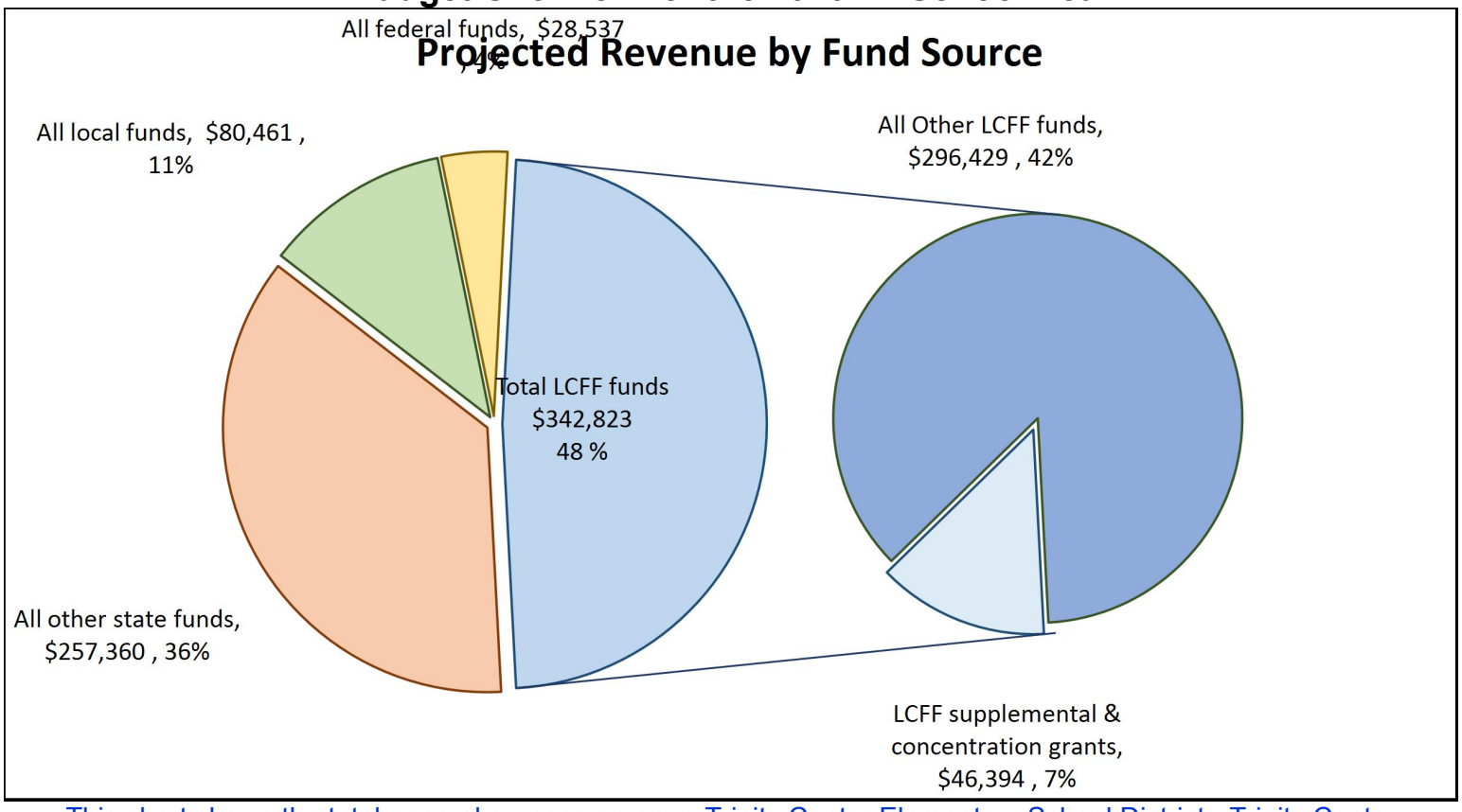
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trinity Center Elementary School District - Trinity Center Elementary
CDS Code: 53 71761 6053813
School Year: 2026-27
LEA contact information:
Jeff Northern
Superintendent
jeff@trinitycenterschool.org
530-266-3342

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

Budget Overview for the 2026-27 School Year

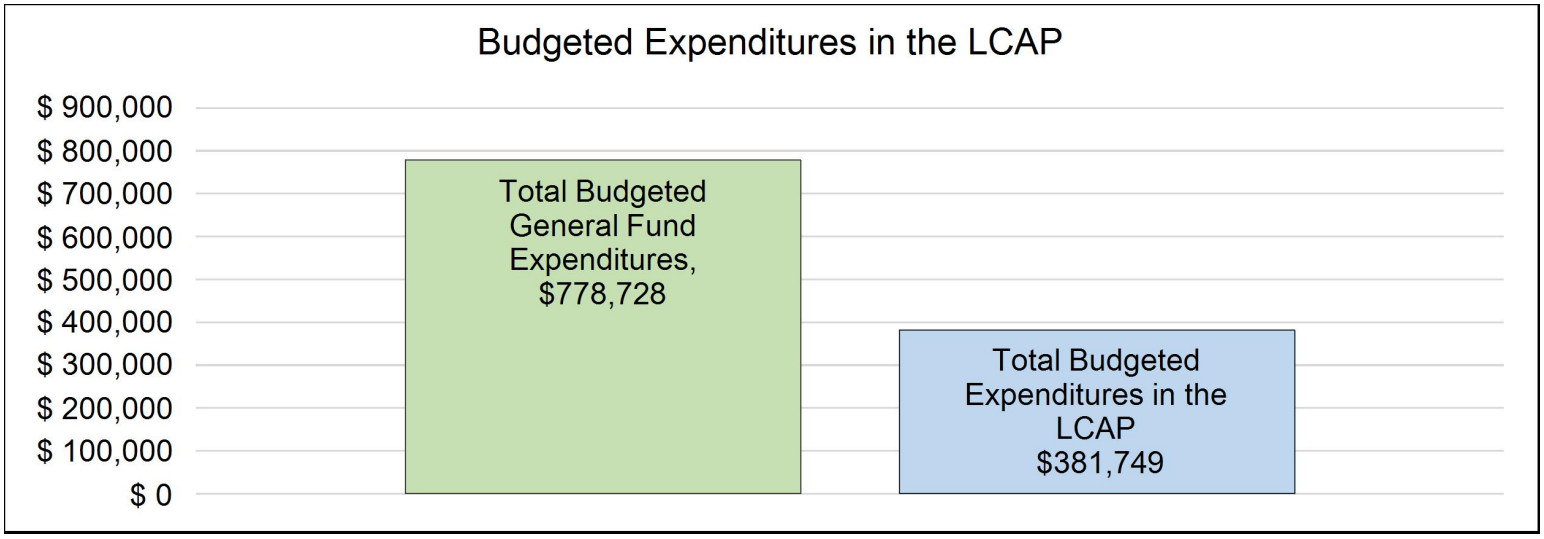


This chart shows the total general purpose revenue Trinity Center Elementary School District - Trinity Center Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Trinity Center Elementary School District - Trinity Center Elementary is $709,181, of which $342,823 is Local Control Funding Formula (LCFF), $257,360 is other state funds, $80,461 is local funds, and $28,537 is federal funds. Of the $342,823 in LCFF Funds, $46,394 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 Trinity Center Elementary School District - Trinity Center Elementary plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Trinity Center Elementary School District - Trinity Center Elementary plans to spend $778,728 for the 2026-27 school year. Of that amount, $381,749 is tied to actions/services in the LCAP and $396,979 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

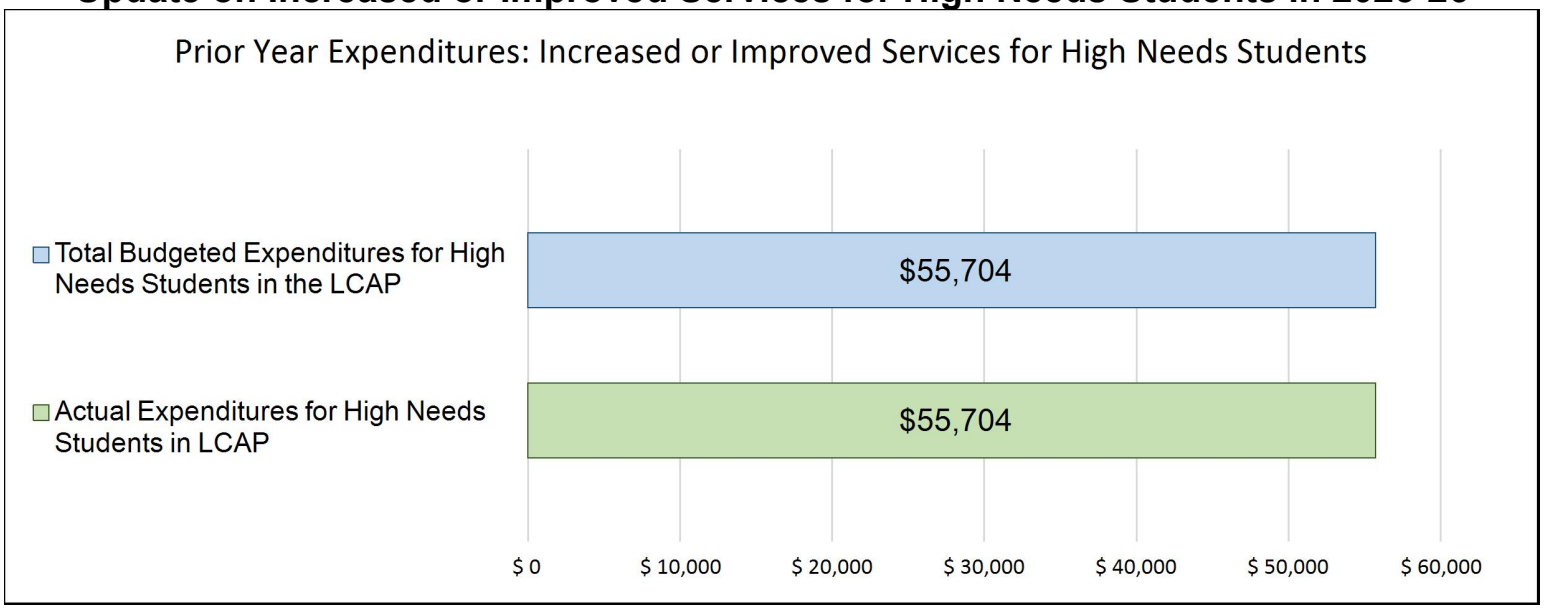
Expenditures not included in the LCAP are general operating expenses and other school staff salaries.

