restorative practices, social-emotional learning, and targeted behavioral interventions to improve student outcomes and school climate.	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.	Current Outcome (2025 Dashboard): Suspension Rate: 8.3% Status: Red Difference from Baseline: Increase: 4.5 percentage points Status Change: Orange to Red Compared to the 2023 baseline, the district's suspension rate increased from 3.8% to 8.3%, resulting in a change from Orange to Red on the California School Dashboard. Suspension rates remain a significant area of concern, particularly for Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			supportive school climate.			These results contributed to the district's continued eligibility for Differentiated Assistance and support the district's ongoing focus on PBIS, MTSS, restorative practices, social-emotional learning, and targeted behavioral interventions.
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. 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	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 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	Actual Outcome 2025 Chronic Absenteeism: 27.3% Dashboard Status: Orange Analysis of Metric The district's chronic absenteeism rate was 27.3%, resulting in an Orange Dashboard status. While chronic absenteeism remains an area of concern, the district demonstrated	Students with disabilities and socio-economically disadvantaged students will improve from the red level on the dashboard to yellow, green or blue level Aeries attendance reports will show in decrease by 10% or more of the number of students chronically absent.	Baseline (2023 Dashboard): Chronic Absenteeism: 38.7% Status: Yellow Current Outcome (2025 Dashboard): Chronic Absenteeism: 27.3% Status: Orange Difference from Baseline: Decrease: 11.4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		frequent letters when attendance concerns arise.	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 regular school attendance. A2A also supports the timely distribution of letters to families when attendance concerns arise.	meaningful improvement through targeted attendance monitoring, family outreach, student support services, and intervention efforts. Improving student attendance remains a priority, particularly for student groups identified through Differentiated Assistance, as regular attendance is critical to academic achievement, student engagement, school connectedness, and overall student success. In 26-27 we will no longer use A2A.		Status Change: Yellow to Orange Analysis of Metric Compared to the 2023 baseline, chronic absenteeism decreased by 11.4 percentage points, demonstrating significant improvement in student attendance. Although the district's status changed from Yellow to Orange due to changes in Dashboard performance criteria and comparison measures, the reduction in the percentage of students who were chronically absent reflects the positive impact of attendance monitoring, family outreach, intervention efforts, and participation in EDCOE's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Continuous Improvement for Learning and Change (CILC) attendance work.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, the district continued to implement actions designed to improve school climate, student well-being, attendance, and engagement. PBIS, MTSS, counseling services, school psychology services, and attendance interventions were implemented across both school sites. The district also continued its partnership with EDCOE through the CILC process and utilized attendance supports and family outreach efforts to address chronic absenteeism.

A significant success was the reduction in chronic absenteeism from 40.0% to 27.3%, demonstrating the positive impact of attendance monitoring, intervention efforts, and family engagement. Kelvin survey results also reflected generally positive perceptions of school climate, communication, and support systems among students, staff, and families.

Despite these successes, suspension rates increased to 8.3%, resulting in a Red Dashboard indicator and highlighting the need for continued focus on student behavior supports. In response, the district strengthened PBIS, restorative practices, social-emotional learning, and targeted interventions for students requiring additional support.

Students benefited from a variety of opportunities designed to increase engagement and school connectedness, including athletics, arts programs, counseling services, library services, expanded middle school electives, student leadership opportunities, recognition assemblies, student rallies, monthly character trait instruction aligned with the elementary school program, and garden clubs established at both school sites.

As a result of these reflections and outcomes, the district will continue its focus on PBIS, MTSS, counseling services, attendance interventions, and social-emotional supports while placing additional emphasis on behavior supports, restorative practices, student engagement, and positive school culture. These efforts are intended to build on gains in attendance and connectedness while addressing ongoing concerns related to student behavior and suspension rates.

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.

Planned vs. Actual Percentage of Improved Services: School psychologist services were lower due to our full time psychologist leaving mid-year and using contracted services instead. 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. Action 2.5 is no longer being implemented in 2026-2027 and has been updated with $0 dollars expended for it.

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

The district continued to make progress toward Goal 2 by supporting student well-being, attendance, and school connectedness. Attendance interventions, family outreach, and collaboration with EDCOE contributed to a significant reduction in chronic absenteeism, which decreased from 40.0% to 27.3%.

Counseling services, school psychology services, PBIS, and MTSS continued to provide important supports for students, particularly Foster Youth, Low-Income students, and Students with Disabilities. Kelvin survey results reflected generally positive perceptions of school climate, communication, and support systems among students, staff, and families.

