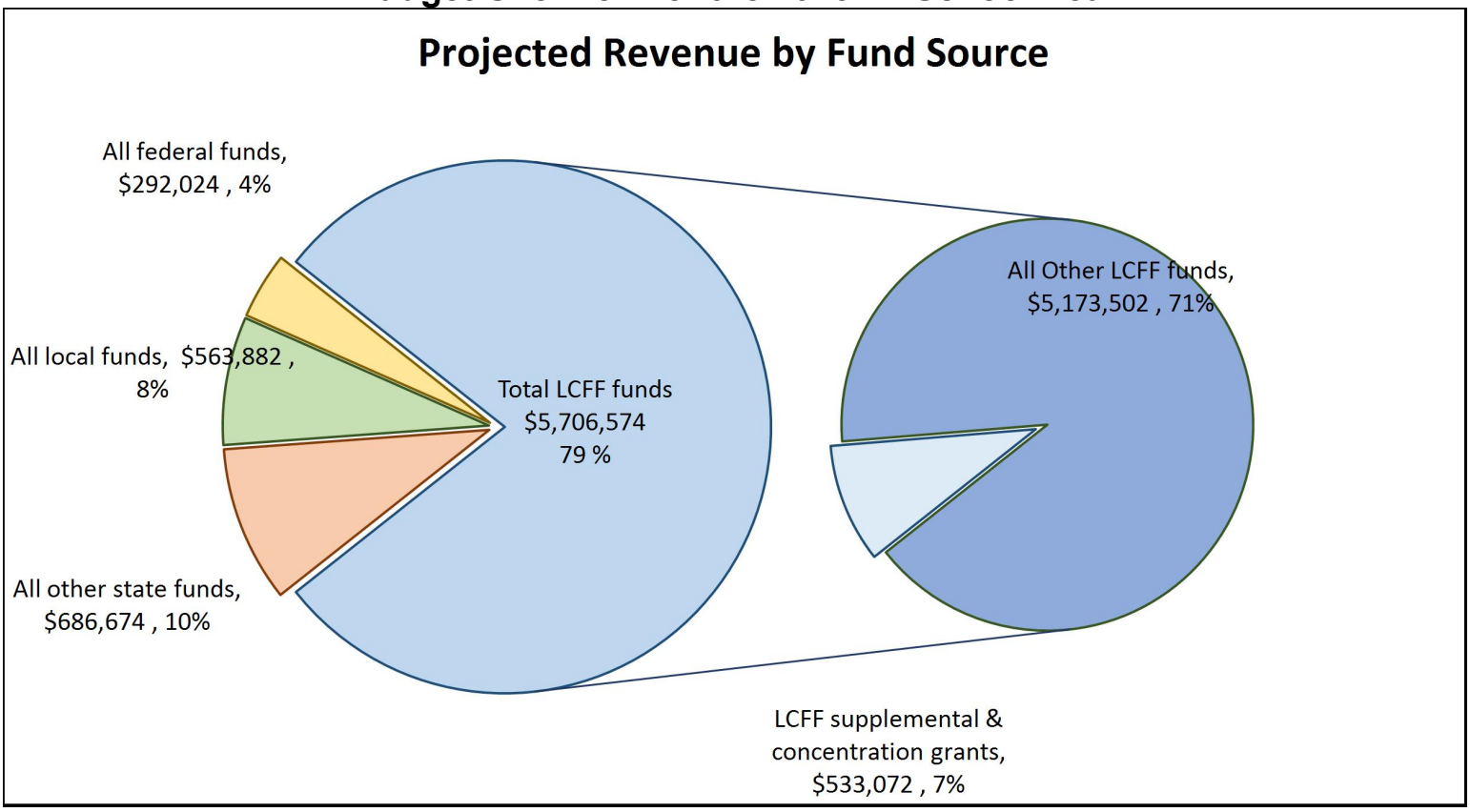
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Curtis Creek Elementary School District
CDS Code: 55723556054894
School Year: 2026-27
LEA contact information:
Shawn Posey
Superintendent
sposey@ccreekmustangs.com
209-533-1083

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

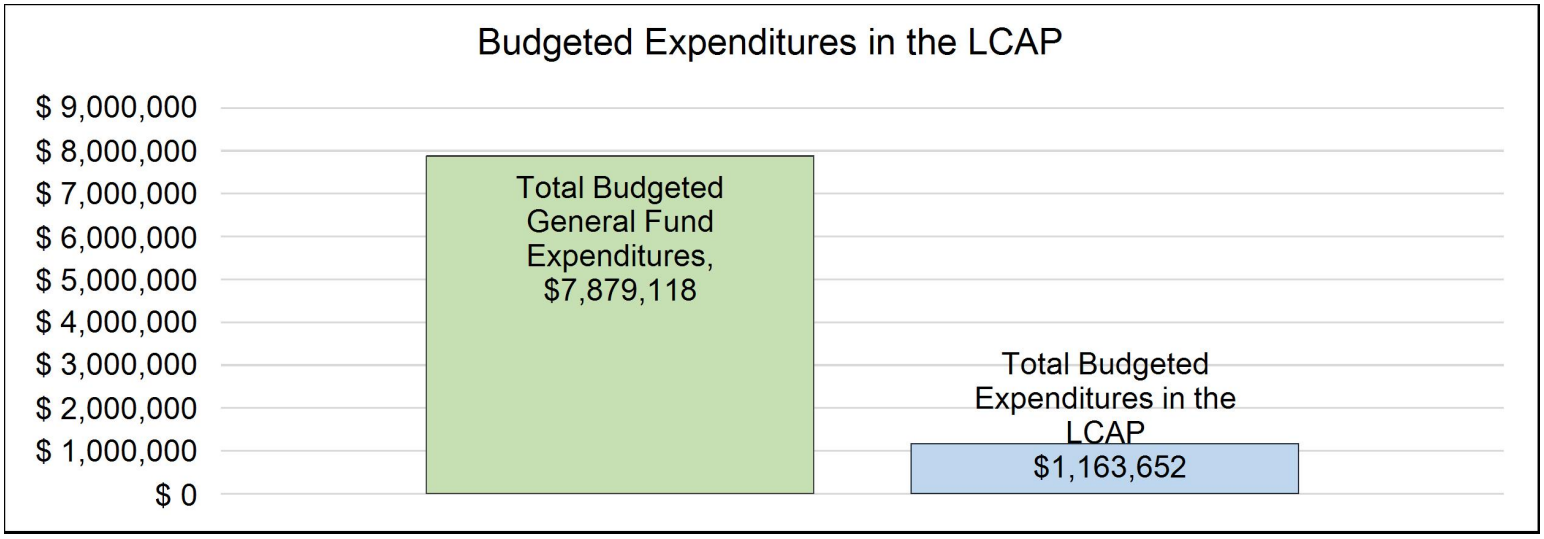


This chart shows the total general purpose revenue Curtis Creek Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Curtis Creek Elementary School District is $7,249,154, of which $5,706,574.00 is Local Control Funding Formula (LCFF), $686,674 is other state funds, $563,882 is local funds, and $292,024 is federal funds. Of the $5,706,574.00 in LCFF Funds, $533,072.00 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Curtis Creek Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Curtis Creek Elementary School District plans to spend $7,879,118 for the 2026-27 school year. Of that amount, $1,163,652.00 is tied to actions/services in the LCAP and $6,715,466 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Operations and maintenance expenditures, certificated salaries, benefits and books and supplies funded by the lottery apportionment and facility operating expenditures.