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

In 2026-27, Trinity Center Elementary School District - Trinity Center Elementary is projecting it will receive $46,394 based on the enrollment of Foster Youth, English learner, and low-income students. Trinity Center Elementary School District - Trinity Center Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Trinity Center Elementary School District - Trinity Center Elementary plans to spend $46,394 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Trinity Center Elementary School District - Trinity Center Elementary's LCAP budgeted $55,704 for planned actions to increase or improve services for high needs students. Trinity Center Elementary School District - Trinity Center Elementary actually spent $55,704 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Trinity Center Elementary School District - Trinity Center Elementary	Jeff Northern Superintendent	jeff@trinitycenterschool.org 530-266-3342

Plan Summary [2026-27]

General Information

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

Trinity Center Elementary School District is a tiny school district located in rural Trinity Center, California. Our district consists of two schools - Trinity Center Elem, a traditional, classroom-based school and Trinity Lake Charter, a non-classroom-based charter school. Our schools are nestled between the Trinity Alps Wilderness Area and Trinity Lake in Northern Trinity County. We are a short walk from the third largest reservoir in California, surrounded by pristine alpine wilderness. There are endless outdoor adventure opportunities - miles of mountainous trails, abundant lakes and waterways, campgrounds galore, and an enormous lake contained by 145 miles of shoreline - plus the snowy winter only enhances recreational activities! In addition, the rich history of the area adds to the charm of our community. There have been many booms and busts in our community's economy throughout the years from fur trapping to gold mining to logging. Currently, summertime tourism and generational vacationers sustain our local families and businesses. This annual boom (summer) and bust (winter) cycle is challenging for full-time residency. Limited housing options also create hardship and failures in our infrastructure. Unfortunately, most houses are second homes which sit vacant the majority of the year. Rentals are very hard to find so families must be able to buy a home to find a home. Regardless, the community of Trinity Center is an idyllic place to raise kids. Many families have achieved sustainability and are grateful for this caring, family-like community. Unfortunately, the especially small population of young families and the isolation of rural, mountainous living can become barriers to our students' academic and social success. Luckily, our schools don't let high-quality education and access to activities become a sacrifice. We strive to provide equitable access to ample opportunities such as sports and enrichment in areas of interest. We also provide rigorous individualized instructional programs that are responsive to family needs.

Trinity Center Elementary

Currently, there are 12 students enrolled in transitional kindergarten through 8th grades. Our extremely small student population allows for an unusually low student-to-teacher ratio. This results in each child receiving a lot of individualized teaching time. A learning plan is developed for each child to identify areas of needed intervention and opportunities for acceleration. Cross-age tutoring is valued and utilized in our multi-grade classrooms. We provide a rich and diverse academic program that includes cross-country skiing, hiking, ceramics, Spanish, fine arts, gardening, raising small animals, drama, music, personalized instrumental music lessons, and many exciting field trips. 100% of our students have sufficient access to California standards-aligned instructional materials and have access to a broad course of study in subjects of English Language Arts, History/Social Science, Math, Science, Physical Education, World Language, Art, Music, Drama, Media Arts, and Dance. We strive to create a safe environment where students and staff can develop their skills, interests, and resilience. The community of Trinity Center is also very supportive, consistently attends events, and is involved in school decision-making. There is a family atmosphere among everyone that lives here. Due to the low number of students participating in the spring summative CAASPP tests, student results will be reviewed locally to assess individual academic progress. Low-income students are the only numerically significant student subgroup at our school. We do not have significant numbers of students with exceptional needs, English language learners, foster youth, homeless youth, or ethnic subgroups. We had a very small population of students who were chronically absent this school year. Annual daily student attendance rates are usually at or above 91%. There were no suspensions or expulsions. Due to our small school setting, we are in frequent contact with all parents, students, and staff to communicate upcoming events, student expectations, various concerns, and deserved praise. Throughout the school year, formal and informal surveys are given to students, staff, parents, and community members to gather input for our continuous improvement. Currently, 16% of our student population has exceptional needs. We will continue to provide a Special Education teacher and collaborate with the Trinity County Office of Education to support our Special Education program. This LCAP will also serve as our SPSA and will include the required funds and expenditure details covered by that plan. Additionally, our Schools Advisory Committee serves as our LCAP advisory council. As a small school district, we complete a comprehensive needs and budget analysis assessment on an annual basis. Due to our small student population, which results in a small pool of data to analyze, all resources are equally distributed to all students as needed. We will continue to monitor our resources to ensure equity for all students. We also have qualified for Equity Multiplier funding due to our instability rate and high number of socio-economically disadvantaged students (Goal 2). In addition, our employees are not represented by bargaining units. Because we are a TK-8th grade school and currently have zero English Language Learners enrolled, the following state priorities do not apply: Priorities 2B, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5C, 5D, and 5E.

Trinity Lake Charter
This brand-new school is advertising for enrollment in kindergarten through 8th grades for Fall 2026. This school was created to serve our many homeschooling families through a local, home-based independent study program facilitated by a credentialed teacher. Currently, one teacher will serve up to 25 students. This small student population allows for a low student-to-teacher ratio. Master Agreements and Individual Learning Plans guide co-educating parents in areas of needed intervention and opportunities for acceleration. We aim to provide a rich and diverse academic program delivered in multiple ways including virtual instruction, paper workbooks, small-group tutoring, enrichment activities, and optional on-site learning opportunities for those that are immunization compliant. 100% of our students have sufficient access to California standards-aligned instructional materials and have access to a broad course of study in subjects of English Language Arts, History/Social Science, Math, Science, Physical Education, World Language, Art, Music, Drama, Media Arts, and Dance. Trinity Lake Charter is a dependent, locally-funded home study program that is physically located at Trinity Center Elementary. As a supplement to the existing classroom-based school, striving to create a safe environment where students and staff can develop their skills, interests, and resilience is already the culture. Likewise, the community of Trinity Center is very supportive, consistently attends events, and is involved in

school decision-making. There is a family atmosphere among everyone that lives here. This participation will extend to Trinity Lake Charter. Students have not yet participated in the spring summative CAASPP tests for this school. Low-income students will likely be the only numerically significant student subgroup at our school. We do not have significant numbers of students with exceptional needs, English language learners, foster youth, homeless youth, or ethnic subgroups. Completion of independent study assignments is used to generate student attendance. Annual daily student attendance rates should be at 91% or above. To mitigate chronic absenteeism, our teacher will actively reengage struggling students and parents. At this time, there were no students suspended or expelled. Due to our already established small school setting, we are in frequent contact with all parents, students, and staff to communicate upcoming events, student expectations, various concerns, and deserved praise. Formal and informal surveys will be given throughout the year to students, staff, parents, and community members to gather input for our continuous improvement. Should any students enroll with exceptional need, we will provide a Special Education teacher and collaborate with the Trinity County Office of Education to support our Special Education program. The Trinity Lake Charter LCAP will serve as our SPSA and will include the required funds and expenditure details covered by that plan. Additionally, our Schools Advisory Committee will serve as our LCAP advisory council. We will complete a comprehensive needs and budget analysis assessment on an annual basis. All resources will be equally distributed to all students as needed. We will continue to monitor our resources to ensure equity for all students. In addition, our employees are not represented by bargaining units. Trinity Lake Charter is located on the Trinity Center Elementary campus so state priorities addressing facilities kept in good repair are addressed in their LCAP (1C). Because we are a K-8th grade home-based independent study school and currently have zero English Language Learners enrolled, the following state priorities do not apply: Priorities 2B, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 5C, 5D, and 5E.

CAASPP = California Assessment of Student Performance and Progress
TK = Transitional Kindergarten
LCAP = Local Control and Accountability Plan
SPSA = Single Plan for Student Achievement

Reflections: Annual Performance

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

The extremely small schools in our district do not generate enough data for the California School Dashboard so we cannot reflect upon that which does not exist. Regardless, the locally tracked data for Trinity Center Elementary indicates the continued need to employ fully credentialed, high-quality teachers capable of leading effective multi-subject multi-grade classrooms, to continuously improve our teaching practices, to upgrade our facility, to ensure our students make it to school every day, and to increase our capacity to serve our unduplicated students and families. In addition, we have unspent Learning Recovery Emergency Block Grant funds for 2026-2027. Based on our needs assessment, our students in greatest need of learning recovery are our socio-economically disadvantaged. The areas in which they have the greatest need are in English Language Arts and Math. We plan on using the funds to learn effective strategies and provide evidence-based programs to support our teachers' classroom interventions. These funded actions can be found in Goal 4 Action 1.

Reflections: Technical Assistance

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

There were no schools in our district that were identified for Technical Assistance.

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.