While attendance improved, suspension rates increased to 8.3%, resulting in a Red Dashboard indicator. These results indicate a continued need to strengthen behavior supports, restorative practices, and targeted interventions, particularly for student groups identified through Differentiated Assistance.

Students continued to benefit from enrichment opportunities, athletics, arts programs, leadership activities, counseling services, and library services, all of which support student engagement and connection to school. Overall, the district has established a strong foundation through PBIS, MTSS, counseling supports, and attendance initiatives and will continue refining these systems to improve student outcomes and school climate.

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

As a result of reflection on the implementation and effectiveness of Goal 2 actions, the district will continue its focus on PBIS, MTSS, counseling services, attendance interventions, and social-emotional supports. Given the increase in suspension rates and the district's Differentiated Assistance status, additional emphasis will be placed on behavior supports, restorative practices, and positive school culture across both school sites.

For the 2026–27 school year, the district plans to add a Registered Behavior Technician (RBT) position to provide behavioral support for students and staff across the district. This position will assist with behavior intervention implementation, student support, staff coaching, and proactive strategies designed to reduce behavioral incidents and improve student outcomes. To align staffing with current service needs and caseloads, the school psychologist position will be adjusted from 1.0 FTE to 0.7 FTE while continuing to provide required assessment, counseling, consultation, and MTSS support services.

The district will also continue and expand efforts to strengthen student engagement and school connectedness through recognition assemblies, student rallies, monthly character trait instruction, middle school electives, leadership opportunities, athletics, arts programs, student clubs, and garden clubs at both school sites.

These adjustments reflect a targeted and responsive approach to supporting students' behavioral, social-emotional, and engagement needs while strengthening school climate and reducing barriers to student success.

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. We will continue to promote parental participation for all families, especially for our unduplicated students and students with special needs.	$600.00	No
2.3	Counseling Services	*LREBG ACTION* A part-time .60 FTE staff member will be available for individual and group counseling.	$64,049.00	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. In 2026-27, we will be sharing a contract and will have a .7 psychologist to meet the needs of our students.	$62,332.00	Yes
2.5	SEL Services	The district is working with CalHope to provide a robust SEL program through a SEL Coordinator and curriculum. This action is no longer included in 2026-2027.	$0.00	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.	$21,000.00	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.	$3,000.00	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.	$58,080.00	No

Action #	Title	Description	Total Funds	Contributing
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 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.	$36,926.00	No
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.	$15,000.00	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	The FIT and Williams Facility Inspection Reports indicate that district facilities are in overall good condition; however, ongoing maintenance, repairs, and modernization efforts remain necessary. Current needs include restroom repairs and upgrades, replacement of	District will continue to designate funds for ongoing facility improvements.	Since the 2023 baseline, the district has completed several facility improvement projects identified through the FIT and Williams inspection processes. Improvements include carpet replacement in three classrooms at Pleasant Valley Middle School,

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.	aging HVAC units, drinking fountain repairs, roof replacements at the Gold Oak A Building and District Office, carpet replacement, and other repairs associated with aging facilities. The district will also continue to invest in safety and security systems, including alarms and emergency notification systems, as well as technology infrastructure and equipment necessary to support instruction and district operations. These efforts help ensure that students and staff have access to safe, functional, and well-maintained learning environments.		drinking fountain repairs, and roof repairs. The district continues to address maintenance needs associated with aging facilities while planning future projects, including tree removal, wall repairs, restroom upgrades, HVAC replacements, safety system improvements, roof replacement projects, and ongoing technology infrastructure upgrades.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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, functional, and well-maintained learning environments for our students and staff. Planning is ongoing for additional upgrades based on available	The district continued to address priorities identified in the Facilities Master Plan and through the FIT and Williams Facility Inspection Reports. Facility improvements completed during the year included roof repairs, drinking fountain repairs, and carpet replacement in three classrooms at Pleasant Valley Middle School. The district also continued routine maintenance and repairs to support safe and functional learning environments. Planning remains underway for additional facility improvement projects, including restroom repairs and upgrades, roof replacement projects, HVAC	District will continue to designate funds for ongoing facility improvements.	The 2023 baseline identified ongoing needs associated with aging facilities, including plumbing repairs, roof repairs, and gutter replacement projects. Since that time, the district has completed roof repairs, drinking fountain repairs, and carpet replacement in three classrooms at Pleasant Valley Middle School while continuing routine maintenance across both sites. Although facility needs remain, these improvements have helped address priorities identified in the Facilities Master Plan and maintain safe and functional learning environments for students and staff.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			funding and identified priorities.	replacements, wall repairs, tree removal, safety system improvements, and technology infrastructure upgrades. These efforts reflect the district's ongoing commitment to maintaining safe, functional, and well-maintained facilities for students and staff.		
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	The district continued to implement its technology replacement and modernization plan during the 2025–26 school year. Student Chromebooks were purchased to support access to instructional technology and digital learning resources. The district also began the transition from outdated classroom projectors to large-	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.	The district technology plan identified the need to replace aging technology devices and modernize classroom instructional equipment. Since the baseline year, the district has purchased student Chromebooks to support access to digital learning and has begun the transition from outdated classroom projectors to large-screen TVs. The

