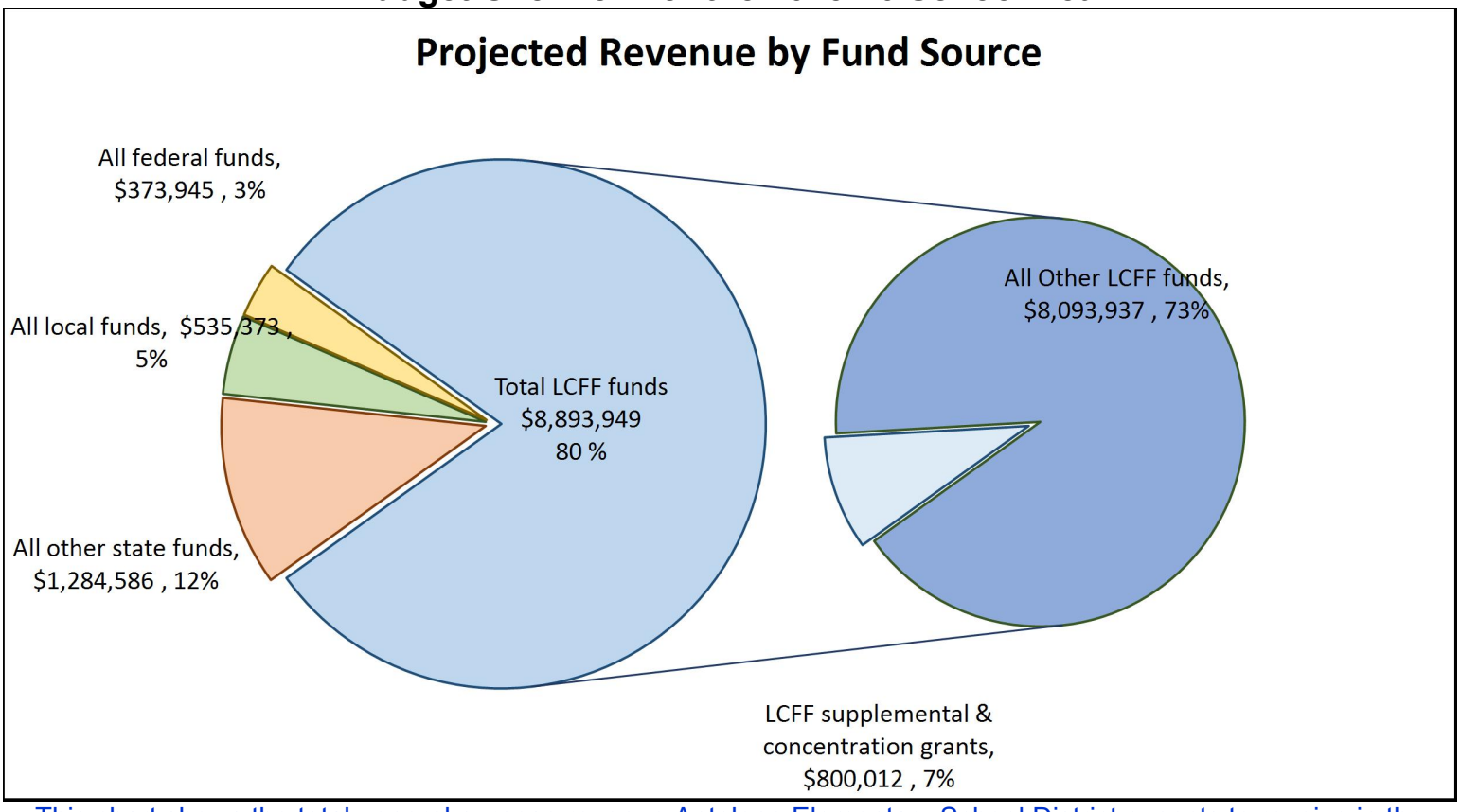
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Antelope Elementary School District
CDS Code: 52 71472
School Year: 2025-26
LEA contact information:
Jim Weber
Superintendent
jweber@antelopeschools.org
5305271272

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

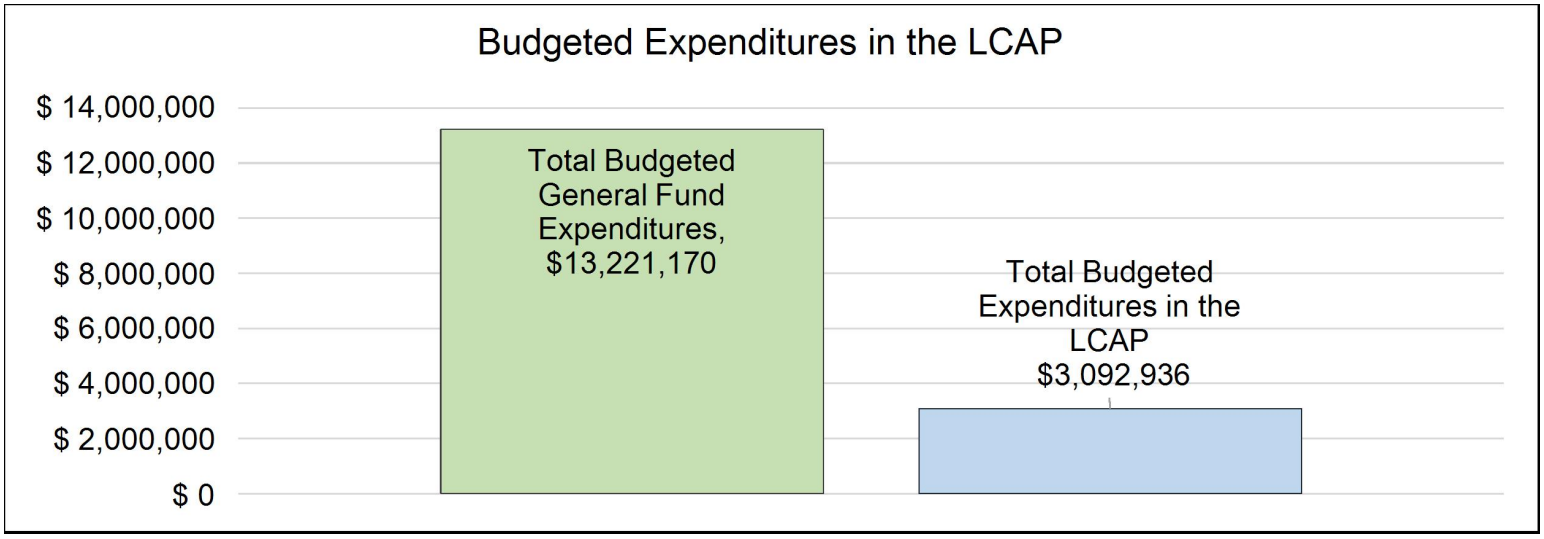


This chart shows the total general purpose revenue Antelope Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Antelope Elementary School District is $11,087,853, of which $8,893,949 is Local Control Funding Formula (LCFF), $1,284,586 is other state funds, $535,373 is local funds, and $373,945 is federal funds. Of the $8,893,949 in LCFF Funds, $800,012 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 Antelope Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Antelope Elementary School District plans to spend $13,221,170 for the 2025-26 school year. Of that amount, $3,092,936 is tied to actions/services in the LCAP and $10,128,234 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

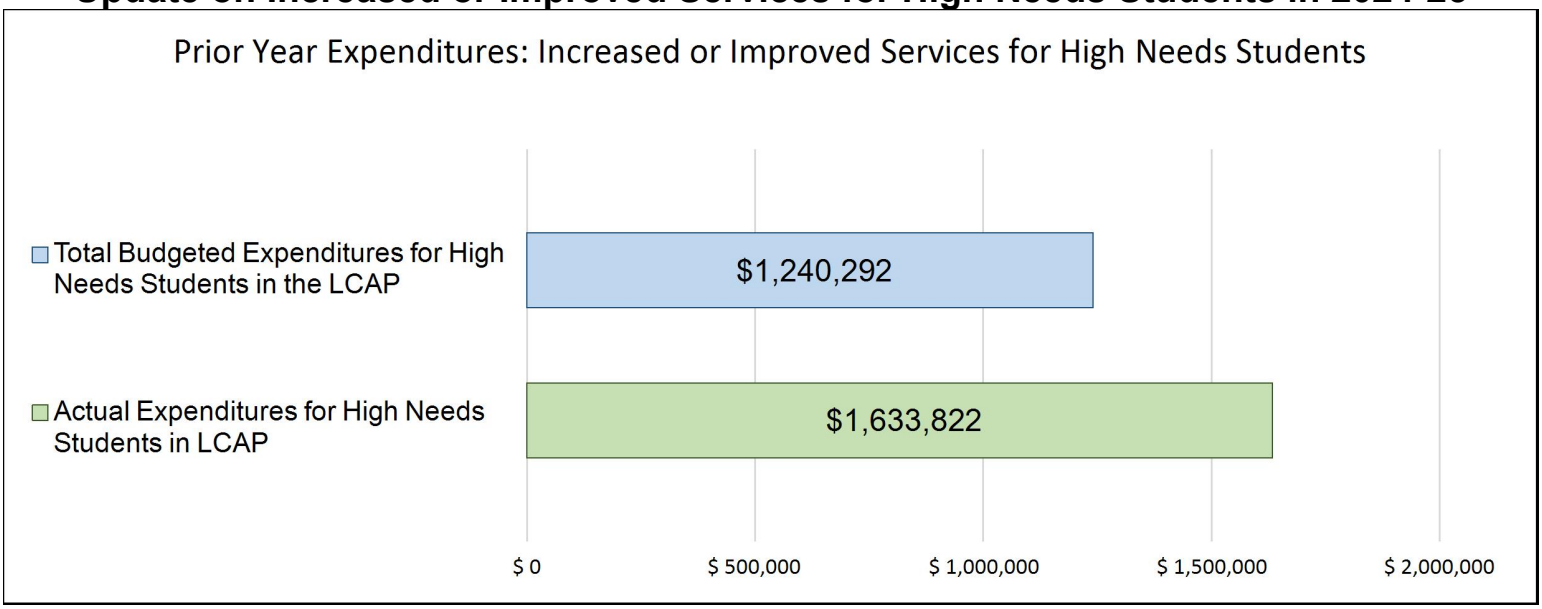
Maintenance and staffing; including teachers aides, food services and district office staff. This also includes general operating expenses such as utilities.