There were no schools in our district that were identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

There were no schools in our district that were identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

There were no schools in our district that were identified for Comprehensive Support and Improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Due to our extremely small school population, close communication is easily achieved. Students were engaged through agendized discussion items at formal meetings and daily conversations. These include School Board meetings dated 9/11/25, 10/9/25, 11/13/25, 12/11/25, 1/15/26, 2/12/26, 3/12/26, 3/31/26, 4/14/26, 5/4/26, and 5/14/26 and LCAP Advisory Committee meetings dated 11/14/25, 1/13/26, 2/12/26, and 5/4/26. Students have high-quality access to the Administrator so areas of strength and needed improvement are discussed frequently. Students elected to create an unorganized Associated Student Body. Meetings were regularly scheduled monthly with students of all grades participating. The Student Body President attended and reported on student issues at School Advisory Committee and School Governing Board meetings.
Parents	Due to our extremely small school population, close communication is easily achieved. Parents were engaged through formal meetings and daily conversations. School events were designed and hosted with the intention of maximum attendance, genuine communication, and celebrating student achievement. Staff met regularly to discuss potential barriers and to create solutions, so our parents stay engaged.
Staff (teacher, administrator, other support staff)	Due to our extremely small school population, close communication is easily achieved. All staff members were engaged through formal meetings and daily conversations. Staff meetings occur every Friday afternoon from August to June. Collaborations were on-going, meetings were weekly, and consultations with visiting mental health

Educational Partner(s)	Process for Engagement
	staff and instructional and administrative mentors were frequent throughout the school year.
Community Members	Due to our extremely small school population, close communication is easily achieved. Community members were engaged through formal meetings and personal conversations. School events were designed and hosted with the intention of maximum attendance, genuine communication, and celebrating student achievement. Individual welcomes were given by our school staff so our community members stay engaged.
LCAP Advisory Committee	Members of our LCAP Advisory Committee were engaged through agendized discussion items at formal meetings dated 11/14/25, 1/13/26, 2/12/26, 5/4/26, and 6/23/26. Our LCAP Advisory Committee consists of our administrator, teachers, classified staff, community members, the Student Body President, and parents of students including our socio-economically disadvantaged and those with exceptional needs. Student data from the Learning Recovery Emergency Block Grant Needs Assessment was reviewed and discussed at some of these meetings. Input was received regarding the best use of these funds to improve the ELA & Math outcomes for our socio-economically disadvantaged students.
School Governing Board	Members of the School Governing Board were engaged through agendized discussion items at formal meetings dated 7/17/25, 8/14/25, 9/11/25, 10/9/25, 11/13/25, 12/11/25, 1/15/26, 2/12/26, 3/12/26, 3/31/26, 4/14/26, 5/4/26, 5/14/26, 6/22/26, and 6/25/26. Board members were also engaged through their attendance of school events and volunteerism in the classroom. Due to our extremely small school population, our members are frequently engaged and are able to easily assess the quality of our whole school program. Student data from the Learning Recovery Emergency Block Grant Needs Assessment was reviewed and discussed at some of these meetings. Input was received regarding the best use of these funds to improve the ELA & Math outcomes for our socio-economically disadvantaged students.
Special Education Local Plan Area (SELPA)	Input was given from agendized discussion items at formal SELPA Governance Meetings dated 9/2/25, 10/7/25, 11/4/25, 12/2/25, 1/6/26, 2/3/26, 3/3/26, and 5/5/26.

Educational Partner(s)	Process for Engagement
Support Staff at the Trinity County Office of Education	Due to our extremely small school population, support from the Trinity County Office of Education is paramount in our ability to meet the needs of our students, their families, and our staff. Support staff included mental health professionals, behaviorists, instructional coaches, and administrative mentors. These crucial partners were engaged through regular site visits, substituting in the classroom, conversations, and formal meetings.
Staff at the Trinity High School	Staff at the Trinity High School were engaged through conversations and meetings. We have found that maintaining communication is critical for academic and social articulation. Our teachers are encouraged to foster relationships with Trinity High School instructional staff to ensure we are preparing our students for the transition from an extremely small elementary school to high school.
Staff at other Trinity County Schools	Staff at other Trinity County Schools were engaged through conversations, meetings, county-wide trainings, and site visits. We have found that maintaining communication with staff at other schools supports our isolated instructional staff and gives insight on what works well at schools around our county. We also encourage our non-instructional staff to build relationships with other like-position school staff to also combat isolation and gain perspective.
Instructional Communities of Practice	Members of Instructional Communities of Practice were engaged through conversations and formal meetings. We have found that participating in these groups improves morale and instructional practices. Knowledge acquired through cycles of improvement keeps us continuously moving toward our goals.
Equity Multiplier Educational Partners	Our Equity Multiplier Educational Partners were engaged through our LCAP Advisory Committee and School Governing Board. This committee is comprised of teachers, student body representative, and parents of socio-economically disadvantaged students. Agendized discussion items at formal meetings dated 11/14/25, 1/13/26, 2/12/26, 5/4/26, and 6/23/26 (LCAP Advisory Committee) and 7/17/25, 8/14/25, 9/11/25, 10/9/25, 11/13/25, 12/11/25, 1/15/26, 2/12/26, 3/12/26, 3/31/26, 4/14/26, 5/4/26, 5/14/26, 6/22/26, and 6/25/26 (School Governing Board) provided input for determining how best to address our students' instability rate. As a result, we are continuing to implement the goal and actions detailed in last year's plan but adding credentialling assistance for our administrator.

Educational Partner(s)	Process for Engagement
English Learner Advisory Committee (ELAC) or District English Learner Advisory Committee (DELAC)	We do not have a significant English Learner student group, therefore we do not have an ELAC or DELAC.
Bargaining Units	There are no bargaining units at the Trinity Center School District.

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

As detailed above, our educational partners were constantly engaged throughout the school year. Even though our extremely small school population can make engagement easy, it can also pose challenges and comes with unique barriers. Feedback is mostly received through conversations, consultations, and collaborations while some input was gained at formal meetings. As one can imagine, there was a lot of feedback to analyze and consider as our LCAP was developed.

Responses from students indicated a strong need to provide access to sports, improve outdoor facilities, provide additional accessible outdoor equipment and physical activities, establish a system to deal with chronic misbehavior and continue hosting family and community events. This input helped develop the following actions: 1.3, 1.5, 3.1, 3.2, 3.3, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13

Input from parents expressed the appreciation for our staff's ability to work well together, foster meaningful relationships with their students, maintain frequent home-to-school communication, and encouraged our staff to keep up the good work. Parents were pleased with the educational program and field trips provided through the ELO Program. Parent feedback also revealed the desire to continue hosting family and community events, being reimbursed mileage for home-to-school transportation, provide opportunities to volunteer, and attend various meetings. This input helped develop the following actions: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.5, 4.7, 4.13

School staff continued to advocate to employ at least one additional teacher and extra support in the classroom. Staff also expressed the need for early childhood education, relevant professional development, instructional support specific for multi-grade multi-subject classrooms, enforced attendance procedures, and transportation assistance for parents. This input helped develop the following actions: 1.1, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13

Members of the community shared their appreciation for hosted events and opportunities to volunteer but would like to see outdoor facilities improved. This input helped develop the following actions: 1.2, 1.5, 3.1, 3.2, 3.3, 3.4 3.5, 4.13

Members of the School Governing Board indicated the need to employ and retain more than one high-quality, effective multi-grade multi-subject teacher, encourage and support their practice and credentialing process, provide the necessary on-site support staff and coaching, ensure we are offering a broad course of study with an emphasis on physical education, provide academic and behavioral interventions to all students with a focus on our unduplicated pupils, provide administrative support, maintain and improve our facilities, keep on providing opportunities to volunteer, and continue to host family and community events. This input helped develop the following actions: 1.3, 1.4, 1.5, 2.1, 2.2, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.5, 4.9, 4.10, 4.11, 4.12, 4.13

Gathered input from our Equity Multiplier partners (parents, teachers, students, staff) at various formal meetings reflected the desire to continue to implement the goal and actions detailed in last year's plan. In addition, feedback indicated the need for credentialling assistance and mentoring for our administrator which became another action for this goal. This input helped develop the following actions: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 1.4, 4.13

Input from staff at the Trinity County Office of Education, Trinity High School, and other county schools emphasized the need to continue providing time and extra pay, as needed, for our staff to collaborate, visit, and improve with support from their colleagues. Members from instructional communities of practice expressed the collective desire for schools to provide time and extra pay, as needed, for staff to collaborate, visit, and improve teaching practices with support from their colleagues. All of these points of view shaped our path toward our goals. This input helped develop the following actions: 2.3, 2.4, 2.5, 3.5, 4.1, 4.2, 4.3

ELAC = English Learner Advisory Committee
DELAC = District English Learner Advisory Committee

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	We will build a safe and effective learning environment that provides a broad course of study and meaningful enrichment activities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Currently, nearly all school funding is allocated based on average daily student attendance. As a school with an extremely small student population, we receive minimal funding. Inadequate and inequitable funding coupled with our rural location makes providing basic services challenging. With less than 30 students enrolled, our entire school is funded as if it were one classroom. We have found that one teacher cannot sufficiently teach all TK-8th grade levels. In addition, it is developmentally inappropriate to have all TK-8th grade students in one classroom. Therefore, the need to hire more than one teacher is absolutely necessary to provide access to a high-quality instructional program that includes a broad course of study. More than one teacher is also necessary to properly plan and implement the California state standards in these multi-subject multi-grade classrooms. Supplemental staff is also necessary to provide additional programs aimed at improving the outcomes of our unduplicated students and those with exceptional needs. Maintaining a campus in good repair, responding to evolving physical student needs, and complying with new program facility requirements also remains a priority. Thus, this goal has been developed to address all of these needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1B Percentage of students with access to standards-aligned instructional materials	In 2023-2024, 100% of students were provided standards aligned instructional materials.	In 2024-2025, 100% of students were provided standards aligned instructional materials.	In 2025-2026, 100% of students were provided standard aligned instructional materials.	The Year 3 desired outcome is to maintain providing standards aligned instructional materials to 100% of students.	% Students With Materials Access: 0% difference
1.2	Priority 7A Percentage of students with access to a broad	In 2023-2024, 100% of students had access to a broad course of study	In 2024-2025, 100% of students had access to a	In 2025-2026, 100% of students had access to a	The Year 3 desired outcome is to maintain providing	% Students With Course Access: 0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	course of study instructed with California state standards	instructed with California state standards.	broad course of study instructed with California state standards.	broad course of study instructed with California state standards.	a broad course of study instructed with California state standards to 100% of students.	
1.3	Priority 7B Percentage of unduplicated students participating in the Expanded Learning Opportunities Program	In 2023-2024, 100% of unduplicated students participated in the Expanded Learning Opportunities Program.	In 2024-2025, 100% of unduplicated students participated in the Expanded Learning Opportunities Program.	In 2025-2026, 100% of unduplicated students participated in the Expanded Learning Opportunities Program.	The Year 3 desired outcome is to maintain 100% unduplicated student participation in the Expanded Learning Opportunities Program	% Students Participating in ELOP: 0% difference
1.4	Priority 7C Percentage of students with exceptional needs receiving the appropriate time for specialized services	In 2023-2024, 100% of students with exceptional needs received the appropriate time for specialized services.	In 2024-2025, 100% of student with exceptional needs received the appropriate time for specialized services.	In 2025-2026, 100% of student with exceptional need received the appropriate time for specialized services.	The Year 3 desired outcome is to maintain 100% of students with exceptional needs receive the appropriate time for specialized services.	% Students Receiving Appropriate Specialized Services: 0% difference
1.5	Priority 7B Number of instructional minutes specifically allocated to small group and individual ELA and Math intervention support for identified students	Zero minutes were specifically allocated to ELA and Math intervention support in 2023-2024. Instead, interventions occurred during class time as necessary. Students in need of support were identified using universal screeners and formative, benchmark,	In 2024-2025, 240 minutes per week were specifically allocated to ELA intervention support. Math intervention support occurred during class time as necessary. Students in need of support were identified using	In 2025-2026, 350 minutes per week were specifically allocated to ELA intervention. Math intervention occurred during class time as necessary. Students in need of support were identified using universal	The Year 3 desired outcome is to specifically allocate at least 120 minutes (60 minutes per subject) per week to small group and individual ELA and Math intervention support for students identified using universal	# Weekly ELA Intervention Minutes: +350 difference # Weekly Math Intervention Minutes: 0 difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and summative assessments.	universal screeners and formative, benchmark, and summative assessments.	screeners and formative, benchmark, and summative assessments.	screeners and formative, benchmark, and summative assessments.	
1.7	Priority 1C Overall score on the Facility Inspection Tool	In 2023-2024, the overall score on the Facility Inspection Tool was 95.73%.	In 2024-2025, the overall score on the Facility Inspection Tool was 95.93%	In 2025-2026, the overall score on the Facility Inspection Tool was 97.6%.	The Year 3 desired outcome is to maintain scores above 85% on the Facility Inspection Tool each year.	Facility Inspection Tool Score: +1.87% difference