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			projectors are outdated and no longer meet instructional needs; these will be phased out and replaced with TVs to enhance visual clarity and improve instructional delivery.	screen TVs, completing the initial rollout in classrooms across both school sites. Ongoing repairs and replacement of student devices, teacher computers, and other instructional technology equipment were completed as needed to support teaching, learning, and district operations. These efforts improved access to technology, enhanced instructional delivery, and supported the district's goal of providing students and staff with reliable and effective learning tools.		initial rollout of classroom TVs has been completed in selected classrooms, improving visual clarity and instructional delivery. The district continues to replace and repair student devices, teacher computers, and other technology equipment as needed while planning for future technology upgrades and replacement cycles.
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	The district implemented several safety improvements during the 2025–26 school year to	Safety systems will be effectively implemented and in full working order.	Since the baseline year, the district has strengthened school safety through the implementation of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 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	strengthen campus security and emergency preparedness. Safety protocols and emergency procedures were reviewed, updated, and standardized across both school sites to ensure consistency districtwide. At Pleasant Valley Middle School, student pick-up and drop-off procedures were redesigned to improve traffic flow and student safety by relocating parent vehicles to the front of the school and moving buses to the rear of the campus. Additional fencing was installed at both the elementary and middle school campuses to enhance physical security and improve control of access to school		consistent districtwide safety protocols and emergency procedures. At Pleasant Valley Middle School, student pick-up and drop-off procedures were redesigned to improve traffic flow and student safety by separating parent vehicles and buses. Additional fencing was installed at both school sites to enhance campus security and access control. These improvements reflect the district's ongoing efforts to provide safe, secure, and well-maintained learning environments for students and staff.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 timely information is shared with families and staff in both routine and emergency situations. Finally, all existing safety systems—including communication protocols and emergency	grounds. These improvements support the district's ongoing commitment to maintaining safe, secure, and well-organized learning environments for students and staff.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 [2025-26]

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

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

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.	$270,856.00	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.	$198,789.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$345,050	$0.00

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
7.586%	0.000%	$0.00	7.586%

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:** LEA-wide	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.

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
1.9	**Action:** Certificated Staffing **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	Appropriate staffing will be maintained will be maintained, even with lower enrollment, to ensure lower student to teacher ratios and provide additional opportunities for student intervention.	CAASPP scores will increase 10% based on 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 expanded school psychologist services to address increasing social-emotional, behavioral, and mental health needs among students, particularly Foster Youth, Low-Income students, and Students with Disabilities. For the 2026–27 school year, the school psychologist position will be adjusted to 0.7 FTE to align with current caseloads while continuing to provide assessment, counseling, consultation, crisis response, and MTSS support services. In support of Goal 2, Action 5, the district will maintain a 0.7 FTE school psychologist to support students and staff through interventions that promote social-emotional learning, positive behavior supports, and student well-being. Services will prioritize Low-Income students, Foster Youth, and students with identified needs, while remaining available to support all students as appropriate. This continues to be an effective use of funds, as research links social-emotional learning and behavioral supports to increased student engagement, improved school climate, and stronger academic outcomes. 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 will continue to play a key role in supporting students, families, and staff while helping to strengthen the district's MTSS framework and behavioral intervention systems.	