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

In 2025-26, Antelope Elementary School District is projecting it will receive $800,012 based on the enrollment of foster youth, English learner, and low-income students. Antelope Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Antelope Elementary School District plans to spend $1,732,843 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Antelope Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Antelope Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Antelope Elementary School District's LCAP budgeted $1,240,292 for planned actions to increase or improve services for high needs students. Antelope Elementary School District actually spent $1,633,822 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Antelope Elementary School District	Jim Weber Superintendent	jweber@antelopeschools.org 5305271272

Plan Summary [2025-26]

General Information

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

VISION AND MISSION
The Antelope School District staff, students, parents, and community are committed to providing a safe learning environment that promotes academic excellence, responsible citizenship, and a lifelong desire for learning. We will work together in order to ensure the success of all our students.

SCHOOL INFORMATION
Antelope Elementary School District is located 130 miles north of Sacramento just outside the Red Bluff City limits. The local economy is predominantly supported by the agriculture, ranching, lumber, and tourism industries which provide opportunities for field trips, guest speakers and classroom demonstrations. Local service clubs' recognition and support are evidence of this community's strong commitment to education. The Tehama County Education Foundation and local merchants, partner with the school to provide incentives and other opportunities for the students. Parent involvement is highly supported. District enrollment for the 2024-25 school year is at 788 for grades TK-8. The six ethnic groups represented are: Asian, African-American, Caucasian, Hispanic, East Indian and Native American. Annually, between 45 and 65 percent of the students are on the free and reduced price lunch program. In all academic areas, we will continue to work together to ensure that both curriculum and instruction are in alignment with the Common Core State Standards kindergarten through Eighth Grade. The staff is composed of highly professional and dedicated teachers and support personnel who represent a wealth of experience and enthusiasm. This creates a very positive and supportive environment for all students. The administration and staff have developed an elementary program that has generated significant acclaim and is a source of pride to the students, staff, parents and community.

Reflections: Annual Performance

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

In reviewing the California School Dashboard in combination with local data, the district sees a bright future and improvement on the horizon. Acknowledging the fact that all of the students within the state testing age range experienced school shutdowns and distance learning while emerging from the COVID-19 pandemic, Antelope Elementary School District students seemed to perform in line with past years with respect to regional and statewide comparisons. Raw scores proved to be lower than years past, but this was a statewide trend. Specifically, Language arts was an area of slight decline. Chronic absenteeism and suspensions were an issue, but mostly steady from past years. Specific to the 2023 California State Dashboard, Suspension rate had the Lowest Performance Levels at 7.6% and a 0.4% increase. Next lowest on average was chronic absenteeism, at 21.8% but on the positive side, it declined by 3.4%.

Local data showed an increase in overall attendance, reduction in overall days of suspension, and growth within bands of proficiency in math and language arts on local assessments.

After undergoing a needs assessment process, it has been determined that LREBG funds would best be applied to assist in implementation of an early literacy program. Staffing for interventionist and coaching positions will assist in bringing our youngest learners to level, and provide the best most efficient use of funds to support all other goals and metrics with foundational early literacy.

The CA Dashboard indicates the following groups need support in the following areas. a. Absenteeism in EL, SED, and SWD; b. Suspension in All, SWD< SED, and White student; and c. Mathematics in White and SED students. For Absenteeism and Suspension, the district will target those needs with action 1.11 - MTSS teams to focus on Tier 1 interventions at AES and BMS. Academics, Social Emotional, PBIS. Partnering with TCDE, small teams will train in 2023-24, with a goal of a dynamic restorative discipline plan. Future MTSS focus will be determined as the partnership grows. For Math, the district will target those needs with action 1.3 - Staff Math Centers with full time Math Lead Teachers and support personnel. Continue professional growth of Math Center staff.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Surveys, SITE council meetings (SITE Council consists of staff and parents, including parents of special education students,) School Plan for Student Achievement, Online parent forum, weekly informational calls, public comment in board meetings, ELAC, and appointment based meetings.
Students	The Student Advisory Committee (SAC) provided feedback on student well-being, academic support structures, and inclusive school climate. Meetings were held in November and March, and input gathered included the need for more more math support and expanded access to counseling. This feedback informed the updated information for Goal 1 metric 1.2 and Goal 2 metric 2.8 and the associated actions focused on increased math support, student engagement, and mental health
Administrators/Principals	Surveys, cabinet meetings, weekly informational calls, public comment in board meetings, ELAC, and appointment based meetings.
Teachers	Staff meeting, Vertical Alignment team meetings, MTSS meetings, Surveys, SITE council meetings, Online forum, weekly informational calls, public comment in board meetings, ELAC, and appointment based meetings.
Local Bargaining Units	Negotiations, monthly meetings, surveys, designated time in board meetings
Other School Personnel	Staff meeting, Vertical Alignment team meetings, MTSS meetings, Surveys, SITE council meetings, Online forum, weekly informational

Educational Partner(s)	Process for Engagement
	calls, public comment in board meetings, ELAC, and appointment based meetings.

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

Our goals reflect the feedback provided. Teachers and staff, parents, and students all support goals that target student achievement, college and career readiness, safety, and communication. For the 2024-25 school year, particular attention was paid to goal 2 in meetings, as overall safety, was top of mind. Groups recommended review of procedures and plans as well as assessment of site safety by law enforcement partners.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Rigorous Learning and High Achievement for all students.	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.

To provide a learning environment based on the common core standards to maximize student progress and achievement..

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1. District wide ELA CAASPP % of students meeting or exceeding standard.	1. 22/23: 46.66% met or exceeded standard in ELA CAASPP	1. 23/24 43.07% met or exceeded standard in ELA CAASPP		1. Maintain or improve by 1% district wide ELA CAASPP proficiency	3% lower
1.2	2.District wide Mathematics CAASPP % of students meeting or exceeding standard.	2. 22/23: 34.62% met or exceeded standard in Mathematics CAASPP	2. 23/24 37.83% met or exceeded standard in Mathematics CAASPP		2. Maintain or improve by 1%district wide Mathematics CAASPP proficiency	3% higher
1.3	3. English Learner proficiency as measured by the ELPAC summative.	3. 22/23 25% proficient	3.23/24 35.9% proficient		3. 30% proficient on ELPAC Summative.	almost 11% higher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	4. English Learner Reclassification Rate	4. EL Reclassification Rate based on ELPAC 22/23- 23%	4. EL Reclassification rate 23/24 - 24%		4. Maintain or improve EL Reclassification Rate based on ELPAC.	Maintain
1.5	5. Number of students participating in enrichment activities	5. 230 students participated in enrichment courses during the 2022-23 school year at BMS.	5. 100% students participated in enrichment courses during the 2023-24 school year at BMS.		5. Maintain or improve the number of students who participated in enrichment activities.	Maintain
1.6	6. AESD students provided access to Common Core State Standards aligned materials	6. 100% of students were provided access to CCSS materials in 23/24.	6. 100% of students were provided access to CCSS materials in 24/25.		6. 100% of students provided access to CCSS materials.	Maintain
1.7	7. Teacher mis-assignments in the district	7. Zero teacher mis-assignments in AESD 22/23	Zero teacher mis-assignments in AESD 23/24		7. Maintain zero teacher mis-assignments.	Maintain
1.8	8. Performance Levels for English Learners	8. Number of participants taking the 22/23 ELPAC = 42 students Level 4= 25% Well Developed Level 3= 41.67% Moderately Developed Level 2= 30.56%Somewhat Developed Level 1= 2.78%Beginning to Develop	8. Number of participants taking the 23/24 ELPAC = 35 students Level 4=35.29% Well Developed Level 3= 26.47% Moderately Developed Level 2= 29.41%Somewhat Developed Level 1= 8.82%Beginning to Develop		8. Maintain or improve Proficiency Rates for English Learners using the ELPAC data.	Improved 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	9. District will support student's academic and social-emotional needs throughout school year with trained personnel (School Psycologist, ERMHS Clinician, School Based Mental Health Clinician, Empower Tehama Counseling)	9. 2022-2023 - District funded School Psychologist and Mental Health Clinician	9. 2023-2024 - District funded FTE School Psychologists		9. District continues to provides School Psychologists	Moved from a mental health clinician to an additional school psychologist
1.10	10. Reporting data for the number of students participating in the 5th Grade CA Physical Fitness Test.	10. 22/23 Participation rate was 100%	10. 23/24 Participation rate was 100%		10. Maintain the percentage of students who participate in the grade level Physical Fitness Test.	Maintain
1.11	11. The AESD has implemented the CCSS in terms of curriculum and instruction as well as teacher professional development at a rate of 100%	11. 100% CCSS implementation 22/23 Adopted curriculum and professional development.	11. 100% CCSS implementation 23/24 Adopted curriculum and professional development.		11. 100% CCSS Implementation. Maintain or improve state adopted curriculum and professional development.	Maintain
1.12	12. Student performance in the area of Next Generation Science Standards measured by California Science Test data.	12. 22/23: 5th grade: 51% met or exceeded standards 8th grade: 24% met or exceeded standards in Science.	12. 23/24: 5th grade: 30.15% met or exceeded standards 8th grade: 29.87% met or exceeded standards in Science.		12. Maintain or improve by 1% students who meet the Distance from Level 3 achievement level.	5th decreased 20%, 8th increased 5%.