Goal Analysis [2025-26]

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

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

In general, Goal 1 was implemented with success. We did experience some challenges but will continue to work to address these barriers in our effort to achieve our goal.

1.1 Successes: able to provide all students with the necessary instructional materials.
Challenges: hard to find curriculum suitable for wide-range multi-grade classrooms.
1.2 Successes: able to provide ELOP program.
Challenges: sometimes hard to facilitate with limited staff
1.3 Successes: able to provide a Special Education teacher to provide and coordinate services as needed.
Challenges: very difficult to find consistent teachers due to our intermittent part-time needs.
1.4 Successes: able to provide instructional materials for small group and individualized settings.
Challenges: ELA intervention working but targeted Math intervention is needed.
1.5 Successes: most projects were completed.
Challenges: still need to repair one outdoor water fountain, replace the basketball court, provide continual pest management, maintain the baseball infield area, and revitalize the running track.
1.6 Successes: projects were completed and therefore the action has not been included for next year.
Challenges: total cost of projects were more than what funding was provided
1.7 Successes: the report was completed and indicated growth toward our goal
Challenges: identified projects need funding to support their completion

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.

There were no material differences between the budgeted and estimated actual expenditures.

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

GOAL 1: We will build a safe and effective learning environment that provides a broad course of study and meaningful enrichment activities.

1.1 EFFECTIVE: providing necessary instructional materials will continue to help us make progress toward this goal.
1.2 EFFECTIVE: the ELOP program was well-attended by unduplicated students and provided hands-on enrichment aligned with their interests, helping address opportunity gaps.
1.3 EFFECTIVE: providing a part-time Special Education teacher ensured all students with exceptional needs received their services. This supported our goal by improving individualized instruction, although consistency remains difficult due to our intermittent needs and rural location.
1.4 EFFECTIVE: stakeholder surveys indicated that access to small group instruction in ELA helped improve student confidence and performance in reading fluency assessments.
1.5 EFFECTIVE: completing new projects along with maintaining our facility will help us continue to provide a safe learning environment.
1.7 EFFECTIVE: being able to use a facility evaluation tool each year formally identifies and quantifies areas around the campus needing improvement.

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.

The only change made was to end one action (1.6) due to project completion. Otherwise, all other actions were continued.

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	Provide standards aligned instructional materials	We will ensure that all students are provided standards-aligned instructional materials in all subject areas as necessary. Restricted & Unrestricted Lottery = $1,000	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Provide Expanded Learning Opportunities Program	We will provide an Expanded Learning Opportunities Program for all students by employing a program coordinator and paying for associated costs. This program consists of Before and After School Programs plus 30 extra days of programming outside of the school year. Along with providing quality childcare for our working low-income families, these programs include academic, physical, and enrichment components. The Expanded Learning Opportunities Program aims to improve student outcomes and expanded learning opportunities, especially for our unduplicated student population. Expanded Learning Opportunities Program = $89,600	$89,600.00	No
1.3	Provide specialized services to our students with exceptional needs	We will provide the necessary specialized services for our students with exceptional needs by employing a Special Education teacher. Goals will be developed, measured, and reestablished each year to ensure adequate progress. Other necessary services will be coordinated as directed in the each child's plan. At this time, there are a few students needing such services. Federal Special Education Funds = $3,400 State Special Education Funds = $11,600	$15,000.00	No
1.4	Purchase instructional materials necessary for small group and individual ELA and Math intervention	We will purchase needed instructional materials for small group and individual ELA and Math intervention supports. These may include workbooks, online subscriptions, manipulatives, etc. Restricted & Unrestricted Lottery = $500	$500.00	No
1.5	Complete identified maintenance projects	Repairs and improvements identified using the Facility Inspection Tool and other local inspection tools will be completed. Current projects include replacing or repairing one outdoor water fountain, replacing the basketball court, continual pest management, adding woodchips around the playground, maintaining the baseball infield area, and revitalizing the running track.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		General Fund = $10,000		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By June 2027, we will employ 2 fully credentialed teachers who will participate in 2 instructional coaching cycles focused on effective multi-grade instruction. In addition, we will employ 1 fully credentialed administrator who will facilitate and participate in 2 instructional coaching cycles focused on effective multi-grade instruction and small single-school district leadership.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Currently, nearly all school funding is allocated based on average daily student attendance. As a single-school district with an extremely small student population, we receive minimal funding. Inadequate and inequitable funding coupled with our rural location makes providing basic services challenging. With less than 30 students enrolled, our entire school is funded as if it were one classroom. We have found that one teacher cannot sufficiently teach all TK-8th grade levels. In addition, it is developmentally inappropriate to have all TK-8th grade students in one classroom. Therefore, the need to hire more than one teacher is absolutely necessary to provide access to a high-quality instructional program that includes a broad course of study. More than one teacher is also necessary to properly plan and implement the California state standards in these multi-subject multi-grade classrooms. Recruiting and retaining fully credentialed, appropriately assigned, and highly effective instructors of multi-subject, multi-grade classrooms is extremely difficult. Our multi-grade classrooms usually span six grade levels and require masterful knowledge of the implementation and progression of state standards throughout grade levels. These unique learning environments also require effective classroom management and instruction that is responsive to the needs of individual students plus the needs of a multi-grade classroom. In addition to the challenging nature of these teaching positions, the remote, rural location of our school creates added obstacles for our potential teachers. Therefore, providing a consistent, excellent educational setting led by an effective and credentialed educator has become a means to address equity for our students. Finding a fully credentialed administrator who is skilled in the management of a rural, extremely small single-school district and who is able to support our teachers in achieving highly effective multi-subject, multi-grade classrooms is very difficult. Providing consistent leadership for staff and students has also become a means to address equity for our students. Thus, this goal has been developed to address our high instability rate and low funding capacity by increasing staff continuity, improving instructional quality, and ensuring site leadership is equipped to support a stable learning environment for all students, especially our low-income pupil population.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1A Number of teachers employed	In 2023-2024, we employed 2.0 teachers.	In 2024-2025, we employed 2.0 teachers.	In 2025-2026, we employed 2.0 teachers	The Year 3 desired outcome is to employ at least 2.0 teachers.	# Employed Teachers: 0 difference
2.2	Priority 1A Percentage of fully credentialed, appropriately assigned teachers	In 2023-2024, 0% of our teachers were fully credentialed. One teacher completed the induction program and is now clearing their credential. One teacher was an intern and participating in required credentialling coursework. Both teachers are pursuing multi-subject teaching credentials and were therefore appropriately assigned.	In 2024-2025, 50% of our teachers were fully credentialed. One teacher holds clear multi-subject and History-Social Science single subject credentials. One teacher was an intern and participating in the required credentialing coursework. Both teachers have or are pursuing multi-subject teaching credentials and were therefore appropriately assigned.	In 2025-2026, 50% of our teachers were fully credentialed. One teacher holds clear multi-subject and History-Social Science single subject credentials. One teacher was an intern and participating in the required credentialing coursework. Both teachers have or are pursuing multi-subject teaching credentials and were therefore appropriately assigned.	The Year 3 desired outcome is that 100% of our teachers are fully credentialed and appropriately assigned.	% Fully Credentialed Teachers: +100% difference % Appropriately Assigned Teachers: 0% difference
2.3	Priority 1A Percentage of fully credentialed administrators	In 2023-2024, we employed a part-time (0.05) fully credentialed administrator and a full-time (1.0) uncredentialed administrator.	In 2024-2025, we employed a part-time (0.05) fully credentialed administrator and a full-time (1.0) uncredentialed administrator.	In 2025-2026, we employed a part-time (0.11) fully credentialed administrator and a full-time (1.0) uncredentialed administrator.	The Year 3 desired outcome is to employ a full-time (1.0) fully credentialed administrator.	% Fully Credentialed Admins: 0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Priority 2A Number of instructional improvement cycles completed	Zero instructional improvement cycles were completed in 2023-2024.	Zero instructional improvement cycles were completed in 2024-2025 at our school because staff was participating in multiple communities of practice provided by other organizations.	Zero instructional improvement cycles were completed in 2025-2026 at our school because staff was participating in multiple communities of practice provided by other organizations.	The Year 3 desired outcome is that three instructional improvement cycles are completed at each trimester each year.	# Improvement Cycles: 0 difference
2.5	Priority 2A Number of teacher self-assessment tools used in a school year	Zero teacher self-assessment tools were used in 2023-2024 because they did not exist. These measures of effectiveness will be created and piloted in 2024-2025.	Zero teacher self-assessment tools were created and piloted in 2024-2025.	Zero teacher self-assessment tools were created and piloted in 2025-2026.	The Year 3 desired outcome is that at least two teacher self-assessment tools will be used and indicate improvement each year.	# Self Assessment Tools: 0 difference
2.6	Priority 2A Percentage of instructional staff who participated in professional development	In 2023-2024, 100% of instructional staff participated in professional development.	In 2024-2025, 100% of instructional staff participated in professional development.	In 2025-2026, 100% of instructional staff participated in professional development.	The Year 3 desired outcome is 100% of instructional staff continue to participate in professional development.	% Staff Participating in PD: 0% difference
2.7	Priority 2A Percentage of instructional staff participating in instructional coaching cycles	In 2023-2024, 0% of instructional staff participated in instructional coaching cycles because they did not exist. These cycles will begin in 2024-2025.	In 2024-2025, 0% of instructional staff participated in instructional coaching cycles because they still do not exist. Instead, staff participated in multiple cycles	In 2025-2026, 0% of instructional staff participated in instructional coaching cycles because they still do not exist. Instead, staff participated in multiple cycles	The Year 3 desired outcome is that 100% of our instructional staff participate in 2 instructional coaching cycles per year.	% Staff Participating in Coaching Cycles: 0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			provided by other organizations.	provided by other organizations.		
2.8	Priority 2A Overall score rating our implementation of California state academic and performance standards on the Local Indicator Self Reflection Tool	In 2023-2024, the overall score on the Local Indicator Self Reflection Tool was 3.25. This tool was used one time at the end of this year.	In 2024-2025, the overall score on the Local Indicator Self Reflection Tool was 3.26. This tool was used one time at the end of the school year.	In 2025-2026, the overall score on the Local Indicator Self Reflection Tool was 3.48. This tool was used one time at the end of the school year.	The Year 3 desired outcome is to improve our overall score on the Local Indicator Self Reflection Tool each year.	Local Indicator Standards Implementation Score: +0.23 difference