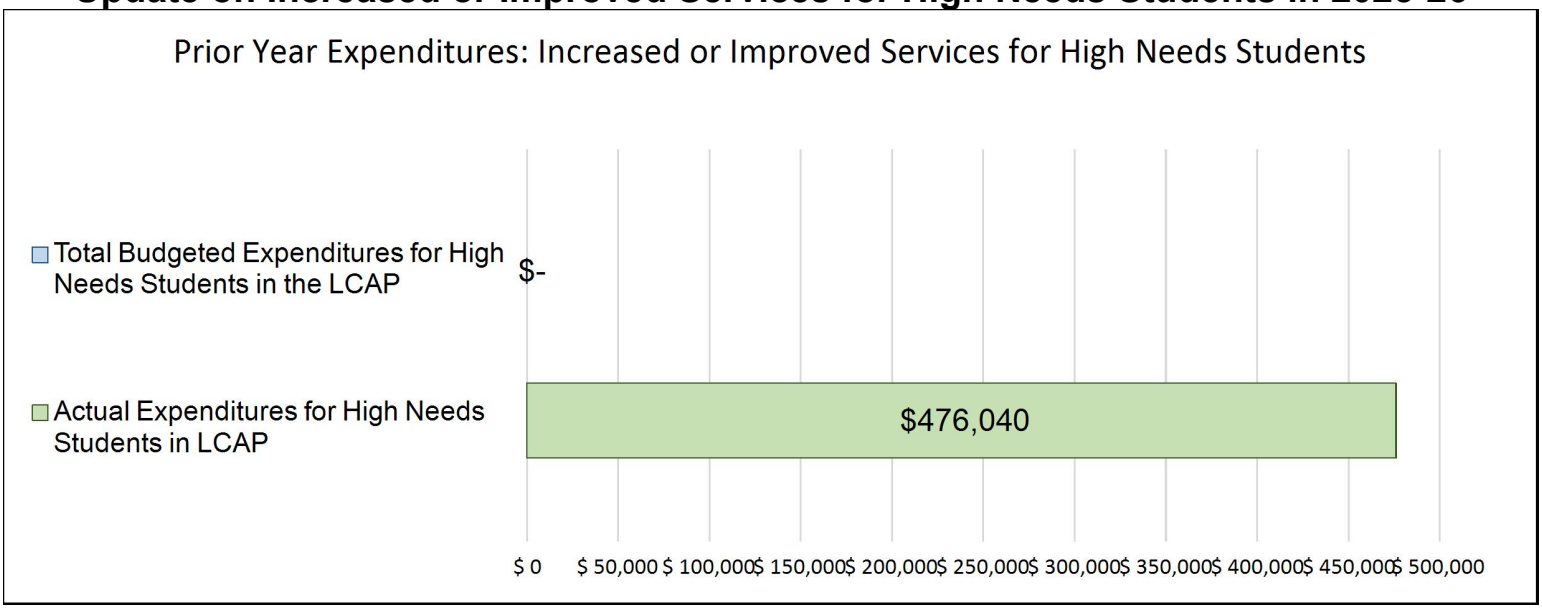
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Curtis Creek Elementary School District is projecting it will receive $533,072.00 based on the enrollment of Foster Youth, English learner, and low-income students. Curtis Creek Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Curtis Creek Elementary School District plans to spend $610,292.00 towards meeting this requirement, as described in the LCAP.

In 2026-27, we are conducting additional professional development sessions for both our certificated and classified staff members. We are also purchasing additional technology as well as developing our PBIS program.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Curtis Creek Elementary School District's LCAP budgeted $458.018.00 for planned actions to increase or improve services for high needs students. Curtis Creek Elementary School District actually spent $476,040.00 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
Curtis Creek Elementary School District	Shawn Posey Superintendent	sposey@ccreekmustangs.com 209-533-1083

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.

Curtis Creek School District was established in 1865. Curtis Creek School District is a TK-8th grade single school district of approximately 397 students in 2024-2025. The student population is evenly split between male and female (within 1 percentage point). Three out of four Curtis Creek Students are white (75%) with hispanic/latino (15%) making up the other significant demographic group. Just over forty-seven percent (47.4%) of Curtis Creek students are socioeconomically disadvantaged and one in five (22%) of its students are identified with a learning disability. Curtis Creek homeless population is 5.6%. Curtis Creek has a total of six English learners.

In 2025-2026, Curtis Creek enrolled 444 students (a growth of 47 students) with a grade level average of 46.8. Extrapolating the data for the next three years, Curtis Creek is preparing for that enrollment to remain consistent around 445 students. White students make up 71% of the students population with Hispanic/Latino accounting for 19% of the population. 4.5% of the student population reports their ethnicity as "two or more races." No other ethic group accounts for more than 2% of the population. Socioeconomically disadvantaged students comprise of 59.9% of the student population. Students with Disabilities account for 19.3% of the student population. Homeless students make up 6% of Curtis Creek Student population. The school has five English Learners. Curtis Creek's Foster Youth students are less than five in number.

Curtis Creek School District is nestled in the hillside along Standard Road in Sonora, California in a rural area of Tuolumne County. Due to its location off a major road with no other roads accessing the school site, Curtis Creek students either arrive via district provided transportation or their parents arrange rides; there is no walking or riding a bike to campus. Currently, there is no residential development within five miles of our school site, however, a multi-dwelling structure is planned for development. School transportation is utilized by our families living within our school district boundaries and continues to be a priority for our district.

Curtis Creek Elementary School provides the opportunity for student participation in after school sports, tutoring programs, and other enrichment activities. Curtis Creek takes pride in their highly trained and respected staff who provide quality instruction for Curtis Creek's students. The district has a school counselor whose work promotes positive behavior intervention and support strategies. Our Parent Connectedness Team (2 teachers, the BCBA, and a counselor) also provides parent trainings and family educational nights.

The mission of the district is to provide a safe, healthy, collaborative partnership of families, community members and staff that provide all students with the knowledge and ability to make safe choices, to act responsibly, to demonstrate respectful behavior and to continue lifelong learning. CCSD celebrates literacy, problem solving, and encourages independence and leadership.

In 2024-2025, the School District had a 11.6% Suspension Rate which put it in the average group state wide. The district expulsion rate and dropout rate was 0%. In TK-5 grades and 6-8 grades, the district had an attendance rate of 93.81% and 91.33%, respectively.

100% of Curtis Creek teachers are properly assigned either by virtue of a clear credential, preliminary credential, short term staff permit, or intern credential. 68% of our teachers are fully credentialed.