Goal Analysis [2024-25]

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

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

In general, the actions planned for this goal were implemented in the 2024-25 school year. The lone major exception was the implementation of a music program, as the district was unable to hire a music teacher. Increased costs and that large staffing issue were the major challenges with implementation. Finally, the district chose to change it's mental health clinician position to a second school psychologist position to best serve students with disabilities as well as

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.

Material differences per action item:
1.1 - increase to wages and benefits
1.2 - increase due to added professional development in LA and Math
1.5 - decrease due to staffing change
1.6 - increase due to addition of 9 hour day for ELOP
1.8 - decrease due to change in staffing
1.14 - increase due to additional student needs in SDC
1.17 - decrease due to shortage of staff with required credentials
1.18 - increase due to additional educational programs

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

There was a dip in performance in Language Arts and in Science related to our metrics. On the other hand, there was an increase in performance in the areas of Math and English Learners.

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

No major changes were implemented to the planned goal, metrics, target outcomes, or actions for this goal.

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	Literacy Centers	Using Learning Recovery Emergency Block Grant funds staff Literacy Centers with full time Reading Specialists and support personnel. Continue professional growth of Literacy Center staff.	$669,010.37	Yes
1.2	Professional Development	Provide Professional Development per district need, including support effective instructional practices for EL students.	$50,562.00	Yes
1.3	Math Intervention Centers	Staff Math Centers with full time Math Lead Teachers and support personnel. Continue professional growth of Math Center staff.	$362,861.28	Yes
1.4	Technology	Expand and maintain chromebook fleet to ensure student access to intervention programs.	$318,568.00	Yes
1.5	Rural Community Transportation	Transport students from rural communities (Plum Valley, Mineral and Manton) to Antelope Elementary and Berrendos Middle School for continuum of services. This transportation is not required, but without our most needy students would not be able to get to school.	$37,227.00	Yes
1.6	Summer School	Support Summer School with a focus on literacy. The Summer School program is facilitated by TCDE and costs are shared. These are the anticipated expenditures.	$173,566.00	No
1.7	Enrichment Opportunities	Expand enrichment and blended learning opportunities to better prepare students for high school, college, and career readiness. This may include STEM, Spanish, Coding/Computer Literacy courses.	$2,000.00	Yes
1.8	Physical Education	Continue to provide a physical education program that emphasizes fitness, nutrition and wellness.	$85,912.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	School Libraries	Maintain school libraries to provide students with access to books and reading.	$108,068.00	Yes
1.10	English Language Development	Monitor and refine language development programs for ELL students based on State and EL Standards.	$41,854.00	Yes
1.11	MTSS Team implementation	MTSS teams to focus on Tier 1 interventions at AES and BMS. Academics, Social Emotional, PBIS. Partnering with TCDE, small teams will train in 2023-24, with a goal of a dynamic restorative discipline plan. Future MTSS focus will be determined as the partnership grows.	$3,500.00	No
1.12	Next Generation Science Pilot/Adoption	Provide Pilot and training opportunities to staff to facilitate NGSS Adoption		Yes
1.13	Social Emotional Learning	Implement K-5 Social Emotional Learning programs	$5,250.00	No
1.14	Special Day Classes	Staff an SDC class for Antelope Elementary School with 1 certificated teacher and 3 classified staff. Staff an SDC class for Berrendos Middle School with 1 certificated teacher and 2 classified staff. ****IBIs, IEP school closure, etc	$489,830.53	No
1.15	Supplementary Science Budget	Continue to provide a supplementary supply budget to help facilitate implementation of Next Generation Science Standards and drive student achievement on the California Science Test.	$1,274.00	No
1.16	Learning Ally	Continue district wide licensing for Learning Ally, an audio book literacy support program for reading intervention students.	$3,199.00	No

Action #	Title	Description	Total Funds	Contributing
1.17	Music Program	Unable to staff a music teacher 24-25 school year		Yes
1.18	Technology - Educational Programs and Support	Various Educational programs and related expenses to support learning.	$105,676.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe environment for all members of the community from students and teachers to parents and guardians with clear and consistent communication and an emphasis on college and career readiness for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

To provide exposure and preparation in a safe and cohesive environment for the steps our students will need to take to be successful throughout high school and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	1. 8th grade student attendance of college visitations.	1. 100% college visitation attendance by 8th graders	1. 100% college visitation attendance by 8th graders		1. Maintain yearly college visitations.	Maintained
2.2	2. 8th grade student participation in Career day	2. 100% Career day participation by 8th graders	2. 100% Career day participation by 8th graders		2 Maintain Career Day participation.	Maintained
2.3	3. Student enrollment in STEM or other tech based curriculum	3. 40 students enrolled in STEM or tech based curriculum.	3. 40 students enrolled in STEM or tech based curriculum.		3. Maintain or increase enrollment in STEM based classes .	Maintained
2.4	4. Career or college base thematic units	4. All eighth grade students produce a	4. All eighth grade students produce a		4. Maintain the college based	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	integrated into curriculum.	detailed college report in Language Arts.	detailed college report in Language Arts.		thematic units and college and career readiness	
2.5	5. Survey response related to feeling welcome, communicating effectively, and having strong community partnerships	5. 2023-24 Survey response maintained a 93% approval rate in terms of feeling welcome, communicating effectively, and having strong community partnerships.	5. 2024-25 Survey response maintained a 93% approval rate in terms of feeling welcome, communicating effectively, and having strong community partnerships.		5. Continue surveying stakeholders with regards to feeling welcome, communicating effectively, and having strong community partnerships. Target 95% approval rating for 2023-24.	Maintained
2.6	6. Remind App use	6. Based on recent staff survey, 80% of staff currently use the Remind app.	6. Based on 2024-25t staff survey, 80% of staff use the Remind app.		6. Increase staff use of communication apps (Remind/Classtag) to 90%.	Maintained
2.7	7. ELAC/DLAC attendance****SITE council	7. ELAC/DLAC attendance 2021-22 averaged 14 people.	7. ELAC/DLAC attendance 2023-24 averaged 14 people.		7. ELAC/DLAC attendance will maintain or increase.	Maintained
2.8	8. Survey results regarding safety of environment and relationships with peers and adults	8. 2023-24 Survey respondents reported feeling safe at school and having positive relationships with peers and adults at a rate of 92%.	8. 2024-25 Survey respondents reported feeling safe at school and having positive relationships with peers and adults at a rate of 92%.		8. Maintain or improve upon baseline safety survey results.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	9. Chronic absenteeism rate	9. 2022-23 Our chronic absenteeism rate was 21.9%	9. 2023-24 Our chronic absenteeism rate was 15.1%		9. Reduce chronic absenteeism rate each year.	Reduced 6.8%
2.10	10. Results of Facility Inspection Tool and "Maintenance Essentials" app staff survey responses.	10. 2023-24 Facilities Inspection Tool implemented, results indicate all schools and facilities in AESD fall under "good" or "fair' rating.	10. 2023425 Facilities Inspection Tool implemented, results indicate all schools and facilities in AESD fall under "good" or "fair' rating.		10. Facilities Inspection Tool implemented, results indicate all schools and facilities in AESD fall under "good" rating.	Maintained
2.11	11. Monitoring and maintaining a 0% Middle School Drop out rate.	11. 2023-24 Middle School drop out rate was 0%	11. 2023-24 Middle School drop out rate was 0%		11. 0% Middle School drop out rate.	Maintained
2.12	12. Suspension/Expulsion Rate	12. 2023-24 suspension rate was at 3.5%. The expulsion rate was 0.2%.	12. 2024-25 suspension rate was at 2.5%. The expulsion rate was 0%.		12. Suspension rate reduced each year.	Reduced by 1% and 0.0%, respectively
2.13	13. Annual attendance rate	13. 2023-24 District wide attendance rate was 95.64%	13.2024-25 District wide attendance rate was 95.64%		13. Annual attendance rate maintained or improved upon annually.	Maintained
2.14	14. % of population receiving Mental Health Support. (Counseling, ERMHS, SEL, Small Group.)	2023-24 12% of AESD students received Mental Health support through one-on-one counseling (27), ERMHS (10), and small group counseling (68).	14. 2024-25 12% of AESD students received Mental Health support through one-on-one counseling (26), ERMHS (9), and small group counseling (70).		14. Maintain or improve upon baseline counseling services	Maintained

Goal Analysis [2024-25]

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

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

By and large, the metrics and actions of this goal were maintained, which is viewed as a success. In addition, the reduction of absenteeism and suspension were very positive outcomes.

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.

Material differences per action item:
2.16 - increased due to higher wages and benefits
2.18 - decreased due to district finding free option
2.21 - increased due to program cost increase
2.25 - decreased due to change in staffing

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

Overall, all of the actions were successful to make progress toward the goal.

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

No major changes were implemented to the planned goal, metrics, target outcomes, or actions for this goal.