Goal Analysis [2025-26]

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

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

In general, Goal 2 was implemented with success. We did experience some challenges but will continue to work to address these barriers in our effort to achieve our goal.

2.1 Successes: able to provide one additional teacher.
Challenges: teacher not yet fully credentialed.
2.2 Successes: able to provide credentialling assistance.
Challenges: qualifying for these funds is unpredictable which jeopardizes these important actions.
2.3 Successes: staff able to participate in multiple instructional improvement cycles provided by other organizations.
Challenges: unable to establish school-based Community of Practice due to participation in others.
2.4 Successes: staff able to participate in professional development focused in areas of need.
Challenges: more professional development is desired, but staff time is extremely limited.
2.5 Successes: able to provide instructional coaching and extra paid days as necessary.
Challenges: instructional coach time and teacher time is extremely limited.
2.6 Successes: able to provide a highly qualified administrative mentor.
Challenges: qualifying for these funds is unpredictable which jeopardizes these important actions.

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.

There were no material differences between the budgeted and estimated actual expenditures.

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

GOAL 2: By June 2027, we will employ 2 fully credentialed teachers who will participate in 2 instructional coaching cycles focused on effective multi-grade instruction. In addition, we will employ 1 fully credentialed administrator who will facilitate and participate in 2 instructional coaching cycles focused on effective multi-grade instruction and small single-school district leadership.

2.1 EFFECTIVE: providing one additional teacher will continue to help us make progress toward this goal.
2.2 EFFECTIVE: providing credentialling assistance will continue to help us eventually hire fully credentialed teachers and administrators.
2.3 EFFECTIVE: providing staff opportunities to participate in Communities of Practice, even if not school-based, will continue to help us provide effective multi-grade instruction.
2.4 EFFECTIVE: providing professional development focused in areas of need will continue to help us make progress toward this goal.
2.5 EFFECTIVE: providing instructional coaching and additional paid days will help us continue to provide the support needed for effective multi-grade instruction.
2.6 EFFECTIVE: providing an administrative mentor will continue to improve the quality of leadership in turn helping us make progress toward this 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.

There are no changes to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide one additional teacher	We will employ at least one additional teacher to manage our students' needs through differentiated instruction, especially our low-income population, and multi-subject multi-grade assignments. Supplemental & Concentration Funds = $43,975 Title IIA = $923	$44,898.00	Yes
2.2	Credentialing assistance	We will provide credentialing assistance to our teachers without a clear multi-subject California teaching credential. This includes the required credentialling coursework and teacher induction program. We will also	$9,500.00	No

Action #	Title	Description	Total Funds	Contributing
		provide assistance to our administrators without a clear administrative services California credential. This includes the required credentialling coursework and induction program. Equity Multiplier Funds = $9,500		
2.3	Maintain instructional Community of Practice	Our Community of Practice will meet and complete cycles of instructional improvement. This year, our group will also develop self-evaluation tools to be used to assess the effectiveness of our instructional program. This group will also use the Local Indicator Self Reflection Tool to rate our implementation of California state academic and performance standards. Equity Multiplier Funds = $11,167	$11,167.00	No
2.4	Professional development focused for areas of identified need	We will provide professional development for areas of need as identified with teacher assessment tools and student progress and performance data. Equity Multiplier Funds = $500	$500.00	No
2.5	Provide instructional coaching and extra paid days	We will provide instructional coaching as required for the teacher induction program and in collaboration with the Trinity County Office of Ed. We will also pay teachers for extra days as necessary. Equity Multiplier Funds = $2,000	$2,000.00	No
2.6	Provide administrative mentor	We will provide an administrative mentor as required for the administrator induction program, specialized coaching, and to improve the quality of leadership for our students, families, and staff. Equity Multiplier Funds = $21,317	$21,317.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	We will nurture sincere relationships and the enthusiastic involvement of our educational partners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

As publicly funded co-parents of our community's children, it is critical that we foster trusting relationships with our educational partners, provide opportunities for them to connect to student learning, and include them in transparent decision making. Effective engagement facilitates honest accountability and supports positive student outcomes in many ways. We have found that as an extremely small school in a tiny rural town, maintaining these connections is one of our greatest strengths and therefore must endure. We wish to deepen engagement by increasing involvement, inclusiveness, and overall effectiveness. Thus, this goal has been developed to address all of these needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priorities 3B 3C Number of family and community events produced	In 2023-2024, 14 family and community events were produced. Included were Family Fun Day, Fall Carnival, Holiday Talent Show, Spring Play, Open House Speech Night, Graduation, End of the Year Awards, and 8 monthly Family Nights.	In 2024-2025, the VAPA and CCSPP programs produced 21 family and community events. Included were Disc Golfing at Lowden Park, Jewlery Making Day at Angelas Beads, Back to School Night at KOA, Emergency Rescue Day, Fall Carnival, Holiday Family Fun at Bonanza King	In 2025-2026, the VAPA and CCSPP programs produced 25 family and community events. Included were Bowling Nights x2, Summer Family Fun Days x2, Outdoor Movie Nights x2, Kidder Creek Family Camp Out, Back to School Night at KOA, Kidder Creek Fall Festival, Fall Carnival at TC	The Year 3 desired outcome is to continue producing at least 12 family and community events each year.	# Family & Community Events: +11 difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Resort, Holiday Talent Show, Parent Pathways Night, Spring Play, Open House Speech Night, Graduation, End of the Year Awards, Summer Family Fun Day, and 8 monthly Family Nights.	School, Holiday Family Fun at Bonanza King Resort, Holiday Talent Show, Little Learners Fair, Open House Speech Night, Teen Challenge Movie Night, End of the Year Awards, Graduation, and 8 monthly Family Nights. In addition, 4 day/week community clubs were held from Sept - May with topics changing monthly. Also, a weekly coffee club started in March.		
3.2	Priorities 3B 3C Number of Family Lunches produced	Zero - did not exist	This new event / metric was developed during the 2024-2025 school year. There were 7 monthly Family Lunches produced.	In 2025-2026, there were 8 monthly Family Lunches produced.	The Year 3 desired outcome is to continue producing at least 9 Family Lunches each year.	# Family Lunches: +8 difference
3.3	Priority 3B Percentage of parents of our unduplicated students attending our	In 2023-2024, 100% of parents of our unduplicated students attended our family and community events.	In 2024-2025, 100% of parents of our unduplicated students attended	In 2025-2026, 100% of parents of our unduplicated students attended	The Year 3 desired outcome is for 100% of parents of our unduplicated students continue	% Unduplicated Parents Attending Events: 0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	family and community events		our family and community events.	our family and community events.	to attend our family and community events each year.	
3.4	Priority 3B Percentage of parents of our unduplicated students attending our Family Lunches	Zero - did not exist	This new event / metric was developed during the 2024-2025 school year. 100% of parents of our unduplicated students attended our monthly Family Lunches.	In 2025-2026, 100% of parents of our unduplicated students attended our monthly Family Lunches.	The Year 3 desired outcome is for 100% of parents of our unduplicated students continue to attend our monthly Family Lunches.	% Unduplicated Parents Attending Family Lunches: 100% difference
3.5	Priority 3C Percentage of parents of our students with exceptional needs attending our family and community events	In 2023-2024, 100% of parents of students with exceptional needs attended our family and community events.	In 2024-2025, 100% of parents of students with exceptional needs attended our family and community events.	In 2025-2026, 100% of parents of students with exceptional needs attended our family and community events.	The Year 3 desired outcome is for 100% of parents of students with exceptional needs continue to attend our family and community events each year.	% Exceptional Needs Parents Attending Events: 0% difference
3.6	Priority 3C Percentage of parents of our students with exceptional needs attending our Family Lunches	Zero - did not exist	This new event / metric was developed during the 2024-2025 school year. 100% of parents of students with exceptional needs attended our monthly Family Lunches.	In 2025-2026, 100% of parents of students with exceptional needs attended our monthly Family Lunches.	The Year 3 desired outcome is for 100% of parents of students with exceptional needs continue to attend our monthly Family Lunches.	% Exceptional Needs Parents Attending Family Lunches: 100% difference
3.7	Priority 3A Number of meetings held by the LCAP	In 2023-2024, the LCAP Advisory Committee met 4 times.	In 2024-2025, the LCAP Advisory Committee met 5	In 2025-2026, the LCAP Advisory Committee met 5	The Year 3 desired outcome is for the LCAP Advisory	# LCAP Advisory Committee

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Advisory Committee (Schools Advisory Committee) maintaining desired membership composition	Membership consisted of an administrator, teacher, school staff, community members, and parents of unduplicated students and those with exceptional needs.	times. Membership consisted of an administrator, teacher, school staff, community members, and parents of unduplicated students and those with exceptional needs.	times. Membership consisted of an administrator, teacher, school staff, community members, and parents of unduplicated students and those with exceptional needs.	Committee (Schools Advisory Committee) to meet at least 5 times each year.	Meetings: +1 difference

Goal Analysis [2025-26]

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

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

In general, Goal 3 was implemented with success. We did experience some challenges but will continue to work to address these barriers in our effort to achieve our goal.