In 2025-2026, the Parent Connectedness was reduced to only two teachers as the site's BCBA left Curtis Creek.

Reflections: Annual Performance

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

Curtis Creek School District implemented benchmark testing at trimesters school-wide using I-Ready. Staff successfully completed the assessments as assigned and are at varying degrees of using the results of those assessments to modify their instruction. Curtis Creek school teachers have fully integrated the science curriculum, Amplify, that was adopted during the 21-22 school year and began implementation of the newly adopted History Social Science curriculum, Studies Weekly for K-4 grades and TCI for 5th-8th grades. Curtis Creek has state board adopted curriculum in all core subject areas of Math, Language Arts, History, and Social Science. This year we entered year 1 of implementation of the Positive Behavior Intervention and Support. Staff continued to focus on parent engagement and communication. We added a campus monitor position to assist teachers in protecting instructional time and making phone calls and parent emails concerning student behavior. Full implementation of our new SST form occurred this year which allowed staff to document the use of interventions and note progress or lack thereof.

During the 2023-24 school year, a School Site Council continued to meet and allows for participation of parents and staff members into the budget, LCAP, and wellness and safety plans.

In 2024-2025, the Board was updated on a monthly basis on the schools attendance rate, chronically absent rate, and use of student passes during the school day. The board was also updated mid-year for all LCAP Metrics. All students were assessed three times using iReady assessments. Fifty-five percent of the students reached 109% of the expected annual growth in Reading and thirty-three percent achieved the iReady stretch growth goal. In Math, only 48% of the elementary students achieved typical growth, while 25% achieved stretch growth. For Middle School, the growth results are dichromatic across both Reading and Mathematics. Students are performing either above

expected growth targets (46% and 36%, reading and mathematics, respectively); or in the lowest sextant-less than 19% of growth target (43% and 50%, reading and mathematics, respectively). Similar divisions occur when analyzing stretch growth achievement. This division of student performance is an identified area of concern for Curtis Creek students.

Based on the 2024 California Dashboard, Curtis Creek School district realizes that it is behind State Average in performance in English Language Arts by 56 points against State Standards. Based on the Spring 2024 administration of the iReady assessment looking at English Langauge Arts, thirty percent (30%) of our elementary students are two or more grade levels below in Language Arts, fifty-two percent (52%) of our assessed middle school students scored two or more grade levels behind. For Mathematics, Curtis Creek Students was 82.5 points below standard. The Spring 2024 administration of the iReady Mathematics assessment showed twenty-five percent (25%) of our elementary students behind grade level with fifty-eight (58%) of our middle school students behind grade level.

Based on the 2024 Dashboard, Curtis Creek School district realized a drop in performance in the English Language Arts by 9.2 points against the State Average. In Mathematics, Curtis Creek realized a 31.7 point drop against state average, and in English Learner Curtis Creek realized a 33.5 point drop in the State Average. Curtis Creek scored in the red performance level for its Socioeconomically Disadvantaged students in both ELA and Mathematics. Additionally, Curtis Creek placed in the red in Mathematics for its Hispanic and its students with Disabilities.

The following students continue to be identified in the district LCAP as having red indicators/lowest performance on the 2023 Dashboard: Any student group at the district level with the lowest performance level on one or more indicator; any school with lowest performance level on one or more indicator; and any student group within a school with the lowest performance level on one or more indicator. Students of Socio-economic disadvantages and those receiving special education services were qualified as "lowest performing student groups" in English Language Arts. Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities met that designation in Mathematics. Additionally, in 2023, students designated as homeless were in the red performance level for chronic absenteeism. There is a school-wide designation of "lowest performing group" for school culture. Additionally, Curtis Creek Students who are designated "homeless" are in the "lowest performing group" in the area of Chronic Absenteeism.

The district had a red indicator on the 2024 California School Dashboard for suspensions. The suspension rate for 2023-24 was 6.0%, a decrease of .5% from the year prior. No groups were identified in the lowest performing indicator for suspensions.

The district has unexpended LREBG funds for the 2025-26 school year which can be found in Action 1.1, 1.6, 2.1, and 3.3.

Our needs assessment revealed significant needs regarding increased instructional support among all student groups. In response, Action 1.1 focuses on providing tier II support in the regular classroom. The action(s) align with allowable fund uses in the area of learning recovery. In response, Action 1.6 focus on providing professional inservice and directed training for our teaching staff.. The action(s) align with allowable fund uses in the area of professional development. In response, Action 2.1 focus on providing counseling services for all student groups. The action(s) align with allowable fund uses in the area of counseling services. Our needs assessment revealed significant needs regarding the need for enhanced educational activities for all students. In response, Action 3.2 focus on providing relevant field trips to all grade levels for all students to make learning relevant. The action(s) align with allowable fund uses in the area of learning recovery. As well, Action 3.3 will provide expanded learning opportunities for students in areas that are outside the normal learning curriculum (music and the arts). The action aligns with allowable uses in the area of learning recovery.

Based on the 2025 Dashboard, the District has a 11.6% suspension rate which represents a 5.6% increase from the 2024-2025 rate. There was also a significant increase in the suspension rate for following subgroups: Hispanic (6.4% increase), Homeless (13.6% increase), Socioeconomically Disadvantaged (6.6% increase), Students with Disabilities (10.9% increase), and White (5% increase).

Suspension Rate was the only category for which Curtis Creek received a red level indicator. Curtis Creek was at the yellow level in the following areas: Chronic Absenteeism, English Language Arts, and Mathematics. Curtis Creek earned a Green level in Science.

Curtis Creek had no red subgroups in any category except the aforementioned suspension rates.

Reflections: Technical Assistance

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

In November of 2024, the Curtis Creek Elementary School was re-identified for Differentiated Assistance (DA) due to having one or more student groups in the lowest indicator in at least two state priority areas. The Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWDs) student groups were identified as low performing in Priority 4 Pupil Achievement and Priority 5 Pupil Engagement. The SED student group received red indicators for chronic absenteeism as well as on the CAASPP ELA and math assessments while the SWD student group had red indicators in suspensions and the CAASPP math assessment, and an orange indicator in the CAASPP ELA assessment.

The district has taken several steps in improving student outcomes. District leadership is collaborating with TCSOS in the continuous improvement approach to data analysis and root cause determination to identify areas for growth. In February of 2025, the district leadership team met with the TCSOS DA Team to brainstorm ideas on a workplan to support the district with its continuous improvement work centered on its lowest performing student groups. In May of 2025, both teams met to solidify the work plan including check points throughout the school year to determine progress in the identified improvement areas. In the 2025-26 school year, the district will collaborate quarterly with the TCSOS DA Team on the implementation of these change ideas and their impacts to help improve student engagement and academic achievement. In addition, the district is a regular participant in the TCSOS Foothill Professional Learning Network (PLN) meetings. The meetings not only discuss compliance and technical administrative issues, but also reviews best practices in continuous improvement, professional development opportunities, and effective planning and implementation. The district is also part of the Special Education Local Plan Area (SELPA) for the county which helps to support our students with disabilities. District and school staff participate in several TCSOS professional development (PD) trainings such as deep dives into school data, English learner network meetings, and ELA implementation

strategies. Through culmination of this work, the district will be able to take effective actions to better support student outcomes for all students at our schools.