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	College Visits	8th grade students will visit multiple college campuses.		Yes
2.2	Career Day	8th grade students will participate in 8th Grade Career Day.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Honor Roll Trips	Continue honor roll field trips to encourage academic achievement.	$2,817.00	Yes
2.4	Transition to High School	Continue to build relationships with local high schools to ensure a smooth transition.	$0.00	No
2.5	STEM Affiliation with LEAs	Collaborated with the local high school CTE teachers to bring STEM activity and coding to our students.*****TCDE, RBHS, CTE grant	$0.00	No
2.6	Family Engagement	We will maintain and improve our communication between the school and families via various communication tools, stakeholder meetings, and school sanctioned events.	$0.00	No
2.7	College and Career Readiness.	We will continue to reach out to our families to provide information about college and career readiness. Curriculum integration, scheduled visits by local individuals to discuss their professions.	$0.00	No
2.8	Project Based Learning	8th grade students participate in a project researching a college or university within the Language Arts curriculum, and K-5th graders work in a thematic unit on careers integrated in to their Language Arts.	$0.00	No
2.9	Website	Continue to improve and update the efficiency of school and district website to encourage and promote opportunities for parents of unduplicated students and special education students to engage in programs that support their students.	$3,168.00	Yes
2.10	Improved communication with stakeholders	The district will continue to use various methods of communication including: Remind/Classtag text message system, Catapult Connect phone messaging system, Aeries Parent Portal, and district marquee to	$15,124.75	Yes

Action #	Title	Description	Total Funds	Contributing
		encourage and promote opportunities for parents of unduplicated students and special education students to engage in programs that support their students.		
2.11	Student Support*****	Utilize current personnel to support new students and families in the district. Support for students returning to onsite instruction.	$0.00	No
2.12	Social Media	Utilize social media options to further connect families to the school.	$0.00	No
2.13	Math & Literacy	Schedule a district wide math and literacy night to support students, parents and teachers. Parent group provides prizes.	$0.00	No
2.14	ELAC/SITE Council	Utilize various resources to encourage parents to attend ELAC events.	$0.00	No
2.15	4.1 Mental Health Clinician	AESD provided students with the support from a Full Time Mental Health Clinician		No
2.16	School Psychologist	Fund a full-time school psychologist. Provide supplies, PD, and assessment tools.	$305,187.26	Yes
2.17	Schoolwide and classroom rewards for attendance.	Improve attendance through weekly and Trimester Attendance Rewards		No
2.18	Cyberbullying and Bullying Prevention	Provide cyber-bullying and bullying awareness and prevention for all staff, parents, and students.		No

Action #	Title	Description	Total Funds	Contributing
2.19	Adaptive and SPED PE programs	Continue hosting High Hoops integrated basketball game for special needs students. Continue to enroll our eligible students to take part in the Annual Special Olympics		No
2.20	Regional CDS******	Collaborating with neighboring school districts to provide a regional CDS.		No
2.21	Safety Training	Provide district wide safety training from an outside consultant: Catapult, Keenan, CPI, and Tehama County Sheriff's Department	$15,124.75	Yes
2.22	Tehama County Safety Summit	Participate in county wide safety summit.		No
2.23	Campus Safety, Check-in System	Continue Raptor Check-in Safety System, upgrade clocks and bells at AES and BMS. Replace district server for storing video data and adding additional cameras to AES & BMS. Install Vape Sensors at BMS	$14,118.72	Yes
2.24	Maintaining a Healthy Student Population	School Nurse - Contracted, Heath Assistant	$106,116.00	Yes
2.25	Maintain and Support Attendance Management	School Secretaries work with families, teachers, students and SARB to promote school attendance.	$122,921.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Discontinued Equity Multiplier Focus Goal (Increase student support at Plum Valley School with additional teaching staff)	Equity Multiplier Focus 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)

An explanation of why the LEA has developed this goal.

This goal was originally developed in the 2023–24 LCAP in alignment with Equity Multiplier requirements for Plum Valley Elementary School. As of the 2025–26 fiscal year, Plum Valley Elementary School is no longer eligible for Equity Multiplier funding due to updated California School Dashboard performance data. As such, this goal is no longer required and will not continue in future LCAP cycles. However, data-driven efforts to support student groups previously addressed by this goal will be integrated into other relevant LCAP goals

(Original Goal Explanation from 2023-24: As a small school in rural Northern California, Plum Valley Elementary consists of students grades TK-5. This goal helps ensure a high level of support with the target of increased academic performance by providing focused instruction in grades TK-2 and 3-5.)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual absenteeism rate as measured by State reporting.	2023-2024: 92.7%			2026-2027: 95%	

Goal Analysis [2024-25]

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

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

N/A

This goal was originally developed in the 2023–24 LCAP in alignment with Equity Multiplier requirements for Plum Valley Elementary School. As of the 2025–26 fiscal year, Plum Valley Elementary School is no longer eligible for Equity Multiplier funding due to updated California School Dashboard performance data. As such, this goal is no longer required and will not continue in future LCAP cycles. However, data-driven efforts to support student groups previously addressed by this goal will be integrated into other relevant LCAP goals

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.

N/A

This goal was originally developed in the 2023–24 LCAP in alignment with Equity Multiplier requirements for Plum Valley Elementary School. As of the 2025–26 fiscal year, Plum Valley Elementary School is no longer eligible for Equity Multiplier funding due to updated California School Dashboard performance data. As such, this goal is no longer required and will not continue in future LCAP cycles. However, data-driven efforts to support student groups previously addressed by this goal will be integrated into other relevant LCAP goals

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

N/A

This goal was originally developed in the 2023–24 LCAP in alignment with Equity Multiplier requirements for Plum Valley Elementary School. As of the 2025–26 fiscal year, Plum Valley Elementary School is no longer eligible for Equity Multiplier funding due to updated California School Dashboard performance data. As such, this goal is no longer required and will not continue in future LCAP cycles. However, data-driven efforts to support student groups previously addressed by this goal will be integrated into other relevant LCAP goals

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.

N/A

This goal was originally developed in the 2023–24 LCAP in alignment with Equity Multiplier requirements for Plum Valley Elementary School. As of the 2025–26 fiscal year, Plum Valley Elementary School is no longer eligible for Equity Multiplier funding due to updated California School Dashboard performance data. As such, this goal is no longer required and will not continue in future LCAP cycles. However, data-driven efforts to support student groups previously addressed by this goal will be integrated into other relevant LCAP goals

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	Staff Two FTE Teachers at PV	District will utilize Equity Multiplier funding to hire a second teacher for Plum Valley Elementary allowing for smaller class size ratios providing teachers more opportunities to build and support positive conditions for learning and address the social, emotional, and academic needs of the students.	$50,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$800,012	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.969%	0.000%	$0.00	9.969%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Literacy Centers **Need:** Foster youth often face gaps in their educational experiences, leading to literacy challenges that require targeted intervention. English learners need specialized support to develop language proficiency and literacy skills simultaneously. Students from low	To address these needs, the school will staff Literacy Centers with full-time Reading Specialists and support personnel, ensuring that students receive consistent, high-quality literacy instruction and support. The professional growth of Literacy Center staff will be continually supported through ongoing professional development opportunities to stay updated with the latest research-based literacy strategies and interventions. This approach ensures that staff are equipped with the	District wide ELA CAASPP % of students meeting or exceeding standard.

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
	socioeconomic backgrounds may have limited access to literacy resources and support at home, making school-based literacy interventions crucial for their academic success. **Scope:** LEA-wide	skills and knowledge to address diverse literacy needs effectively. Research underscores the importance of having skilled literacy specialists; for instance, the National Reading Panel highlights that trained reading specialists can significantly improve student reading outcomes (National Reading Panel, 2000). Furthermore, studies by the International Literacy Association demonstrate that ongoing professional development for literacy educators is critical for maintaining effective teaching practices and improving student literacy (International Literacy Association, 2018). By implementing these strategies, we aim to provide comprehensive literacy support that empowers foster youth, English learners, and socioeconomically disadvantaged students to achieve literacy proficiency and academic success.	
1.2	**Action:** Professional Development **Need:** Foster youth benefit from teachers who are trained to understand and respond to their unique social-emotional and academic needs. English learners require educators who are skilled in language acquisition strategies and culturally responsive teaching. Students from low socioeconomic backgrounds need teachers who are adept at employing differentiated instruction and other strategies to bridge learning gaps and address diverse learning needs. **Scope:**	To address these needs, the district will provide professional development for teachers and aides based on identified district needs. This includes training in trauma-informed practices to support foster youth, specialized strategies for teaching English learners, and techniques for differentiated instruction to meet the needs of students from low socioeconomic backgrounds. Professional development will be ongoing and tailored to ensure educators are equipped with the latest research-based methods to effectively support all students. Research indicates that targeted professional development improves teacher effectiveness and student outcomes. The Learning Policy Institute found that sustained, content-focused professional development significantly enhances teacher practices and student achievement (Darling-Hammond, Hyler, &	Teacher mis-assignments in 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
	LEA-wide	Gardner, 2017). Additionally, the American Educational Research Association highlights that professional development in culturally responsive teaching and differentiated instruction leads to improved educational equity and student success (Gay, 2010). By implementing these professional development initiatives, we aim to enhance the capacity of our educators to meet the diverse needs of foster youth, English learners, and students from low socioeconomic backgrounds, ultimately improving their academic performance and overall well-being.	
1.3	**Action:** Math Intervention Centers **Need:** Foster youth often experience interruptions in their education, leading to gaps in mathematical understanding that require targeted interventions. English learners need specialized support to comprehend mathematical language and concepts while developing English proficiency. Students from low socioeconomic backgrounds may have limited access to math resources and support outside of school, making in-school math interventions crucial for their success. **Scope:** LEA-wide	To address these needs, the school will staff Math Centers with full-time Math Lead Teachers and support personnel, ensuring that students receive consistent, high-quality math instruction and support. The professional growth of Math Center staff will be continually supported through ongoing professional development opportunities to stay updated with the latest research-based math teaching strategies and interventions. This approach ensures that staff are equipped with the skills and knowledge to address diverse mathematical needs effectively. Research underscores the importance of having skilled math specialists; for example, the National Mathematics Advisory Panel emphasizes that well-trained math teachers can significantly enhance student math performance (National Mathematics Advisory Panel, 2008). Additionally, the National Council of Teachers of Mathematics (NCTM) advocates for continuous professional development for math educators to maintain effective teaching practices and improve student math outcomes (NCTM, 2014). By implementing these strategies, we aim to provide comprehensive math support that	District wide Mathematics CAASPP % of students meeting or exceeding standard.