3.1 Successes: able to provide a Visual and Performing Arts Instructor to all students.
Challenges: more time needed to allocate each week to VAPA projects and performances.
3.2 Successes: able to provide CCSPP Coordinators capable of facilitating events.
Challenges: none because we were able to hire two part-time coordinators that can successfully do the job.
3.3 Successes: able to provide the necessary supplies for events.
Challenges: none because we were able to supply what was needed.
3.4 Successes: able to facilitate School Advisory Committee and maintain desired composition.
Challenges: recruiting additional members from diverse groups remains a challenge.
3.5 Successes: some training received through other professional development and staff meetings.
Challenges: still need to establish this training.

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.

There were no material differences between the budgeted and estimated actual expenditures.

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

GOAL 3: We will nurture sincere relationships and the enthusiastic involvement of our educational partners.

3.1 EFFECTIVE: providing a VAPA program will help us make progress toward this goal.
3.2 EFFECTIVE: providing CCSPP Coordinators will continue to help us nurture sincere relationships and the enthusiastic involvement of our educational partners.
3.3 EFFECTIVE: providing the necessary supplies for events will help us make progress toward this goal.
3.4 EFFECTIVE: facilitating the School Advisory Committee will continue to help us nurture the enthusiastic involvement of our educational partners.
3.5 EFFECTIVE: providing some training around family engagement, with intentions for more, will help us make progress toward this 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.

There were no changes made to the goal, metrics, targeted outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Visual and Performing Arts Instructor	We will employ a Visual and Performing Arts Instructor. This person is responsible for producing at least 3 family and community events - a Holiday Talent Show, the Spring Play, the End of the Year Awards ceremony, and Graduation when applicable. Rural Education Achievement Program = $18,008	$18,008.00	No
3.2	California Community Schools Partnership Program Coordinator	We will employ California Community Schools Partnership Program Coordinators. In addition to other assignments, these people are responsible for producing at least 16 family and community events - 8 monthly Family Nights, 3 summer events, Back to School Night, Fall Carnival, and other themed events. California Community Schools Partnership Program = $40,004	$40,004.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Family & Community Event Supplies	We will purchase supplies necessary for producing our family and community events. Rural Education Achievement Program = $1,500 California Community Schools Partnership Program = $22,288	$23,788.00	No
3.4	Maintain Schools Advisory Committee	We will ensure our Schools Advisory Committee meets throughout the year in order to participate in decision making. We will maintain membership composition consisting of administrator(s), teacher(s), school staff, community members, and parents of unduplicated students and those with exceptional needs.	$0.00	No
3.5	Professional development focused on effective family engagement	All staff will receive professional development focused on effective family engagement in order to deepen family engagement by increasing involvement, inclusiveness, and overall effectiveness	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	We will sustain continuous improvement in the pursuit of excellence in all components of our students' academic, behavioral, and social emotional outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

We recognize that students are more than just test scores. Therefore, in addition to reviewing test scores, we analyze suspension, expulsion, and attendance rates, along with parent engagement, school climate, and conditions data which gives us a more comprehensive picture of student performance. Our CAASPP assessment data demonstrates the on-going need to recruit, train, and retain fully credentialed highly effective educators. We must also be able to support the needs of our English language learners when applicable. Our school does not provide home to school transportation throughout our geographically large school district, so some students, especially our low-income, are often absent due to economic reasons. Even though surveys indicate a strong sense of safety and school connectedness, transportation challenges have resulted in low average daily attendance and high chronic absenteeism rates. Healthy student outcomes remain a priority but is affected by limited resources. Our students need robust physical activity, lessons on healthy living and wellness, explicit instruction on social and emotional intelligence, and instruction on various prevention topics. We are continually refining our prevention strategies and responses to undesired student behavior. Our detention system aids in providing limits for chronic misbehaviors and identifies areas of needed interventions. These components of our program remain an area of focus to ensure a safe high-quality learning environment for all of our students. Thus, this goal has been developed to address all of these needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 8A Percentage of students scoring Level 2, Level 3, or Level 4 on 1st Trimester CAASPP	In 2023-2024, 67% of eligible students completed the CAASPP Interim Assessment for ELA and 67% received	In 2024-2025, the CAASPP Interim Assessment for ELA was not administered so 0% of eligible	In 2025-2026, the CAASPP Interim Assessment for ELA was not administered so 0% of eligible	The Year 3 desired outcome is for 100% of eligible students complete the CAASPP Interim	% Eligible Students Participating: -67% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Interim Assessment - ELA	scores of Level 2, Level 3, or Level 4.	student completed it and 0% received scores of Level 2, Level 3, or Level 4.	students completed it and 0% received scores of Level 2, Level 3, and Level 4.	Assessment for ELA each year and that at least 70% receive scores of Level 2, Level 3, or Level 4 each year.	% Student Scoring Levels 2, 3, or 4 ELA: -67% difference
4.2	Priority 8A Percentage of students scoring Level 2, Level 3, or Level 4 on 1st Trimester CAASPP Interim Assessment - Math	In 2023-2024, 67% of eligible students completed the CAASPP Interim Assessment for Math and 67% received scores of Level 2, Level 3, or Level 4.	In 2024-2025, 56% of eligible student completed the CAASPP Interim Assessment for Math and 60% received scores of Level 2, Level 3, and Level 4.	In 2025-2026, the CAASPP Interim Assessment for Math was not administered so 0% of eligible students completed it and 0% received scores of Level 2, Level 3, and Level 4.	The Year 3 desired outcome is for 100% of eligible students complete the CAASPP Interim Assessment for Math each year and that at least 70% receive scores of Level 2, Level 3, or Level 4 each year.	% Eligible Students Participating: -67% difference % Students Scoring Levels 2, 3, or 4 Math: -67% difference
4.3	Priority 4A Percentage of students scoring Level 3 or Level 4 on CAASPP Summative Assessment - ELA	In 2023-2024, 100% of eligible students completed the CAASPP Summative Assessment for ELA and 40% received scores of Level 3 or Level 4.	In 2024-2025, 100% of eligible students completed the CAASPP Summative Assessment for ELA and 44% received scores of Level 3 or Level 4.	In 2025-2026, 100% of eligible students completed the CAASPP Summative Assessment for ELA and 50% received scores of Level 3 or Level 4.	The Year 3 desired outcome is for 100% of eligible students to complete the CAASPP Summative Assessment for ELA and that at least 75% receive scores of Level 3 or Level 4 each year.	% Eligible Students Participating: 0% difference % Students Scoring Levels 3 or 4 ELA: +10% difference
4.4	Priority 4A Percentage of students scoring Level 3 or Level 4 on CAASPP	In 2023-2024, 100% of eligible students completed the CAASPP Summative Assessment for Math and 30%	In 2024-2025, 100% of eligible students completed the CAASPP	In 2025-2026, 100% of eligible students completed the CAASPP	The Year 3 desired outcome is for 100% of eligible students to complete the	% Eligible Students Participating: 0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Summative Assessment - Math	received scores of Level 3 or Level 4.	Summative Assessment for Math and 44% received scores of Level 3 or Level 4.	Summative Assessment for Math and 30% received scores of Level 3 or Level 4.	CAASPP Summative Assessment for Math and that at least 75% receive scores of Level 3 or Level 4 each year.	% Students Scoring Levels 3 or 4 Math: 0% difference
4.7	Priority 5A Percent average daily student attendance	In 2023-2024, our students attended 88.73% of the school year.	In 2024-2025, our students attended 93.85% of the school year.	In 2025-2026, our students attended 95.09% of the school year.	The Year 3 desired outcome is for our students to attend more than 90% of the school year each year.	% Average Daily Attendance: +6.36% difference
4.8	Priority 5B Percentage of students chronically absent	In 2023-2024, 43% of our students were chronically absent.	In 2024-2025, 25% of our students were chronically absent.	In 2025-2026, 16% of our students were chronically absent.	The Year 3 desired outcome is for 0% of our students to be chronically absent each year.	% Students Chronically Absent: -27% difference
4.9	Priority 8A Percentage of students scoring in the Healthy Fitness Zone as measured by FitnessGram	In 2023-2024, the FitnessGram was administered and data was collected but not kept. Without this information, we must assume that 0% of our students scored in the Healthy Fitness Zone.	In 2024-2025, 33% of tested students scored in the Healthy Fitness Zone.	In 2025-2026, 56% of tested students scored in the Healthy Fitness Zone.	The Year 3 desired outcome is for 100% of our students to score in the Healthy Fitness Zone.	% Students in Healthy Fitness Zone: +56% difference
4.10	Priority 8A Number of instructional minutes specifically allocated to lessons on healthy living, wellness, social and emotional intelligence, and various prevention topics	In 2023-2024, 120 instructional minutes per month were specifically allocated to lessons on healthy living, wellness, social and emotional	In 2024-2025, an average of 120 instructional minutes per month were specifically allocated to lessons on healthy living, wellness,	In 2025-2026, an average of 420 instructional minutes per month were specifically allocated to lessons on healthy living, wellness,	The Year 3 desired outcome is for at least 120 instructional minutes per month are specifically allocated to lessons on healthy	# Monthly Wellness, SEL, Prevention Minutes: +300 difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		intelligence, and various prevention topics.	social and emotional intelligence, and various prevention topics.	social and emotional intelligence, and various prevention topics.	living, wellness, social and emotional intelligence, and various prevention topics each year.	
4.11	Priority 6A Percentage of students suspended	Zero students were suspended in 2023-2024.	In 2024-2025, 8% of students were suspended. This percentage reflects one student suspended in-school one time.	Zero students were suspended in 2025-2026.	The Year 3 desired outcome is for there to be zero students suspended each year.	% Students Suspended: 0% difference
4.12	Priority 6B Percentage of students expelled	Zero students were expelled in 2023-2024.	Zero students were expelled in 2024-2025.	Zero students were expelled in 2025-2026.	The Year 3 desired outcome is for there to be zero students expelled each year.	% Students Expelled: 0% difference
4.13	Priority 6C Percentage of students, families, and staff reporting that they Agree or Strongly Agree that they feel safe and connected to our school as evidenced on local surveys	In 2023-2024, 100% of survey respondents reported that they Agree or Strongly Agree that they feel safe and connected to our school as evidenced on local surveys.	In 2024-2025, 100% of survey respondents reported that they Agree or Strongly Agree that they feel safe and connected to our school as evidenced on local surveys.	In 2025-2026, 100% of survey respondents reported that they Agree or Strongly Agree that they feel safe and connected to our school as evidenced on local surveys.	The Year 3 desired outcome is for 100% of respondents reported that they Agree or Strongly Agree that they feel safe and connected to our school each year.	% Students, Families, Staff Reporting Safety & Connectedness: 0% difference