Actions 1.1, 1.4, 1.7, and 2.2 were established in the 2025 LCAP and align with the technical assistance work underway by the district.

In 2025-2026, Curtis Creek worked with TCSOS to provide teacher training in Mathematics. Specifically, all staff members were trained on "Building Thinking Classrooms."

Although Curtis Creek Elementary School District is not eligible for Year 1 Differentiated Assistance (DA) based on the 2025 California School Dashboard (Dashboard), the district is eligible for Year 2 DA support based on the 2024 Dashboard. Based on the 2024 Dashboard, Curtis Creek is eligible for the Socioeconomically Disadvantaged (SED) student group. SED students were eligible for having red indicators in ELA and Math for Priority Area #4 (Pupil Achievement) and a red indicator in Chronic Absenteeism for Priority Area #5 (Pupil Engagement). Also eligible from the 2024 Dashboard were the Students with Disabilities (SWDs) student group with an orange indicator in ELA and a red indicator Math for Priority #4 (Pupil Achievement) and a red indicator in Chronic Absenteeism for Priority #5 (Pupil Engagement).

The steps the district began taking in 2024-25 continued and evolved through the 2025-26 school year. The district is making progress toward its goal of improving student performance comparable to the state average in the academic areas of reading and mathematics. One area of improvement is focused on the district’s collaboration with the Tuolumne County Superintendent of Schools (TCSOS) in moving mathematics instruction toward a student-centered instructional model focused on “Building Thinking Classrooms”. All staff have been trained in “Building Thinking Classrooms” followed up by coaching and instructional rounds as well as teacher training in Mathematics. While more work is still needed in improving outcomes in reading and mathematics, the district is heading in the right direction toward meeting its desired goals for students. Student performance on the iReady diagnostic assessment in math have shown an overall improvement in math for middle school, but a slight decrease in elementary. However, continued focus in this model of instruction should yield improved results in the upcoming years.

Another initiative the school has implemented through the DA process centered on improvement attendance and chronic absenteeism data through an improved School Attendance Review Team (SART) process. Having local data more readily available supports in showing students and parents/guardians the “real-time” attendance rate of students. This process is showing improved results based on current available data. Continuing in with this initiative will help to improve chronic absenteeism for all students in the district. All these initiatives together have helped to address the areas of improvement for our student groups in the most need. Continued collaboration with TCSOS in data tracking and monitoring and professional development will further support these initiatives.

Universal supports from TCSOS continued as well with the regular participation in professional collaboration in the TCSOS Foothill Professional Learning Network (PLN) meetings. The meetings regularly discuss compliance and technical administrative issues and reviews best practices in continuous improvement, professional development opportunities, and effective planning and implementation. The district is a member and regular participant in the county Special Education Local Plan Area (SELPA), which supports the district’s students with disabilities. District and school staff continue to participate in TCSOS professional development (PD) and Communities of Practice (CoPs) on a regular basis. The culmination of work already in progress will support the district in improving student outcomes not just for specific student groups, but for all students at our schools.

Despite not being eligible for Year 2 of DA, Curtis Creek Elementary School District will continue to align Actions 1.1, 1.4, 1.7, and 2.2 with supporting those student groups originally identified in the 2024 DA eligibility and technical assistance work previously underway.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	ILT (Instruction-Led Training) meetings are held monthly with teachers, as well as bi-weekly Professional Development days and monthly Staff Meetings. The LCAP was discussed in detail with input and feedback on goals at three different meetings on (March 20, March 24, and April 3). Superintendent is on campus daily for staff questions or concerns.
Principal	Daily check in meetings with the Superintendent as well as the District Office Staff to ascertain goals and actions that are effective and not effective.
District Administration	The District Management teams has weekly meetings to discuss any issues, concerns or comments that arise.
Classified Staff	Classified staff met with the Superintendent on March 20, 2026, March 24, 2026, and April 3, 2026, to discuss the LCAP. In this meeting the mid-year update was reviewed as well as suggestions or additional goals.
Parents	The Superintendent has a standing agenda spot on the Parent Club's monthly meeting. During this time, ideas for school improvement are solicited and noted for the LCAP. On February 10, 2026, the Mid-Year Update was presented to the Curtis Creek Parent Association which included a conversation about perceived needs. The School Site Counsel was given the presentation at its March meeting. On March 20, 2026, the Parents Advisory Committee met to review the draft version of the LCAP. Discussions were supporting of the district's visions and no improvement or suggestions were submitted

Educational Partner(s)	Process for Engagement
	by the Parents Advisory Committee nor any parent at any of the open public meetings to review the LCAP.
Students	The Superintendent visited the leadership student group (twelve student in grades 7 and 8) on March 11 to review the draft of the LCAP and the discuss what the students perceived as student needs. The students listed several items that would improve their experience (having a designated cell phone use area, allow guests at dances) but none of the items were in the influence of the LCAP. This does not mean to imply that no action was taken to address the students ideas, just not as part of the LCAP.
SELPA	The SELPA Executive Director provided consultation for LCAPs at the Foothill PLN meeting on April 29, 2026
Bargaining Units	The LCAP updates and plans were shared with our Bargaining Units through normal Employee/Employer meetings throughout the year, as well as at faculty meetings (which would address the certificated bargaining unit only.) The Superintendent meets with the president of each union no less than once per week to discuss any needs.

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

In 2022, feedback from our educational partners focused on the addition and elimination of some actions rather than altering our goal setting. Our new actions will focus on connecting with home, social emotional needs, safety, behavior and assessment. Student input reflected a need to feel safe and connected to school. Bullying and behavior will be a focus through the implementation of PBIS strategies, the continued addition of a BCBA, and the continued implementation of Leader in me.

The creation of a Goal # 3.4: Co-Curricular Field Trips was a direct result of input from the parents group.

The feedback from our educational partners during the 2024-2025 cycle, especially our students, parents, and staff, overwhelmingly stated that teacher and staff retention is needed at Curtis Creek. Several grade levels of students have a teacher new to the profession for multiple consecutive years. Our most veteran Middle School teacher is finishing his second year as a member of the Curtis Creek Mustang faculty. This constant change of our staff is a source of frustration for our students and parents. Both groups were very vocal in stating that they believed in this staff and what the vision is for the school, but it seems like we just keep starting over each year in our journey as new staff members come aboard. With this note, Curtis creek has modified some actions and goals (see Action 1.6) to reward teachers for pursuing professional development. Curtis Creek is also working closely with Tuolumne County Superintendent of schools to bring in specific instructional strategies to provide support for our newest teachers.