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
		empowers foster youth, English learners, and socioeconomically disadvantaged students to achieve mathematical proficiency and academic success.	
1.4	**Action:** Technology **Need:** Foster youth often lack consistent access to technology, which hinders their ability to participate in online intervention programs and complete digital assignments. English learners benefit from digital tools that support language acquisition and personalized learning. Students from low socioeconomic backgrounds may not have access to personal devices at home, making it essential for them to have access to technology at school to engage in digital learning and intervention programs. **Scope:** LEA-wide	To address these needs, the school will expand and maintain its Chromebook fleet to ensure all students have access to intervention programs and digital learning resources. This strategy includes providing sufficient devices for in-school use and ensuring they are well-maintained and up-to-date. By doing so, the school ensures that all students, particularly foster youth, English learners, and students from low socioeconomic backgrounds, have equitable access to technology that supports their learning and academic progress. Research supports the effectiveness of technology in education; for instance, the International Society for Technology in Education (ISTE) highlights that access to personal learning devices enhances student engagement, supports differentiated instruction, and improves educational outcomes (ISTE, 2016). Furthermore, a study by the Stanford Center for Opportunity Policy in Education found that technology can significantly enhance learning opportunities and outcomes for disadvantaged students, particularly when integrated into a comprehensive educational strategy (Darling-Hammond, Zielezinski, & Goldman, 2014). By expanding and maintaining the Chromebook fleet, we aim to bridge the digital divide and ensure that all students have the necessary tools to succeed in their educational endeavors.	AESD students provided access to Common Core State Standards aligned materials
1.5	**Action:** Rural Community Transportation	To address these needs, the district will provide transportation services to students from rural communities (Plum Valley, Mineral, and Manton)	Annual attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Foster youth, English learners, and students from low socioeconomic backgrounds living in rural communities often face significant transportation barriers that prevent them from accessing consistent educational opportunities. Without reliable transportation, these students may experience chronic absenteeism, which negatively impacts their academic progress and access to essential support services. **Scope:** LEA-wide	to Antelope Elementary and Berrendos Middle School, ensuring they can access a continuum of services. This transportation, while not required, is crucial for enabling our most needy students to attend school regularly and benefit from the full range of educational and support services available. Research indicates that providing reliable transportation is essential for reducing absenteeism and improving academic outcomes, especially for disadvantaged student groups. For example, a study by the Brookings Institution found that school transportation significantly affects attendance rates and educational equity, highlighting the importance of accessible transportation for student success (Duranton & Turner, 2011). Additionally, the National Center for Education Statistics reports that transportation is a key factor in ensuring that students from low-income families can consistently attend school and participate in educational activities (NCES, 2017). By implementing these transportation services, we aim to remove a significant barrier to education for foster youth, English learners, and students from low socioeconomic backgrounds, thereby supporting their academic achievement and overall well-being.	
1.7	**Action:** Enrichment Opportunities **Need:** Foster youth often require additional support to access enriching educational experiences that can enhance their college and career readiness. English learners benefit from a broad curriculum that includes opportunities to develop language skills in diverse contexts.	To address these needs, the district will expand enrichment and blended learning opportunities to include STEM, Spanish, and Coding/Computer Literacy courses. These programs will be designed to better prepare students for high school, college, and career readiness by providing them with essential skills and knowledge. Blended learning, which combines online and face-to-face instruction, will be utilized to offer flexible and personalized learning experiences. Research	Number of students participating in enrichment activities

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
	Students from low socioeconomic backgrounds may lack access to extracurricular and advanced learning opportunities that are crucial for preparing them for high school, college, and career pathways. **Scope:** Schoolwide	supports the effectiveness of enrichment and blended learning programs in enhancing student outcomes. For example, the National Science Foundation (NSF) emphasizes that STEM education is critical for developing problem-solving and critical-thinking skills, which are essential for future success (NSF, 2014). Additionally, the American Educational Research Association highlights that bilingual education programs, such as Spanish language courses, can improve cognitive development and academic achievement for English learners (AERA, 2014). Studies by the International Society for Technology in Education (ISTE) also indicate that coding and computer literacy courses prepare students for the digital economy and enhance their computational thinking skills (ISTE, 2016). By expanding these enrichment and blended learning opportunities, we aim to provide foster youth, English learners, and students from low socioeconomic backgrounds with the educational experiences necessary to succeed in high school, college, and their future careers.	
1.8	**Action:** Physical Education **Need:** Foster youth often experience stress and instability, which can impact their physical health and well-being. English learners may face challenges in understanding health-related information due to language barriers. Students from low socioeconomic backgrounds might have limited access to resources and opportunities for physical	To address these needs, the district will continue to provide a physical education program that emphasizes fitness, nutrition, and wellness. This program will include structured physical activities, comprehensive nutrition education, and wellness initiatives to promote healthy lifestyles among students. The program will be designed to be inclusive and accessible, ensuring that all students, including foster youth, English learners, and students from low socioeconomic backgrounds, benefit from it. Research indicates that physical education programs significantly improve students' physical health, academic	Reporting data for the number of students participating in the 5th Grade CA Physical Fitness Test.

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
	fitness and nutrition education outside of school, affecting their overall wellness. **Scope:** LEA-wide	performance, and social-emotional well-being. According to the Centers for Disease Control and Prevention (CDC), regular physical activity in children and adolescents can improve strength and endurance, build healthy bones and muscles, control weight, reduce anxiety and stress, and increase self-esteem (CDC, 2010). Additionally, the Society of Health and Physical Educators (SHAPE America) emphasizes that comprehensive physical education programs that include nutrition and wellness education can lead to better health outcomes and academic success (SHAPE America, 2016). By continuing to provide this robust physical education program, we aim to enhance the fitness, nutrition, and overall wellness of our students, particularly benefiting foster youth, English learners, and students from low socioeconomic backgrounds.	
1.9	**Action:** School Libraries **Need:** Foster youth often lack access to a stable collection of books and reading materials, impacting their literacy development and academic achievement. English learners need access to diverse reading materials that support language acquisition and comprehension. Students from low socioeconomic backgrounds may not have books at home, making school libraries a crucial resource for fostering a love of reading and improving literacy skills. **Scope:**	To address these needs, the district will maintain and enhance school libraries to ensure students have access to a wide range of books and reading materials. This strategy includes regularly updating the library collections to include diverse and high-quality reading materials that cater to the interests and reading levels of all students. Additionally, librarians will provide support and guidance to help students select appropriate books and develop strong reading habits. Research underscores the importance of school libraries in supporting student literacy and academic achievement. According to the American Library Association (ALA), students who have access to well-resourced school libraries staffed by certified librarians perform better academically and develop stronger reading skills (ALA, 2010). The National Literacy Trust also highlights that access to books	District wide ELA CAASPP % of students meeting or exceeding standard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	and a positive reading environment are key factors in fostering a love of reading and improving literacy outcomes, particularly for disadvantaged students (Clark & Teravainen-Goff, 2018). By maintaining and enhancing school libraries, we aim to provide foster youth, English learners, and students from low socioeconomic backgrounds with the resources and support they need to develop strong literacy skills and a lifelong love of reading.	
1.12	**Action:** Next Generation Science Pilot/Adoption **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require additional support and innovative teaching strategies to fully engage with and understand the Next Generation Science Standards (NGSS). Effective implementation of NGSS can provide these students with high-quality science education that promotes critical thinking and problem-solving skills essential for future academic and career success. **Scope:** LEA-wide	To address these needs, the district will provide pilot programs and training opportunities to staff to facilitate the adoption of NGSS. This strategy includes offering professional development workshops, collaborative planning sessions, and access to pilot programs that allow teachers to explore and implement NGSS-aligned instructional practices. By equipping educators with the knowledge and skills to effectively teach NGSS, we can enhance science education for all students, particularly those from disadvantaged backgrounds. Research supports the effectiveness of targeted professional development in improving teacher implementation of new standards and enhancing student learning outcomes. For instance, the National Research Council emphasizes that ongoing professional development is crucial for teachers to successfully adopt and implement NGSS, leading to improved student engagement and achievement in science (National Research Council, 2015). Additionally, studies by the National Science Teachers Association (NSTA) indicate that pilot programs and hands-on training opportunities help teachers better understand and apply NGSS, resulting in more effective science instruction and increased	Student performance in the area of Next Generation Science Standards measured by California Science Test data.