Goal Analysis [2025-26]

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

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

In general, Goal 4 was implemented with success. We did experience some challenges but will continue to work to address these barriers in our effort to achieve our goal.

4.1 Successes: able to identify areas of needed support for all students.
Challenges: hard to organize with so many different systems and assessments used.
4.2 Successes: able to target skills for improvement and provide intervention time for students in need of support.
Challenges: more time needed to address all areas of concern with each student.
4.3 Successes: able to support teachers in furthering their literacy goals.
Challenges: more time and training needed to address all areas of concern in each classroom.
4.4 Successes: able to implement early childhood education program for our community's youngest learners.
Challenges: committed classroom space needs to be provided and outdoor facilities need to be upgraded to accommodate these little people.
4.5 Successes: able to provide the necessary instructional materials for literacy interventions.
Challenges: none.
4.6 Successes: able to administer summative tests to all eligible students and the Math interim test to most eligible students.
Challenges: not all eligible students administered Math interim test and no eligible students administered ELA interim test.
4.7 Successes: able to provide mileage reimbursement to all interested families.
Challenges: none because we were able to provide reimbursements to our families.
4.8 Successes: able to provide necessary information monthly to parents regarding their student's status as a result of their daily attendance,
Challenges: none because we were able to provide frequent reporting along with monthly mileage reimbursements.
4.9 Successes: able to administer the FitnessGram one time during the school year.
Challenges: need to integrate FitnessGram testing into Physical Education program and need to provide training to staff.
4.10 Successes: some time was allocated for those specific topics.
Challenges: more time needs to be allocated each week for those specific topics and instructional support and training is needed for staff.
4.11 Successes: behavior expectations established and reinforced throughout the school year.
Challenges: continual training support for staff needed to provide consistent and constant reinforcement.
4.12 Successes: able to use the chronic misbehavior consequence system.
Challenges: feedback revealed a need for modifications to be piloted in the next school year.
4.13 Successes: able to administer one survey to parents and staff.
Challenges: not all parents participate in survey.

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.

There were no material differences between the budgeted and estimated actual expenditures.

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

GOAL 4: We will sustain continuous improvement in the pursuit of excellence in all components of our students' academic, behavioral, and social emotional outcomes.

4.1 EFFECTIVE: ability to identify the needs of our students will continue to help us make progress toward this goal.
4.2 EFFECTIVE: providing a Literacy Aide to deliver targeted instruction in each classroom has shown to increase student achievement and will continue to help us achieve this goal.
4.3 EFFECTIVE: providing a Literacy Coach to support teacher instruction in each classroom has shown to increase student achievement and will continue to help us achieve this goal.
4.4 EFFECTIVE: providing an ECE Coordinator to manage a School Readiness Program for our community's youngest children allows for early exposure to critical life skills and consistent school routines, thereby setting them up for success in the classroom.
4.5 EFFECTIVE: providing the supplies necessary for targeted Literacy instruction and coaching will continue to help us make progress toward this goal.
4.6 EFFECTIVE: administering interim and summative testing will help us sustain continuous improvement in the pursuit of our students' academic excellence.
4.7 EFFECTIVE: providing mileage reimbursement to families will continue to help us make progress toward this goal.
4.8 EEFECTIVE: providing monthly attendance information to families will continue to help us make progress toward this goal.
4.9 EFFECTIVE: administering the FitnessGram will help us sustain continuous improvement in the pursuit of our students' behavioral and social emotional outcomes.
4.10 EFFECTIVE: providing lessons in specific topics will help us make progress toward this goal.
4.11 EFFECTIVE: establishing and reinforcing behavior expectations will help us sustain continuous improvement in the pursuit of our students' outcomes.
4.12 EFFECTIVE: utilizing our chronic misbehavior consequence system will help us continue to make progress toward this goal.
4.13 EFFECTIVE: surveying our educational partners will help us make progress toward this 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.

There were no changes made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Identify and Address Areas of Needed Intervention Supports	Our teachers will maintain a grading system which will be used to track student progress and performance. We will use this formative classroom data, along with interim and summative CAASPP Assessment scores, to identify areas of needed intervention supports. In addition, we will use a Needs Assessment to research and identify the students with the greatest need of learning recovery in areas of Math, ELA, and chronic absenteeism using metrics 4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.11, and 4.12. Individualized	$3,783.00	No

Action #	Title	Description	Total Funds	Contributing
		learning plans will then be developed and implemented by our teachers using evidence-based resources and programs. Learning Recovery Emergency Block Grant = $3,783		
4.2	Provide Literacy Aides to deliver targeted instruction in each classroom	Literacy Aides will be provided to assist our teachers' delivery of targeted instruction in the domains of ELA using evidence-based resources and programs. This classroom assistance aims to support all our students along with those with the greatest need of learning recovery. Literacy Coach and Reading Specialist = $57,447	$57,447.00	No
4.3	Provide a Literacy Coach to deliver instructional coaching and support in each classroom	A Literacy Coach will be provided to assist our teachers' delivery and implementation of ELA standards using evidence-based resources, programs, and practices. This classroom assistance aims to support all our students along with those with the greatest need of learning recovery. Literacy Coach and Reading Specialist = $10,285	$10,285.00	No
4.4	Provide an Early Childhood Coordinator to engage the families with our community's youngest children	An Early Childhood Coordinator will welcome and engage the families with our community's youngest children. The coordinator will manage a high-quality School Readiness Program to provide play-based opportunities for early learning, socialization, connection, and support for parents. Trinity County First Five = $17,033	$17,033.00	No
4.5	Purchase necessary materials for targeted Literacy instruction and coaching	Necessary materials for targeted Literacy instruction and coaching will be provided as needed. Literacy Coach and Reading Specialist = $3,000	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.6	Administer Interim and Summative CAASPP Assessments	Our teachers will administer CAASPP Interim Assessments in ELA and Math to all eligible students before the end of the first trimester. Our teachers will also administer CAASPP Summative Assessments in ELA and Math to all eligible students before the end of the school year.	$0.00	No
4.7	Provide in-lieu of home to school transportation mileage reimbursements to families	We will provide mileage reimbursements to families in-lieu of home to school transportation. Even though this new service benefits our families overall, our unduplicated pupils will benefit the most. Supplemental & Concentration Funding = $2,419	$2,419.00	Yes
4.8	Enforce attendance procedures and policies	In order reduce chronic absenteeism rates, office staff will communicate regularly with parents regarding attendance expectations and concerns, provide clear information regarding acceptable reasons to excuse their child from attendance, and enforce attendance procedures and policies with fidelity. Office staff and teachers will inform parents of the Short-Term Independent Study Program for attendance credit recovery. Referrals to the School Attendance Review Board will be made when required. Office staff may provide transportation for students of families in need when absolutely necessary.	$0.00	No
4.9	Administer FitnessGram physical fitness test throughout the year	We will administer the FitnessGram physical fitness test to all students throughout the year in order to measure their fitness levels in areas of aerobic capacity, abdominal strength, trunk extensor strength, upper body strength, and flexibility. Results will determine areas of needed focus so students can achieve scores in the Healthy Fitness Zone by the end of the school year.	$0.00	No
4.10	Provide lessons focused on healthy living, wellness, safety, social and emotional	We will specifically allocate instructional minutes to provide lessons focused on healthy living, wellness, safety, social and emotional intelligence, and various prevention topics in order to improve our students' outcomes. Participation in Tobacco Use Prevention Education and Club	$500.00	No

Action #	Title	Description	Total Funds	Contributing
	intelligence, and various prevention topics	Live may occur to achieve this goal. Purchasing instructional materials may also be necessary. Unrestricted Lottery Funds = $500		
4.11	Maintain safety and a positive school climate using behavior expectations in all school settings	We will expect appropriate behavior from all students in all school settings in order to maintain safety and a positive school climate. Teachers will explicitly teach behavior matrices, practice routines, and refine classroom management. Our token economy system will also be used to incentivize desired behaviors. When necessary, behavior supports will be provided, such as consultations from Behaviorists, additional professional development, student success team meetings, counseling, etc. Each classroom has developed a system to deal with chronic misbehaviors. When necessary, the detention system will be used to enforce those systems. These detentions provide limits, opportunities for discussion, behavior examination, and restoration of harm. When detentions become frequent, there is a mechanism for student success team meetings and behavior studies.	$0.00	No
4.12	Utilize chronic misbehavior consequence system	When dealing with chronic misbehaviors, we have found that a consequence system is effective in providing limits, opportunities for discussion, behavior examination, and restoration of harm. When consequences become frequent, a student success team meeting will be held to analyze the motivation behind the behavior and to create possible solutions. After a few more incidents of misbehavior while trying to implement solutions, suspension will be considered. Although suspension prevention is the priority, they will be used when required and deemed necessary. When suspensions become frequent, a deeper examination of behavior will be done by the student success team. Although expulsion prevention is the priority, it will be used when required and deemed necessary.	$0.00	No
4.13	Administer surveys	To glean input from our educational partners regarding our progress in meeting the California state priorities, we will administer surveys	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		throughout the year. This information will influence decision-making at our school and provide insight into our many areas of focus.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$46,394	$8,015