During 2025-2026 cycle, no new ideas were presented by any of Curtis Creek's Educational Partners that would affect the draft of the LCAP. The draft presented to the students, parent association, School Site Council, and Parent Advisory Group was materialistically the same as the final document.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Assurances: Engage in and commit to Data Driven Collaboration and a Multi-Tiered Systems of Support (MTSS) in order to increase academic achievement at all grade levels for all students while also addressing their behavioral, social, and emotional needs.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Student achievement is significantly below standard, although we are maintaining or with slight declines our achievement remains below standards. This goal was developed to ensure that all students have access to standards-aligned curriculum, and supports to gain academic knowledge and make gains by meeting or exceeding state standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC ELA: Scaled Points Distance from Standard	2023 SBAC: 47.1 Points below standard in ELA 2023 SBAC (Socioeconomically disadvantaged): 75 points below standard 2023 SBAC (Students with disabilities): 126.5 points below standard.	2024 SBAC: 56.3 Points below Standard in ELA (Declined by 9.2 points) 2024 SBAC Socioeconomically disadvantaged students were 76.5 points below standard (-1.5 points)	2025 SBAC: 45.8 points below standard in ELA (Improvement of 10.5 points). 2025 SBAC Socioeconomically disadvantaged students were 57.7 points below standard (improvement of 18.8 points).	Achieve State Average for Distance from Standard in ELA in both Elementary and Middle School	Overall Improved by 1.3 points Socio-economically Disadvantaged: Improved by 17.3 points Students with disabilities: improved by 37.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 Students with Disabilities were 102 points below standard (increased 24.5 points)	2025 Students with Disabilities were 89.4 points below standard (improvement of 12.6 points).		
1.2	SBAC Mathematics: Scaled Points Distance from Standard	2023 SBAC: 50.8 Points below standard in Mathematics. 2023 SBAC (Socioeconomically disadvantaged): 75.6 points below standard 2023 SBAC (Students with disabilities): 112.3 points below standard.	2024 SBAC: 82.5 Points Below Standard (Declined by 31.7 Points) 2024 SBAC Socioeconomically disadvantaged students were 111.1 points below standard (declined 35.5 points) 2024 Students with Disabilities were 124 points below standard (declined 12.1 points)	2025 SBAC: 64.2 Points Below Standard (Improvement of 18.3 points). 2025 SBAC Socioeconomically disadvantaged students were 82 points below standard (improvement of 29 points) 2025 Students with Disabilities were 100.3 points below standard (improvement of 24.4 points)	Achieve State Average for Distance from Standard in Mathematics in both Elementary and Middle School	Overall Regressed by 13.4 points Socio-economically disadvantaged: regressed 6.4 points Students with disabilities: improved by 12 points.
1.3	Student access to Standards Aligned Instructional Materials	100% of our students have Standards Aligned Instructional Materials.	100% of our students have Standards Aligned Instructional Materials	100% of our students have Standards Aligned Instructional Materials	Maintain 100%	Maintained (no change)
1.4	iReady Diagnostics for ELA: Approaching Grade Level or Higher	Elementary 70%; Middle School 45%	Elementary: 85% Middle School: 33%	Elementary: 76% Middle School: 38%	Elementary 85%; Middle School 75%	Elementary: Increased 6% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Middle School: Decreased 7% from baseline
1.5	iReady Diagnostics for Mathematics: Approaching Grade Level or higher	Elementary: 75%; Middle School 42%	Elementary: 86% Middle School: 34%	Elementary: 83% Middle School: 41%	Elementary: 85%; Middle School 75%	Elementary: Increased 8% from baseline Middle School Decreased 1% from baseline
1.6	Ratio of Student Technology Devices: Student	We are at a 1:1 ratio	We are at a 1:1 ratio	We are at 1:1 ratio.	Maintain 1:1 ratio	Maintained (no change)
1.7	iReady Diagnostics English Learners approaching grade level or higher in Reading.	At Spring Diagnostic Benchmark 20% of our English Learners were approaching grade level or better.	At 2024-2025 Spring Diagnostic: 0% of Curtis Creek English Learner Students were approaching grade level or better.	At 2025-2026 Spring Diagnostic: 16.6 % of Curtis Creek English Learner Students were approaching grade level or better.	80% approaching grade level or better	Decreased 3.4% from baseline
1.8	Chronic Absenteeism Rate	2023 Chronic Absenteeism: 32.6% Chronically absent	2024 Chronic Absenteeism: 32.1% Chronically absent	2025 Chronic Absenteeism: 26.3% Chronically absent (as of April 8, 2026). As of May 11, 2026: the 2026 Chronic Absenteeism Rate is projected to be: 21.4%	Less than 5% of all students will be Chronically Absent.	6.3% improvement from the baseline
1.9	Professional Development	2024-2025 0% of Curtis Creek Staff members in years 1-7 earned 15 professional development credits	2024-2025 0% of Curtis Creek Staff members in years 1-7 earned 15 professional	2025-2026 4% of our employees completed 15 units of professional development	100% of Curtis Creek staff members in years 1-7 will earn 15 professional	increased 4%

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

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.

SUCCESS: As suggested by the data, Curtis Creek is making progress in its goal to move toward the state average in the academic areas of reading and mathematics. Curtis Creek will identify this as a SUCCESS while acknowledging that there is more work to do to reach the desired outcome of being at the state averages.

SUCCESS: Mathematics instruction has moved toward a student centered / problem focused instruction via the "Building Thinking Classrooms" training that all teachers received. Curtis Creek identifies the mathematics improvement as a SUCCESS.

SUCCESS: Likewise, Curtis Creek notices that in the lower literacy grades (Third and Fourth grade), it is realizing significant improvement in the reading scores of its students. This SUCCESS is attributed to the longevity of the Grade 1 - 3, Walk To Read program that is completing its second year of implementation.

CHALLENGE: One identified CHALLENGE during the 2025-2026 school year is the retention of consistent teachers at the 6th - 8th grade levels. During the 2025-2026 school year four of the eight classrooms serving our middle school students (6th - 8th grade) experience long term substitutes in the classroom (long term sub defined as a period of over two weeks). In the 7th / 8th grade science classroom, students had two different teachers and a significant period with substitutes (over two months). The inconsistency of normalized classroom routines is cause for concern and believed to be attributing to the higher suspension rates and increase in assertive discipline events.

CHALLENGE: Growing the improvement of English Learners is another CHALLENGE identified by Curtis Creek. The rather low number of English Learners presents an ever changing group of students. Also, with one student representing 16% of the overall groups, in compilation with the reality that a great number of the year 1 group has promoted out of the Curtis Creek student body, to track progress over time is nearly statistically impossible to do so. The students accounted for in the baseline outcome are not the same students (either by quanity nor actual people) than the Year 1 outcome than the Year 2 outcome.

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

Action 1.1 In 2024-2025, Curtis Creek has remaining budget money that was expiring. This money could be used for software licenses so we purchased multi-year contracts of the software licenses that was budgeted to be renewed with LCAP monies.