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
		student interest in STEM fields (NSTA, 2016). By providing these pilot and training opportunities, we aim to ensure that all students, including foster youth, English learners, and students from low socioeconomic backgrounds, benefit from high-quality, standards-aligned science education that prepares them for future academic and career success.	
1.17	**Action:** Music Program **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often lack access to extracurricular activities, including music education, which can provide significant cognitive, social, and emotional benefits. Access to a comprehensive music program can enhance their school experience, promote engagement, and support overall academic and personal development. **Scope:** LEA-wide	To address these needs, the district will implement a district-wide music program that includes TK-5th grade music for all classrooms at Antelope Elementary School, an elective 6th grade band, an elective 7/8 grade band at Berrendos Middle School, and a short-term after-school choir at BMS. This comprehensive music program aims to provide all students with the opportunity to engage in music education, fostering creativity, discipline, and teamwork. Research supports the benefits of music education in promoting student engagement, academic achievement, and social-emotional development. For example, a study by the Arts Education Partnership found that students who participate in music education programs show improved reading and math skills, enhanced cognitive development, and increased school attendance (Arts Education Partnership, 2011). Additionally, the National Association for Music Education (NAfME) highlights that music education helps students develop critical thinking and problem-solving skills, as well as social and emotional competencies (NAfME, 2014). By implementing this district-wide music program, we aim to provide foster youth, English learners, and students from low socioeconomic backgrounds with enriching educational experiences that	Number of students participating in enrichment activities

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
		support their overall growth and academic success.	
1.18	**Action:** Technology - Educational Programs and Support **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require additional educational programs and resources to address gaps in learning, support language acquisition, and enhance overall academic achievement. These students benefit significantly from targeted interventions and supplementary educational resources that address their unique needs. **Scope:** LEA-wide	To address these needs, the district will implement various educational programs and allocate related expenses to support learning for all students. This includes funding for supplementary instructional materials, targeted intervention programs, technology resources, and extracurricular activities that enrich the educational experience. By providing these resources, the district aims to enhance learning opportunities and support academic success for foster youth, English learners, and students from low socioeconomic backgrounds. Research indicates that well-funded educational programs and access to additional learning resources can significantly improve student outcomes. The Education Trust highlights that equitable funding and access to high-quality educational programs are crucial for closing achievement gaps and promoting educational equity (Education Trust, 2018). Additionally, studies by the American Institutes for Research (AIR) show that targeted intervention programs, especially those tailored to the needs of disadvantaged students, lead to improved academic performance and increased engagement in school (AIR, 2013). By investing in these educational programs and resources, we aim to provide a supportive and enriching learning environment that addresses the diverse needs of all students, promoting their academic success and overall well-being.	The AESD has implemented the CCSS in terms of curriculum and instruction as well as teacher professional development at a rate of 100%
2.1	**Action:** College Visits **Need:**	To address these needs, the district will organize visits for 8th grade students to multiple college campuses. These visits will provide students with firsthand experience of college environments,	8th grade student attendance of college visitations

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
	Foster youth, English learners, and students from low socioeconomic backgrounds often lack exposure to higher education environments and information about college pathways. These students benefit from opportunities to visit college campuses, which can increase their aspirations, provide them with valuable information about college options, and motivate them to pursue higher education. **Scope:** LEA-wide	expose them to various academic programs, and offer opportunities to interact with college students and faculty. By facilitating these visits, the district aims to inspire students, particularly those from disadvantaged backgrounds, to consider higher education as a viable and attainable goal. Research supports the positive impact of college campus visits on students' educational aspirations and readiness. The College Board highlights that early exposure to college campuses helps demystify higher education, increases students' motivation, and encourages them to set higher academic goals (College Board, 2012). Additionally, the American Educational Research Association (AERA) indicates that college visits can significantly impact students' perceptions of college accessibility and increase their likelihood of pursuing postsecondary education (AERA, 2015). By providing these college campus visits, we aim to broaden the horizons of foster youth, English learners, and students from low socioeconomic backgrounds, encouraging them to pursue higher education and achieve long-term academic success.	
2.3	**Action:** Honor Roll Trips **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often benefit from positive reinforcement and recognition of their academic achievements. Honor roll field trips serve as an incentive for maintaining high academic performance and provide these students with enriching	To address these needs, the district will continue to organize honor roll field trips to encourage and recognize academic achievement. These trips provide positive reinforcement for students who excel academically, motivating them to maintain high performance and setting a standard for other students to aspire to. The field trips also offer valuable cultural and educational experiences that can enhance students' overall development. Research supports the effectiveness of positive reinforcement and recognition in promoting academic achievement. According to the American	Number of students participating in enrichment activities

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
	experiences that they might not otherwise have access to. **Scope:** LEA-wide	Psychological Association (APA), recognition of students' achievements through rewards and incentives can significantly boost motivation and academic performance (APA, 2016). Additionally, the National Association of Secondary School Principals (NASSP) emphasizes that honor roll recognition programs and related activities contribute to a positive school culture and encourage students to strive for excellence (NASSP, 2013). By continuing honor roll field trips, we aim to provide foster youth, English learners, and students from low socioeconomic backgrounds with the motivation and recognition they need to achieve academic success and engage fully in their education.	
2.9	**Action:** Website **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds, along with their families, often rely on the school and district website for vital information about educational resources, events, and support services. An efficient and user-friendly website is crucial for ensuring these families have easy access to the information they need to support their children's education. **Scope:** LEA-wide	To address these needs, the district will continue to improve and update the efficiency of the school and district website. This involves ensuring the website is user-friendly, accessible, and regularly updated with relevant information. Key improvements include enhancing navigation, providing multilingual support, integrating interactive features, and ensuring mobile compatibility. These efforts will make it easier for all families, particularly those of foster youth, English learners, and students from low socioeconomic backgrounds, to access important information and resources. Research supports the importance of accessible and efficient school websites in fostering effective communication and engagement with families. According to the National School Public Relations Association (NSPRA), well-designed school websites play a critical role in improving communication between schools and families, leading to better student outcomes (NSPRA, 2014). Additionally, studies by	Survey response related to feeling welcome, communicating effectively, and having strong community partnerships

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
		the Family Engagement Lab emphasize that accessible digital communication tools, such as well-maintained websites, can significantly enhance family engagement and support student learning (Family Engagement Lab, 2018). By continuously improving and updating the school and district website, we aim to provide all families with easy access to essential information and resources, thereby supporting the educational success of foster youth, English learners, and students from low socioeconomic backgrounds.	
2.10	**Action:** Improved communication with stakeholders **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to communication between school and home, such as limited internet access, language differences, and lack of consistent contact information. Effective and varied communication methods are essential to ensure that families receive timely and accurate information about their children's education and school events. **Scope:** LEA-wide	To address these needs, the district will continue to use various methods of communication, including the Remind/Classtag text message system, Catapult Connect phone messaging system, Aeries Parent Portal, and district marquee. These multiple channels of communication ensure that all families, regardless of their preferred method of communication or access to technology, receive important updates and information. By utilizing these diverse communication tools, the district can reach a wider audience, enhance parental engagement, and support student success. Research indicates that effective school-home communication is linked to improved student outcomes and increased parental involvement. According to the Harvard Family Research Project, using multiple communication methods tailored to family preferences helps bridge communication gaps and fosters stronger school-family partnerships (Harvard Family Research Project, 2010). Additionally, studies by the National School Public Relations Association (NSPRA) highlight that comprehensive communication strategies, which include text messaging, phone calls, online	Survey response related to feeling welcome, communicating effectively, and having strong community partnerships

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
		portals, and physical displays, are effective in engaging families and keeping them informed (NSPRA, 2014). By continuing to use these varied communication methods, we aim to ensure that all families, especially those of foster youth, English learners, and students from low socioeconomic backgrounds, stay informed and engaged in their children's education.	
2.16	**Action:** School Psychologist **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face a variety of emotional, behavioral, and academic challenges that require specialized support. These students benefit significantly from the services of a school psychologist, who can provide assessments, interventions, and counseling to address their unique needs and promote their overall well-being and academic success. **Scope:** LEA-wide	To address these needs, the district will fund a full-time school psychologist and provide necessary supplies, professional development (PD), and assessment tools. The school psychologist will offer comprehensive services, including psychological assessments, individualized interventions, counseling, and support for teachers and families. Continuous professional development will ensure the psychologist stays current with best practices and evidence-based strategies. Research supports the critical role of school psychologists in improving student outcomes. The National Association of School Psychologists (NASP) emphasizes that school psychologists are essential in addressing mental health, behavioral issues, and academic challenges, leading to better overall student performance (NASP, 2016). Additionally, a study by the American Psychological Association (APA) indicates that access to school psychological services is associated with improved emotional regulation, academic achievement, and reduced behavioral problems (APA, 2014). By funding a full-time school psychologist and providing the necessary resources, we aim to support the mental health and academic success of foster youth, English learners, and students from low	% of population receiving Mental Health Support. (Counseling, ERMHS, SEL, Small Group.)