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
1.5	**Action:** Additional Classified Staff for Intervention **Need:** learning loss **Scope:**	Additional aides will classified be hired to support our Foster Youth and Low-Income students. This will be to help support those students with learning loss.	Percentage of Foster Youth and Low-Income students scoring Early On Grade Level, Mid On Grade Level, or Above Grade Level on the i-Ready Mathematics Diagnostic.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,548,368	$345,050	7.586%	0.000%	7.586%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,311,908.00	$735,245.00	$0.00	$71,295.00	$4,118,448.00	$3,654,363.00	$464,085.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Qualified Teachers	All	No				Ongoing	$1,922,604.00	$0.00	$1,922,604.00				$1,922,604.00	
1	1.2	Provide Standards Based Curriculum	All	No				Ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
1	1.3	Provide Appropriate Support Staff	All	No				Ongoing	$169,825.00	$273,213.00	$443,038.00				$443,038.00	
1	1.4	Intervention Time	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$0.00	$2,255.00	$2,255.00				$2,255.00	
1	1.5	Additional Classified Staff for Intervention	All	No			All Schools	2024-2027	$45,298.00	$0.00	$45,298.00				$45,298.00	
1	1.6	Professional Development	All	No			All Schools	2023-2026	$0.00	$8,000.00		$8,000.00			$8,000.00	
1	1.7	Special Education Support Personnel	All	No			All Schools	2024-2027	$608,271.00	$0.00		$608,271.00			$608,271.00	
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	Certificated Staffing	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$345,050.00	$0.00	$345,050.00				$345,050.00	
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	$64,049.00	$0.00		$32,023.00		$32,026.00	$64,049.00	
2	2.4	School Psychologist Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$62,332.00	$0.00	$40,863.00			$21,469.00	$62,332.00	

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	2.5	SEL Services	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.6	Enrichment Programs	All	No			All Schools	Ongoing	$6,000.00	$15,000.00	$15,000.00	$6,000.00			$21,000.00	
2	2.7	MTSS (Multi-Tiered Systems of Support)	All	No			All Schools	Ongoing	$3,000.00	$0.00		$3,000.00			$3,000.00	
2	2.8	Nursing Services	All	No			All Schools	Ongoing	$58,080.00	$0.00	$58,080.00				$58,080.00	
2	2.9	Library Services	All	No			All Schools	Ongoing	$36,926.00	$0.00		$36,926.00			$36,926.00	
2	2.10	Additional Counseling Services	All	No			All Schools	2024-2027	$0.00	$15,000.00				$15,000.00	$15,000.00	
3	3.1	Facility Maintenance and Improvement	All	No			All Schools	Ongoing	$202,857.00	$67,999.00	$270,856.00				$270,856.00	
3	3.2	Technology Upgrades	All	No			All Schools	Ongoing	$130,071.00	$68,718.00	$168,864.00	$29,925.00			$198,789.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,548,368	$345,050	7.586%	0.000%	7.586%	$388,168.00	0.000%	8.534 %	**Total:**	$388,168.00
								LEA-wide Total:	$388,168.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Intervention Time	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,255.00	
1	**1.9**	Certificated Staffing	Yes	LEA-wide	Foster Youth Low Income	All Schools	$345,050.00	
2	**2.4**	School Psychologist Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	$40,863.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,599,061.58	$4,129,296.71

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	1,778,919.71
1	**1.2**	Provide Standards Based Curriculum	No	$5,000.00	5,000.00
1	**1.3**	Provide Appropriate Support Staff	No	$835,304.00	844,756.00
1	**1.4**	Intervention Time	No Yes	$4,850.00	4,850.00
1	**1.5**	Additional Classified Staff for Intervention	No	$103,612.00	45,600.00
1	**1.6**	Professional Development	No	$28,600.00	8,658.00
1	**1.7**	Additional Special Education Support Personnel	No	$106,986.00	483,529.00
1	**1.8**	Supplemental Intervention Materials and Online Programs	No	$2,800.00	2,800.00
1	**1.9**	Additional Certificated Staff	No Yes	$302,434.00	302,434.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Anti-Bully, Climate Building opportunities for students and families	No	$500.00	500.00
2	2.2	Positive Behavior Intervention and Supports (PBIS)	No	$600.00	600.00
2	2.3	Counseling Services	No	$61,579.00	62,619.00
2	2.4	School Psychologist Support	Yes	$141,870.00	50,824.00
2	2.5	SEL Services	No	$121,000.00	0.00
2	2.6	Enrichment Programs	No	$88,243.00	19,000.00
2	2.7	MTSS (Multi-Tiered Systems of Support)	No	$5,840.00	4,500.00
2	2.8	Nursing Services	No	$50,323.00	59,109.00
2	2.9	Library Services	No	$29,870.00	34,910.00
2	2.10	Additional Counseling Services	No	$27,000.00	18,000.00
3	3.1	Facility Maintenance and Improvement	No	$412,048.00	225,971.00
3	3.2	Technology Upgrades	No	$253,119.58	176,717.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$348,746	$358,745.00	$404,420.00	($45,675.00)	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	4,850.00		
1	1.9	Additional Certificated Staff	Yes	$302,434.00	348,746.00		
2	2.4	School Psychologist Support	Yes	$51,461.00	50,824.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,543,377	$348,746	0	7.676%	$404,420.00	0.000%	8.901%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024