Action 1.2 The student population, as noted in the General Information section of this document, increased over 40 students this year. As such more Chromebooks were required than originally budgeted. Additionally, students were assigned take home Chromebooks this year and there was an adjustment period for the increase in damages and loss of devices caused by assigning students their own Chromebook. These actions resulted in an increase in expenditures of about $18,000 dollars.

Action 1.3 had $0.00 spent as the ELD support is incorporated into the main classroom and not a standalone support. This is due to our low number of ELD students. We continue to budget for this action so that we can provide material support to teachers should an ELD student require such material. None has been requested.

Action 1.4 $780.66 was spent on Attendance Incentives. We utilized the existing PBIS rewards system to supplement an attendance incentive. As such, the attendance incentive budget went virtually untouched.

Action 1.6 The budgeting for Professional Development considered the incorporation of outside vendors and the acquisition of a school-wide writing programs. After considering the district's needs, the teachers opted to utilize internal expertise in the development of a Mustang Writing Program which is customized to the school. This decision realized a budget savings of over $85,000.

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

Action 1.1: EFFECTIVE. The use of Academic Instructional Support specifically the use of iReady to diagnose and give real time feedback has contributed to the growth of Curtis Creek's Academic performance as evidenced by the closing of the gap between Curtis Creek's performance and the state averages in Language Arts and Mathematics.

Action 1.2: EFFECTIVE. Students have access to a 1:1 device. The 7th and 8th grade students have a device issued and assigned to them. This bridges the "digital divide" as all students have access to technology to assist with their instruction.

Action 1.2: INEFFECTIVE. Not withstanding the note above, more work needs to be completed on how to teach with technology so it does not simply replace the pen and paper, but rather enhances the way education is delivered and navigated.

Action 1.3: EFFECTIVE. Curtis Creek is seeing a decline in its ELL student number.

Action 1.4: EFFECTIVE. Curtis Creek monitors its chronic absenteeism and keeps students informed of their real-time standing in regards to this statistic through its established SART intervention processes.

Action 1.4: INEFFECTIVE. Not withstanding the note above, more work needs to be completed on establishing effective attendance incentive program that would promote good attendance habits.

Action 1.5: EFFECTIVE. Curtis Creek has effectively maintained a 1:1 ratio of technological devices and students. Additionally, Curtis Creek began issuing take-home devices to its 7th and 8th grade students.

Action 1.6: EFFECTIVE.The buyback day for the teachers and instructional staff led to the development of a instructional program that promotes a cohesive vision for student expectation. It also has increased the teacher's instructional practices. Specifically, this year, training included focusing instruction on a specific learning objective. Through the administration's walk through observations, it was noted that great improvement was made in the implementation of this professional development. Additionally, the employment of the "Building Thinking Classrooms" has made instructional practices more student centered and engaging for students.

Action 1.6: EFFECTIVE. Staff retention is certainly improving. As noted earlier in this report, middle school did realize periods of time with teachers on leave, but of the teacher openings for the upcoming year (2026-2027), only one teacher cited salary as a reason for leaving.

Action 1.7: EFFECTIVE. The increase in special education instructional aides has given more support to our students with disabilities. Particularly, the increase in instructional aides has allowed the school to build one-off special education services for the students who fail to get their special education needs met by the Tuolumne County Superintendent of Schools due to their programs being at capacity and unable to support a few Curtis Creek Students who require specific services.

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

No changes to goals, metrics, target outcomes or actions for goal 1. However, Curtis Creek expects that the addition of a Coordinator of Special Education (see new goal 2.6) will create improvements in Goal 1 as well as Goal 2. This position is due to two main factors effecting the school. The special education population of the school is 19% which encumbers administration's time to monitor and participate in the IEP process; and creates an increased demand on administration to provide student services and support the PBIS process. The addtion of a 50% coordinator of Special Education and a 50% Assistant principal will assist in alleviating this increase demands.

There are materialistic changes to the budgeting of Actions in this year's LCAP as compared to last year's monies budgeted for action items as outlined in Prompt 2 above.

Action Item one change in budget was a result of one-time (three year) monies expiring so the decision was made to spend that one time money on multiyear software licensing. This expenditure created a lesser encroachment on the 2025-2026 LCAP (as the moneys were spent from a previous year's expiring funding), however; The 2026-2027 LCAP must now account for the expiring license and renewal of the software. Additionally, our student group told us that one of their obstacles to achievement was the lack of their Chromebook at home to complete assignments. To address this concern, and respect the voice of the students, we checked out Chromebooks to our 7th and 8th grade students. For 2026-2027, we will be expanding that practice to the sixth grade students. While this practice, in itself, does not create a need for new Chromebooks, it does create a need for having duplicate Chromebooks available as loaners, for the students who forgot to charge or simply forgot their Chromebooks. Curtis Creek also extended a courtesy to students with dual households, so that they (upon request) may have a Chromebook at both custodial parents households.

Curtis Creek will be refining the method in which it integrates ELD support within the general education classroom through its professional development and instructional strategies goal. In an analysis with our coordinator of ELD / coordinator of testing, where we individually

looked at each ELD student and their barriers to being Reclassified Fluent English Proficient (RFEP). The analysis led us to believe that the issue lies in their understanding an ability to successfully complete the English Learners Proficiency Assessment, in specific the expectation of the writing prompts. The faculty has committed to a writing program that will benefit all students in their writing practices that will also address this area of concern for our ELD students.

Curtis Creek lowered the budget for its SART process as we are entering year two of an attendance reward program. We found that the rewards given can be incorporated into the existing PBIS rewards system and its budget.

Teacher professional development was larger in 2025-2026 than it needed to be due to the expertise and qualifications of Tuolumne County Superintendent of Schools (TCSOS) Math Instructional Coach. The 2025-2026 plan included monies to bring in a trained Building Thinking Classrooms instructor to provide professional development and training to our teachers. When mentioned to TCSOS that this was happening (with an invite to any other districts who would like to join) it was discovered that TCSOS'S math instructional coach had the training, qualifications, and expertise to facilitate the training. In fact, her ability to provide onsite followup far exceeded the expectations of the Action item. This cost savings did not need to be carried over to the 2026-2027 budget.