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
		socioeconomic backgrounds, creating a supportive and nurturing school environment.	
2.21	**Action:** Safety Training **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often experience heightened vulnerability to safety and security issues, both within and outside the school environment. Ensuring a safe and secure school setting is crucial for their well-being, sense of security, and ability to focus on academic success. **Scope:** LEA-wide	To address these needs, the district will provide district-wide safety training facilitated by external consultants such as Catapult, Keenan, CPI, and the Tehama County Sheriff's Department. These comprehensive training programs will cover essential safety protocols, crisis intervention strategies, and emergency preparedness to equip staff with the skills needed to ensure a safe learning environment. The training will also include culturally responsive practices to effectively support diverse student populations. Research underscores the importance of thorough safety training in creating secure and supportive school environments. The U.S. Department of Education highlights that well-implemented safety training programs significantly enhance the ability of school personnel to prevent, respond to, and recover from safety incidents (U.S. Department of Education, 2013). Additionally, the National School Safety and Security Services (NSSSS) emphasizes that collaboration with law enforcement and specialized consultants leads to more effective safety practices and a heightened sense of security among students and staff (NSSSS, 2015). By providing this district-wide safety training, we aim to create a safe and nurturing environment for all students, particularly fostering the well-being and academic success of foster youth, English learners, and students from low socioeconomic backgrounds.	Survey results regarding safety of environment and relationships with peers and adults
2.23	**Action:** Campus Safety, Check-in System **Need:**	To address these needs, the district will continue to implement and enhance the Raptor Check-in Safety System, upgrade clocks and bells at Antelope Elementary School (AES) and Berrendos	Survey results regarding safety of environment and relationships with peers and adults

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
	Foster youth, English learners, and students from low socioeconomic backgrounds often require enhanced safety and security measures within the school environment to ensure their well-being and support their ability to learn. Reliable and comprehensive safety systems are crucial for protecting these vulnerable student populations and providing them with a secure and conducive learning environment. **Scope:** LEA-wide	Middle School (BMS), replace the district server for storing video data, add additional cameras at AES and BMS, and install vape sensors at BMS. The Raptor Check-in Safety System will ensure efficient and secure visitor management. Upgrading clocks and bells will improve the accuracy and reliability of school schedules, reducing disruptions. Enhancing the video surveillance system with a new server and additional cameras will bolster security and monitoring capabilities. Installing vape sensors will address health and safety concerns related to vaping. Research supports the effectiveness of these measures in enhancing school safety. The National Center for Education Statistics (NCES) reports that schools with comprehensive safety measures, including visitor management systems and video surveillance, experience fewer incidents of violence and vandalism (NCES, 2018). Additionally, studies by the Centers for Disease Control and Prevention (CDC) indicate that environmental monitoring, such as vape sensors, can significantly reduce health risks associated with vaping (CDC, 2019). By implementing these safety and security enhancements, we aim to create a safer and more supportive learning environment for foster youth, English learners, and students from low socioeconomic backgrounds, ensuring their well-being and academic success.	
2.24	**Action:** Maintaining a Healthy Student Population **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face health disparities and lack access to	To address these needs, the district will contract a full-time school nurse and provide a health assistant to support the health needs of students. The school nurse will offer comprehensive health services, including emergency care, management of chronic conditions, health screenings, and referrals to external healthcare providers. The	Chronic absenteeism rate, Results of Facility Inspection Tool and "Maintenance Essentials" app staff survey 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
	consistent medical care. These students benefit significantly from the presence of health professionals in schools, who can provide immediate medical attention, health education, and support for managing chronic health conditions. Ensuring access to health services is crucial for their overall well-being and academic success. **Scope:** LEA-wide	health assistant will support the nurse in daily health-related tasks and ensure efficient delivery of health services. Research supports the critical role of school nurses in improving student health and academic outcomes. According to the National Association of School Nurses (NASN), school nurses contribute to better attendance rates, improved academic performance, and overall student well-being (NASN, 2016). Additionally, a study by the Journal of School Nursing found that schools with full-time nurses are better equipped to handle medical emergencies and manage students' chronic health conditions (Pennington & Delaney, 2018). By contracting a school nurse and providing a health assistant, we aim to address the health needs of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they have the support necessary to thrive in the school environment.	
2.25	**Action:** Maintain and Support Attendance Management **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to regular school attendance, including unstable housing, transportation issues, and family responsibilities. Chronic absenteeism can significantly impact their academic performance and overall educational outcomes. Ensuring these students attend school regularly is crucial for their success. **Scope:**	To address these needs, school secretaries will work collaboratively with families, teachers, students, and the School Attendance Review Board (SARB) to promote and improve school attendance. This strategy includes regular communication with families to address attendance issues, providing resources and support to overcome barriers, and implementing attendance incentives and interventions. By fostering strong relationships and maintaining open lines of communication, school secretaries can effectively support families in ensuring their children attend school consistently. Research indicates that school-based attendance programs and proactive communication with families can significantly reduce absenteeism and improve	Annual attendance rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	student outcomes. The Attendance Works initiative highlights that consistent communication and targeted interventions are key strategies in improving attendance rates (Attendance Works, 2015). Additionally, a study by the American Institutes for Research (AIR) found that engaging families and providing support through school staff, such as secretaries, leads to better attendance and academic performance (AIR, 2016). By leveraging the role of school secretaries in promoting attendance, we aim to reduce absenteeism among foster youth, English learners, and students from low socioeconomic backgrounds, thereby supporting their academic success and overall well-being.	

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
1.10	**Action:** English Language Development **Need:** English Learners (ELLs) require targeted language development programs that address their specific needs in acquiring English proficiency while meeting academic standards. These programs must be aligned with State and English Learner (EL) Standards to ensure that ELL students receive the appropriate	To address these needs, the district will continuously monitor and refine language development programs for ELL students, ensuring alignment with State and EL Standards. This involves regularly assessing the effectiveness of current programs, implementing evidence-based instructional strategies, and providing professional development for educators to stay updated with best practices in language acquisition. The use of formative and summative assessments will guide instructional adjustments to meet the evolving	English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	support to develop their language skills effectively and achieve academic success. **Scope:** Limited to Unduplicated Student Group(s)	needs of ELL students. Research supports the importance of structured and standards-aligned language development programs in improving outcomes for ELL students. According to the National Academies of Sciences, Engineering, and Medicine, effective ELL programs are characterized by consistent monitoring, data-driven instruction, and professional development for teachers (National Academies, 2017). Additionally, the American Educational Research Association (AERA) highlights that alignment with state standards ensures that ELL students receive high-quality, rigorous instruction that promotes both language proficiency and academic achievement (AERA, 2014). By implementing these strategies, we aim to provide ELL students with a robust language development program that supports their academic success and integration into the broader educational curriculum.	

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.

The schoolwide and lea wide actions listed above along with the limited/targeted actions below have met and exceeded the MPP requirements for increasing and improving services to our students.

Action 1.10: As identified by our staff and ELAC committee and a review of assessment data, both CAASP and ELPAC, we have identified that our EL students need additional and targeted instructional support in mastering the English language. As a result, we will consistently monitor and refine our current language development program based on the EL standards and curriculum to ensure these students are making steady gains in their language development. AESD increased funding by roughly 400% due to additional staffing

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.

The additional 15% of concentration grant funds, are being utilized to increase staffing in our Math and Language Arts intervention programs as specified in Goal 1, Actions 1.1 and 1.3

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	1:35
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:24

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	8,025,025	800,012	9.969%	0.000%	9.969%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,748,371.32	$1,153,622.12	$0.00	$190,942.22	$3,092,935.66	$2,485,958.69	$606,976.97

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	Literacy Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$634,869.37	$34,141.00	$366,007.90	$236,179.47	$0.00	$66,823.00	$669,010.37	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$9,885.00	$40,677.00		$50,562.00			$50,562.00	
1	1.3	Math Intervention Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$362,768.28	$93.00	$353,198.45	$0.00	$0.00	$9,662.83	$362,861.28	
1	1.4	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$272,068.00	$46,500.00	$204,554.00	$114,014.00	$0.00		$318,568.00	
1	1.5	Rural Community Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$23,027.00	$14,200.00	$37,227.00				$37,227.00	
1	1.6	Summer School	All	No			All Schools		$0.00	$173,566.00	$0.00	$173,566.00	$0.00	$0.00	$173,566.00	
1	1.7	Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Berrendos Middle School		$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.8	Physical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$75,912.00	$10,000.00	$77,912.00	$8,000.00	$0.00		$85,912.00	

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	1.9	School Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$96,777.00	$11,291.00	$108,068.00	$0.00	$0.00	$0.00	$108,068.00	
1	1.10	English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$41,854.00	$0.00	$41,854.00	$0.00			$41,854.00	
1	1.11	MTSS Team implementation	All	No			Specific Schools: Antelope Elementary School, Berrendos		$0.00	$3,500.00	$3,500.00				$3,500.00	
1	1.12	Next Generation Science Pilot/Adoption	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									
1	1.13	Social Emotional Learning	All	No			All Schools		$0.00	$5,250.00	$5,250.00				$5,250.00	
1	1.14	Special Day Classes	Students with Disabilities	No			All Schools K-8		$489,525.53	$305.00	$305.00	$375,069.14		$114,456.39	$489,830.53	
1	1.15	Supplementary Science Budget	All	No			All Schools		$0.00	$1,274.00	$1,274.00				$1,274.00	
1	1.16	Learning Ally	All	No			All Schools		$0.00	$3,199.00	$3,199.00				$3,199.00	
1	1.17	Music Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
1	1.18	Technology - Educational Programs and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$105,676.00	$104,476.00	$1,200.00			$105,676.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	College Visits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Berrendos Middle SchoolBerrendos Middle School									
2	2.2	Career Day	All	No			Specific Schools: Berrendos Middle SchoolBerrendos Middle School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Honor Roll Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Berrendos Middle SchoolBerrendos Middle School		$1,219.00	$1,598.00	$2,817.00				$2,817.00	
2	2.4	Transition to High School	All	No			Specific Schools: Berrendos Middle SchoolBerrendos Middle School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.5	STEM Affiliation with LEAs	All	No			All Schools Specific Schools: Berrendos Middle School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	Family Engagement	All	No			All Schools Specific Schools: Berrendos Middle School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.7	College and Career Readiness.	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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	**2.8**	Project Based Learning	All	No			All Schools Specific Schools: Antelope Elementary, Berrendos Middle		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.9**	Website	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,168.00	$3,168.00	$0.00	$0.00	$0.00	$3,168.00	
2	**2.10**	Improved communication with stakeholders	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,124.75	$15,124.75	$0.00	$0.00	$0.00	$15,124.75	
2	**2.11**	Student Support*****	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.12**	Social Media	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.13**	Math & Literacy	All	No			All Schools Specific Schools: Antelope Elementary School TK-5		$0.00	$0.00	$0.00				$0.00	
2	**2.14**	ELAC/SITE Council	All	No			All Schools Specific Schools: Antelope Elementary School		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.15**	4.1 Mental Health Clinician	All	No												
2	**2.16**	School Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$290,062.51	$15,124.75	$160,155.75	$145,031.51			$305,187.26	
2	**2.17**	Schoolwide and classroom rewards for attendance.	All	No			All Schools									