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
15.723%	0.000%	$0.00	15.723%

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
2.1	**Action:** Provide one additional teacher **Need:** Pupils that qualify for free and reduced-price meals often face barriers to learning due to their socioeconomic status. They need decreased student-to-teacher ratios to receive the higher level of attention needed for smaller group instruction/differentiated instruction. A	This action will provide one additional teacher. This will lower the student-to-teacher ratio to provide more focused, levelized learning and to allow classroom management strategies to be developmentally appropriate. This is provided on an LEA-wide basis for all students, although we believe it will benefit our students that qualify for free and reduced-price meals the most.	2.1, 2.2, 2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low student-to-teacher ratio meets both their academic and social-emotional needs. Currently we have students from TK - 8th grade but receive funding for only one teacher. We need to separate our students into separate classrooms based on grade level and development. **Scope:** Schoolwide		
4.7	**Action:** Provide in-lieu of home to school transportation mileage reimbursements to families **Need:** Low-income students comprise our largest student group. Since our school does not provide home-to-school transportation throughout our geographically large school district, these students often miss school for economic reasons. Frequent absences create exponential learning loss. Providing these reimbursements to all of our families will directly result in overall improved daily attendance and student outcomes, with specific emphasis on our low-income families. **Scope:** Schoolwide	This action will provide transportation reimbursements to families to bring students to and from school. Offered to all students, this benefits our low-income students the most.	4.7, 4.8

Limited Actions

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

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

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

All of our actions were developed to serve all of our students, therefore there are zero limited actions included in our LCAP. Our student enrollment is extremely small plus we have nearly 100% unduplicated students, so providing services to everyone makes the most sense for our school district.

Additional Concentration Grant Funding

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

We are using our additional Concentration Grant funding to employ an additional teacher who will directly provide services to our unduplicated students by leading one of our multi-grade classrooms. This can be found in Goal 2 Action 1.

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	does not apply	0.20:12
Staff-to-student ratio of certificated staff providing direct services to students	does not apply	2.00:12

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$295,070	$46,394	15.723%	0.000%	15.723%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$56,394.00	$301,524.00	$0.00	$23,831.00	$381,749.00	$301,572.00	$80,177.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide standards aligned instructional materials	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$1,000.00		$1,000.00			$1,000.00	
1	1.2	Provide Expanded Learning Opportunities Program	All	No			Specific Schools: Trinity Center Elementar	2024-2027	$64,413.00	$25,187.00		$89,600.00			$89,600.00	
1	1.3	Provide specialized services to our students with exceptional needs	Students with Disabilities Students with exceptional needs	No			Specific Schools: Trinity Center Elementary	2024-2027	$15,000.00	$0.00		$11,600.00		$3,400.00	$15,000.00	
1	1.4	Purchase instructional materials necessary for small group and individual ELA and Math intervention	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$500.00		$500.00			$500.00	
1	1.5	Complete identified maintenance projects	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.1	Provide one additional teacher	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Trinity Center Elementary	2024-2027	$44,898.00	$0.00	$43,975.00			$923.00	$44,898.00	
2	2.2	Credentialing assistance	All	No			Specific Schools: Trinity Center	2024-2027	$0.00	$9,500.00		$9,500.00			$9,500.00	

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
							Elementary									
2	**2.3**	Maintain instructional Community of Practice	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$11,167.00	$0.00		$11,167.00			$11,167.00	
2	**2.4**	Professional development focused for areas of identified need	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$500.00		$500.00			$500.00	
2	**2.5**	Provide instructional coaching and extra paid days	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$2,000.00	$0.00		$2,000.00			$2,000.00	
2	**2.6**	Provide administrative mentor	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$21,317.00	$0.00		$21,317.00			$21,317.00	
3	**3.1**	Visual and Performing Arts Instructor	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$18,008.00	$0.00				$18,008.00	$18,008.00	
3	**3.2**	California Community Schools Partnership Program Coordinator	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$40,004.00	$0.00		$40,004.00			$40,004.00	
3	**3.3**	Family & Community Event Supplies	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$23,788.00		$22,288.00		$1,500.00	$23,788.00	
3	**3.4**	Maintain Schools Advisory Committee	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$0.00	$0.00				$0.00	
3	**3.5**	Professional development focused on effective family engagement	All	No			Specific Schools: Trinity	2024-2027	$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
							Center Elementary									
4	4.1	Identify and Address Areas of Needed Intervention Supports	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$3,783.00		$3,783.00			$3,783.00	
4	4.2	Provide Literacy Aides to deliver targeted instruction in each classroom	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$57,447.00	$0.00		$57,447.00			$57,447.00	
4	4.3	Provide a Literacy Coach to deliver instructional coaching and support in each classroom	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$10,285.00	$0.00		$10,285.00			$10,285.00	
4	4.4	Provide an Early Childhood Coordinator to engage the families with our community's youngest children	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$17,033.00	$0.00		$17,033.00			$17,033.00	
4	4.5	Purchase necessary materials for targeted Literacy instruction and coaching	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$3,000.00		$3,000.00			$3,000.00	
4	4.6	Administer Interim and Summative CAASPP Assessments	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.7	Provide in-lieu of home to school transportation mileage reimbursements to families	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$2,419.00	$2,419.00				$2,419.00	
4	4.8	Enforce attendance procedures and policies	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$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
4	4.9	Administer FitnessGram physical fitness test throughout the year	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.10	Provide lessons focused on healthy living, wellness, safety, social and emotional intelligence, and various prevention topics	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$500.00		$500.00			$500.00	
4	4.11	Maintain safety and a positive school climate using behavior expectations in all school settings	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.12	Utilize chronic misbehavior consequence system	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$0.00	$0.00				$0.00	
4	4.13	Administer surveys	All	No			Specific Schools: Trinity Center Elementary	2024-2027	$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$295,070	$46,394	15.723%	0.000%	15.723%	$46,394.00	0.000%	15.723 %	**Total:**	$46,394.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$46,394.00

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	**2.1**	Provide one additional teacher	Yes	Schoolwide	Low Income	Specific Schools: Trinity Center Elementary	$43,975.00	
4	**4.7**	Provide in-lieu of home to school transportation mileage reimbursements to families	Yes	Schoolwide	Low Income	Specific Schools: Trinity Center Elementary	$2,419.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$309,345.00	$322,280.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Provide standards aligned instructional materials	No	$1,000.00	$1,000
1	**1.2**	Provide Expanded Learning Opportunities Program	No	$54,447.00	$54,447
1	**1.3**	Provide specialized services to our students with exceptional needs	No	$0.00	$8,436
1	**1.4**	Purchase instructional materials necessary for small group and individual ELA and Math intervention	No	$500.00	$500
1	**1.5**	Complete identified maintenance projects	No	$20,000.00	$25,052
2	**2.1**	Provide one additional teacher	Yes	$43,329.00	$42,380
2	**2.2**	Credentialing assistance	No	$10,000.00	$6,580
2	**2.3**	Maintain Instructional Community of Practice	No	$13,380.00	$13,380
2	**2.4**	Professional development focused for areas of identified need	No	$2,500.00	$3,004
2	**2.5**	Provide instructional coaching and extra paid days	No	$2,000.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Provide administrative mentor	No	$18,216.00	$18,216
3	3.1	Visual and Performing Arts Instructor	No	$16,803.00	$16,803
3	3.2	California Community Schools Partnership Program Coordinator	No	$33,555.00	$33,555
3	3.3	Family & Community Event Supplies	No	$43,100.00	$43,100
3	3.4	Maintain School Advisory Committee	No	$0.00	$0
3	3.5	Professional development focused on effective family engagement	No	$0.00	$0
4	4.1	Identify and Address Areas of Needed Intervention Supports	No	$3,335.00	$450
4	4.2	Provide a Literacy Aide to deliver targeted instruction in each classroom	No	$7,049.00	$7,049
4	4.3	Provide a Literacy Coach to deliver instructional coaching and support in each classroom	No	$5,147.00	$16,903
4	4.4	Provide an Early Childhood Coordinator to engage the families with our community's youngest children	No	$11,203.00	$13,345
4	4.5	Purchase necessary materials for targeted Literacy instruction, Literacy coaching, and Literacy-based School Readiness Program.	No	$10,000.00	$4,456
4	4.6	Administer Interim and Summative CAASPP Assessments	No	$0.00	$0
4	4.7	Provide in-lieu of home to school transportation mileage reimbursements to families	Yes	$13,281.00	$13,324

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)
4	**4.8**	Enforce attendance procedures and policies	No	$0.00	$0
4	**4.9**	Administer FitnessGram	No	$0.00	$0
4	**4.10**	Provide lessons focused on healthy living, wellness, safety, social and emotional intelligence, and various prevention topics	No	$500.00	$300
4	**4.11**	Maintain safety and a positive school climate using behavior expectations in all school settings	No	$0.00	$0
4	**4.12**	Utilize chronic misbehavior consequence system	No	$0.00	$0
4	**4.13**	Administer surveys	No	$0.00	$0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$43,869	$55,704.00	$55,704.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.1**	Provide one additional teacher	Yes	$42,423.00	$42,380		
4	**4.7**	Provide in-lieu of home to school transportation mileage reimbursements to families	Yes	$13,281.00	$13,324		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$291,455	$43,869	0%	15.052%	$55,704.00	0.000%	19.112%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024