The inclusion and expansion of our Instructional Aide support for Special Education is a result of TCSOS's program limitations. Curtis Creek has three students awaiting placements at County programs which are currently impacted with no definitive plans to open additional seats. This creates the need for 1:1 support and special plans to be built for these students. To continue to provide the quality of education that is expected at Curtis Creek, we needed to increase our SPED instructional aides so that teachers would not be overly encumbered in the building of individual courses for these students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Instructional Support	Purchase research based educational software, curriculum, and provide professional development to increase student achievement and support teachers in implementing standards based instruction. This will include benchmarking, instructional supports and intervention curriculum and processes. Provide professional development to increase student achievement and support teachers in implementing standards based instruction to all students, especially students with disabilities. (LREBG Funds) LREBG amount: $50,000.00 Metric Used: 1.1, 1.2, and 1.8	$145,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Technology Equipment/Supplies/ Support	Purchase technology devices and instructional supplies for students and staff along with technology services.	$26,785.00	Yes
1.3	English Language Development Curriculum/Resources	Purchase ELD curriculum to assist English Learners in developing academic content. Provide professional development in ELD implementation.	$1,000.00	Yes
1.4	Establish a SART Process	This year we will be implementing an School Attendance Review Team (SART) that will focus support on all of our students in increasing attendance and will create attendance support plans for our homeless students, students with disabilities, Foster Youth, English Learners and Low Income students that have chronic absenteeism.	$7,000.00	Yes
1.5	Instructional Technology Support	In 2026-2027, our technology support specialist will focus on providing instructional technology support in the areas of maintaining 1:1 technology ratio and maintaining curriculum and behavior databases.	$79,000.00	No
1.6	Teacher Professional Development and Retention	Curtis Creek will restructure its salary schedule to reward teachers who accumulate continuing education units. (LREBG Funds) LREBG amount: $11,000.00 Metric Used: 1.1, 1.2, and 1.8	$158,220.00	Yes
1.7	Special Education Instructional Aides	Provide each of our Special Education teachers instructional support with 6.0 Hours/day of Instructional Aide per SPED teacher.	$146,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Safety of Facility and Communication: Maintain a safe positive learning environment for all students, including homeless students, students with disabilities, and English learners, by providing mental health supports, trauma informed strategies while increasing student and parent engagement and connectedness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure all students and families are feeling safe, engaged and learning while feeling connected to school. The main goal focus is on fostering the necessary systems (ParentSquare communications, Agendas, Parent Handbook) to promote parental participation. Fostering of a safe school environment includes student access to mental health and counseling resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of encounters the Campus Monitor / Parent Liaison has with students as part of the Tier I: Classroom management intervention	Due to prolonged staffing efforts, the Campus Monitor was brought onboard in November, 2024. During the first 20 school days of having a Campus Monitor, the	Campus Monitor Averages 13.2 unique student encounters per day. (10.1% of Middle School Students)	Campus Monitor Averages 11.89 student encounters per day. (9.1%)	Less that 15% of the student population will require this level of Tier I intervention	Curtis Creek has seen a slight improvement in the number of unique students who require Tier I classroom intervention.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Campus Monitor encounters 18.1 unique students per day. (13.8%)				
2.2	Number of students needing Tier II counseling services with the school counselor	TBD using the number established in September of 2024. Update: 13.1% of our students utilize Tier II counseling Services in September 2024.	52 Students receive Tier II Counseling Services on a regular basis. This represents 13% of the student population.	58 Students receive Tier II Counseling Services on a regular basis. This represents 13% of the student population.	Less than 5% of the student population will require behavioral counseling from the school counseling	The percentage of students requiring Tier II counseling services is constant with baseline data.
2.3	Number of students requiring Tier III Behavioral services with the BCBA	TBD using the number established in September of 2024. Update: 4.5% of our students utilize Tier III BCBA services.	As of May 2025, 5.7% of our students are utilizing Tier III BCBA services (23 students)	As of 5/7/2026, 25 students have a individual behavior plan. This represents 5.6% of the students.	Less than 2% of the student population will require behavioral services from the BCBA.	Curtis Creek has seen 1.1% increase in the percentage of students utilizing Tier III BCBA services.
2.4	Number of Parent Information Nights and Family Event Nights held annually	2023-2024 school year had 13 parent information nights or family event nights held.	2024-2025 Curtis Creek held 16 events for parents or families.	2025-2026 has had 18 events inviting parents on campus for special event.	Hold no less than 20 Parent Information Nights or Family Event Nights	We have increased our parent information / family nights 5 instances from baseline data.
2.5	School Climate Data from California Healthy Kids Survey	7th Grade: 40% of the students report feeling "School Connectedness"; 49% of the students responded favorably to "Life Satisfaction" in the 2023 CHKS. % of students who responded they felt safe	2024-2025 CHKS Results: 7th Grade: 28% of the students report feeling "School Connectedness"; 74% of the students responded favorably to "Life Satisfaction." 33%	2025-2026 CHKS Results: 7th Grade: 48% of the students report feeling "School Connectedness"; 63% of the students responded favorably to "Life Satisfaction." 48%	80% of all students reporting school connectedness, life satisfaction, and mental health wellness	Grade 7 has increased its rate of students feeling "School Connectedness" by 8% as well as students who feel "safe" or "very safe" at school by 7%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		at school most or all of the time: 41% 5th Grade: 46% of the students report feeling "School Connectedness"; 56% of the students report feeling "Mental Health Wellness"; % of students who responded they felt safe at school most or all of the time: 67%	of students who responded they felt "very safe" or "safe" at school. 2024-2025 CHKS 5th Grade: 66% of the students report feeling "School Connectedness"; 77% of the students report feeling "Mental Health Wellness"; 85% of students who responded they felt safe at school most or all of the time.	of students who responded they felt "very safe" or "safe" at school. 2025-2026 CHKS 5th Grade: 43% of the students report feeling "School Connectedness"; 80% of the students report feeling "Mental Health Wellness"; 60% of students who responded they felt safe at school most or all of the time.		Grade 5 has regressed 3% in the area of "School Connectedness" as well as feeling "safe" or "very safe" has gone down 7%.
2.6	Parent Survey on School Connectedness	Parent Survey to be given Fall of 2024 for baseline. UPDATE: 71% of our parents reported that "things are on the right track" against 10.5 % reporting that "things are on the wrong track"; 68% of our parents reported that they have a favorable opinion of the school, against 10% reporting they have an unfavorable opinion.	35% of our parents stated they have a more favorable opinion of our school this year than last; 10% of our parents stated they had a less favorable opinion of our school this year compared to last.	69.1% of parents surveyed stated that Curtis Creek School was on the right track. 20.0% of the parents surveyed stated that Curtis Creek School District was on the wrong track.	85% of the Parents will feel connected to the Curtis Creek School District	The parent favorability rating at Curtis Creek declined 12% against baseline data.
2.7	Daily number of Hall Passes	TBD using the number established in	2024-2025 Curtis Creek averaged 74	2025-2026 Curtis Creek averages	The goal is to see a 50% reduction in	Curtis Creek has seen a 56%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		September of 2024. UPDATE: In September, Curtis Creek students averaged 114 bathroom passes per day during instructional time.	passes a day for restroom during the instructional day.	50.8 hall passes per day for ALL purposes during the instructional day.	bathroom passes. By year 3, Curtis Creek will have an average of 57 bathroom passes per day.	decrease in bathroom passes during instructional time.
2.8	Suspension Rate	7.5% of Curtis Creek Students were suspended in the 2022-2023 school year.	6.0% of Curtis Creek Students were suspended in the 2023-2024 school year.	11.6% of Curtis Creek Students were suspended in the 2024-2025 school year.	Less than 2% of the Curtis Creek students will be suspended in the 2026-2027 school year.	Curtis Creek suspension rate has increased 5.1%
2.9	Expulsion Rate	0.0% of Curtis Creek Students were expelled in the 2023-2024 school year.	0.0% of Curtis Creek Students were expelled in the 2024-2025 school year.	0.7% of Curtis Creek Students were expelled in the 2025-2026 school year.	0.0% of Curtis Creek students will be expelled in the 2026-2027 school year.	Curtis Creek expulsion rate has increased 0.7%..
2.10	Attendance Rate	TK-5 had a 91.09% Attendance rate for the 2023-2024 school year; 6-8 had a 91.80% Attendance rate for the 2023-2024 school year.	TK-5 had a 93.74% Attendance rate for the 2024-2025 school year; 6-8 had a 91.38% Attendance rate for the 2024-2025 school year.	TK-5 had a 93.81% Attendance rate for the 2025-2026 school year 6-8 had a 91.33% Attendance rate for the 2025-2026 school year.	Curtis Creek will have a 94% attendance rate by 2026-2027 school year.	Curtis Creek has seen a 2.72% increase in its TK-5 attendance rate while the 6-8 attendance rate has decreased by 0.47%
2.11	Dropout Rate	Curtis Creek had a 0% student drop out rate	Curtis Creek had a 0% student drop out rate	Curtis Creek had a 0% drop out rate.	Curtis Creek will maintain its 0% drop out rate.	No change.
2.12	Curtis Creek's Facilities Inspection Report	Curtis Creek had an 87% FIT rate.	Curtis Creek had an 90% FIT rate.	Curtis Creek had a 92.03% FIT rate.	Curtis Creek will be a 90% or higher FIT rate.	FIT report increased 5.03% against baseline.