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	**2.18**	Cyberbullying and Bullying Prevention	All	No			All Schools									
2	**2.19**	Adaptive and SPED PE programs	Students with Disabilities	No			All Schools									
2	**2.20**	Regional CDS******	All	No			All Schools									
2	**2.21**	Safety Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,124.75	$15,124.75				$15,124.75	
2	**2.22**	Tehama County Safety Summit	All	No			All Schools									
2	**2.23**	Campus Safety, Check-in System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Antelope Elementary School, Berrendos Middle School		$0.00	$14,118.72	$14,118.72				$14,118.72	
2	**2.24**	Maintaining a Healthy Student Population	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$15,070.00	$91,046.00	$106,116.00				$106,116.00	
2	**2.25**	Maintain and Support Attendance Management	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$122,921.00	$0.00	$122,921.00				$122,921.00	
3	**3.1**	Staff Two FTE Teachers at PV	All	No			Specific Schools: Plum Valley Elementary		$50,000.00	$0.00		$50,000.00			$50,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8,025,025	800,012	9.969%	0.000%	9.969%	$1,734,843.32	0.000%	21.618 %	**Total:**	$1,734,843.32
								LEA-wide Total:	$1,690,989.32
								Limited Total:	$41,854.00
								Schoolwide Total:	$2,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Literacy Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$366,007.90	
1	**1.2**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.3**	Math Intervention Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$353,198.45	
1	**1.4**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$204,554.00	
1	**1.5**	Rural Community Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,227.00	
1	**1.6**	Summer School				All Schools	$0.00	
1	**1.7**	Enrichment Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Berrendos Middle School	$2,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$77,912.00	
1	1.9	School Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$108,068.00	
1	1.10	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$41,854.00	
1	1.12	Next Generation Science Pilot/Adoption	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.13	Social Emotional Learning				All Schools	$5,250.00	
1	1.14	Special Day Classes				All Schools	$305.00	
1	1.15	Supplementary Science Budget				All Schools	$1,274.00	
1	1.16	Learning Ally				All Schools	$3,199.00	
1	1.17	Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.18	Technology - Educational Programs and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,476.00	
2	2.1	College Visits	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Berrendos Middle School		
2	2.2	Career Day				Specific Schools: Berrendos Middle School	$0.00	
2	2.3	Honor Roll Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Berrendos Middle School	$2,817.00	
2	2.4	Transition to High School				Specific Schools: Berrendos Middle School	$0.00	
2	2.5	STEM Affiliation with LEAs				All Schools	$0.00	
2	2.6	Family Engagement				All Schools	$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 (%)
2	2.7	College and Career Readiness.				All Schools	$0.00	
2	2.8	Project Based Learning				All Schools	$0.00	
2	2.9	Website	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,168.00	
2	2.10	Improved communication with stakeholders	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,124.75	
2	2.11	Student Support*****				All Schools	$0.00	
2	2.12	Social Media				All Schools	$0.00	
2	2.13	Math & Literacy				All Schools	$0.00	
2	2.14	ELAC/SITE Council				Specific Schools: Antelope Elementary School	$0.00	
2	2.16	School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,155.75	
2	2.17	Schoolwide and classroom rewards for attendance.				All Schools		
2	2.18	Cyberbullying and Bullying Prevention				All Schools		
2	2.19	Adaptive and SPED PE programs				All Schools		
2	2.20	Regional CDS******				All Schools		
2	2.21	Safety Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,124.75	
2	2.22	Tehama County Safety Summit				All Schools		
2	2.23	Campus Safety, Check-in System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Antelope Elementary School, Berrendos Middle School	$14,118.72	
2	2.24	Maintaining a Healthy Student Population	Yes	LEA-wide	English Learners Foster Youth	All Schools	$106,116.00	

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 (%)
					Low Income			
2	**2.25**	Maintain and Support Attendance Management	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$122,921.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,042,362.00	$3,040,118.66

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**	Literacy Centers	Yes	$605,060.00	$669,010.37
1	**1.2**	Professional Development	Yes	$33,032.00	$50,562.00
1	**1.3**	Math Intervention Centers	Yes	$368,591.00	$362,861.28
1	**1.4**	Technology	Yes	$335,691.00	$318,568.00
1	**1.5**	Rural Community Transportation	Yes	$60,938.00	$37,227.00
1	**1.6**	Summer School	No	$72,955.00	$173,566.00
1	**1.7**	Enrichment Opportunities	Yes	$792.00	$2,000
1	**1.8**	Physical Education	Yes	$157,931.00	$85,912.00
1	**1.9**	School Libraries	Yes	$102,295.00	$108,068.00
1	**1.10**	English Language Development	Yes	$35,119.00	$41,854.00
1	**1.11**	MTSS Team implementation	No	$0.00	$3,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Next Generation Science Pilot/Adoption	Yes	$1,052.00	$0.00
1	1.13	Social Emotional Learning	No		$5,250.00
1	1.14	Special Day Classes	No	$416,698.00	$489,830.53
1	1.15	Supplementary Science Budget	No	$1,161.00	$1,274.00
1	1.16	Learning Ally	No	$2,815.00	$3,199.00
1	1.17	Music Program	Yes	$130,039.00	$0.00
1	1.18	Technology - Educational Programs and Support	Yes	$50,255.00	$105,676.00
2	2.1	College Visits	Yes	$786.00	$0.00
2	2.2	Career Day	No	$0.00	$0.00
2	2.3	Honor Roll Trips	Yes	$2,817.00	$0.00
2	2.4	Transition to High School	No	$0.00	$0.00
2	2.5	STEM Affiliation with LEAs	No	$0.00	$0.00
2	2.6	Family Engagement	No	$0.00	$0.00

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	**2.7**	College and Career Readiness.	No	$0.00	$0.00
2	**2.8**	Project Based Learning	No	$0.00	$0.00
2	**2.9**	Website	Yes	$3,960.00	$3,168.00
2	**2.10**	Improved communication with stakeholders	Yes	$12,875.00	$15,124.75
2	**2.11**	Student Support*****	No	$0.00	$0.00
2	**2.12**	Social Media	No	$0.00	$0.00
2	**2.13**	Math & Literacy	No	$0.00	$0.00
2	**2.14**	ELAC/SITE Council	No	$0.00	$0.00
2	**2.15**	4.1 Mental Health Clinician	No	$0.00	$0.00
2	**2.16**	School Psychologist	Yes	$260,333.00	$305,187.26
2	**2.17**	Schoolwide and classroom rewards for attendance.	No	$0.00	$0.00
2	**2.18**	Cyberbullying and Bullying Prevention	No	$12,487.00	$0.00
2	**2.19**	Adaptive and SPED PE programs	No	$0.00	$0.00
2	**2.20**	Regional CDS******	No	$0.00	$0.00

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	**2.21**	Safety Training	Yes	$5,600.00	$15,124.75
2	**2.22**	Tehama County Safety Summit	No	$0.00	$0.00
2	**2.23**	Campus Safety, Check-in System	Yes	$8,989.00	$14,118.72
2	**2.24**	Maintaining a Healthy Student Population	Yes	$114,268.00	$106,116.00
2	**2.25**	Maintain and Support Attendance Management	Yes	$195,823.00	$122,921.00
3	**3.1**	Staff Two FTE Teachers at PV	No	$50,000.00	$0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
817,598	$1,241,084.00	$1,633,821.57	($392,737.57)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Literacy Centers	Yes	$195,286.00	$366,007.90		
1	1.2	Professional Development	Yes	$6,458.00	$0.00		
1	1.3	Math Intervention Centers	Yes	$176,359.00	$353,198.45		
1	1.4	Technology	Yes	$127,218.00	$204,554.00		
1	1.5	Rural Community Transportation	Yes	$52,241.00	$37,227.00		
1	1.7	Enrichment Opportunities	Yes	$792.00			
1	1.8	Physical Education	Yes	$41,987.00	$0.00		
1	1.9	School Libraries	Yes	$102,295.00	$108,068.00		
1	1.10	English Language Development	Yes	$35,119.00	$41,854.00		
1	1.12	Next Generation Science Pilot/Adoption	Yes	$1,052.00	$0.00		
1	1.17	Music Program	Yes	$3,025.00			
1	1.18	Technology - Educational Programs and Support	Yes	$31,061.00	$104,476.00		
2	2.1	College Visits	Yes	$786.00			

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)
2	**2.3**	Honor Roll Trips	Yes	$2,817.00			
2	**2.9**	Website	Yes	$3,960.00			
2	**2.10**	Improved communication with stakeholders	Yes	$12,875.00			
2	**2.16**	School Psychologist	Yes	$131,887.00	$160,155.75		
2	**2.21**	Safety Training	Yes	$3,464.00	$15,124.75		
2	**2.23**	Campus Safety, Check-in System	Yes	$8,989.00	$14,118.72		
2	**2.24**	Maintaining a Healthy Student Population	Yes	$107,590.00	$106,116.00		
2	**2.25**	Maintain and Support Attendance Management	Yes	$195,823.00	$122,921.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7,948,045	817,598	0	10.287%	$1,633,821.57	0.000%	20.556%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024