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.

CHALLENGE: The 2025-2026 Year started off with the loss of the BCBA due to the existing BCBA leaving to pursue other life goals and the inability to find a viable replacement. So the district pivoted to address the needs in another manner.

Despite this momentary setback, Curtis Creek found SUCCESS in the implementation of individual student Behavior Plans that are created outside of the IEP/504 Process. This practice leads to a quicker, more adaptable turnaround and provides students with the needed support. Additionally, we found success with the implementation of the SWIS behavior database which allows us to drill down on behavior data to better support our students. This practice of intervening on behavior issues with a personalized approach seems to create a feeling of belonging with the students.

Of course, with the successes come the challenges. As beneficial as the SWIS system is, it does create a CHALLENGE in the area of data input. Data inputting into SWIS is time consuming and the lag time for data entry created inconsistent data for analysis. Improvements will be needed in the upcoming year's workflow to refine this process.

The continuation of Parent Information Nights SUCCESSfully involved more parents and provided needed information in helping our parents understand the obstacles their children face daily. The topics of substance abuse, the influence of the digital world on the brain, and student mindfulness were all very well received by the parents. The CHALLENGES we have going forward is getting a better attendance rate at the events.

Curtis Creek has seen some moderate SUCCESS in implementing a program to limit the amount of time students are away from their classroom as evident by the lower number of students out of class on passes.

Curtis Creek continues to see SUCCESS with a favorability rating of 49.1% (AS CALCULATED BY TAKING THE 69.1% "on the Right Track" result and subtracting the 20% "on the wrong track"responses). This is to say almost 7 out of every 9 parents believe that Curtis Creek is on the right track. This also creates a CHALLENGE for the next year. Two out of ten parents believe Curtis Creek is on the wrong track. Administration faces the CHALLENGE of identifying the causes of these opinions and addressing these parents concerns.

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

Action 2.3 was not expended to budgeted items due to an overestimation of material necessities and the lack of "live time" budgeting information for the PBIS team. Curtis Creek is establishing a new workflow that will allow the site administrators and designated teams autonomy over control of the budgeted items. This will alleviate the under expenditures of available funds for future mission critical projects/actions.

Action 2.4 was not expended due to the Minga App being activated in June and part of the 2026-2027 budget.

Action 2.5 was over expended as there was a need to increase the number of hours of the Student Supervisors to assist data keeping roles in PBIS.

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

Action 2.1 Counseling Services. Effective. The school counselor is instrumental to the student's feeling of safety and connectedness. The counselor schedules small group classes and individual sessions as prescribed in a student's IEP plan. Additionally, the school counselor will facilitate conflict mediation and see individual students on a "by-demand" schedule. These classes directly relate to the school's improvement in Metric 2.5.

Action 2.2 Parent Engagement and Education. Effective with notes. The feedback we have received from the parent participants of Parent Engagement Nights has been very supportive. The parents are appreciative and often leave with a plan to implement the new skills they have learned. Our overall parent participation in this event needs improvement however. Curtis Creek could improve this by personally inviting the parents who it feels could benefit from the month's topic.

Action 2.3 Positive Behavior and Support. Effective with notes. The PBIS implementation this far (Tier I) has led to the improvement of the school's culture as evident by the Metrics. However, the implementation of PBIS is far from complete. Curtis Creek needs to refine some processes of Tier I PBIS and move to becoming a Tier II school. Additionally, Curtis Creek rushed implementation of PBIS during Year 1 and never consulted with students and parents or fully developed and marketed the behavioral matrices for the various locations on campus (Classroom, Cafeteria, Restroom, Playground, etc.) Curtis Creek witnessed an increase in student suspension rate which is to be expected in early implementation of a new behavior program. There is an acclimation time for students as they adapt to the new expectations and enforcement changes that are inherent in the program.

Action 2.4 Student Monitoring System. Effective with notes. The student monitoring system has reduced the number of unnecessary student passes throughout the day as evident by Metric 2.7. SWIS has provided the data which has allowed for individual behavior plans to be developed targeting the specific behavioral needs of the students. However, the workflow from the behavior incident to the logging of the incident into the SWIS database lags during times with high number of incidents. This lag results in inaccurate data reporting in SWIS. Curtis Creek would benefit from analyzing its SWIS work flow and maintain consistency in logging SWIS events.

Action 2.5 Campus Monitor. Effective with notes. The implementation of the Campus Monitor has certainly reinforced the priority the school takes on protecting academic instruction. However in implementing this position, some Curtis Creek teachers have acquiesced portions of the classroom behavior system to the campus monitor to the detriment of some classroom management programs. Curtis Creek would benefit from having a retraining of the entire staff as to the role and purpose of the Campus Monitor.

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.

In Action 2.5 we added six student supervisors at five hours a day to support the instructional aides. Prior to the development of the Student Supervisor positions, all but 90 minutes of an instructional aides workday was encumbered with yard duty assignments. The development of the student supervisor removed the yard duty assignments from instructional aides, except in cases of extreme absences. Additionally student supervisors were used to input SWIS data.

Adding Action 2.6: Coordinator of Special Education to the Actions for this goal. With the 12.8% growth of students at Curtis Creek, the number of IEP meetings is encumbers too large of the site and district administration time to effectively monitor and evaluate other programs such as PBIS, new teacher development, implementation of professional development programs.

Action 2.3 had an under expenditure of the available funds, however it was reported to the site administrator that there were limited funds available for some of the desired actions. As a result of this contradiction, Curtis Creek is establishing a new workflow so that site administration and/or designated leadership teams will have autonomy and responsibility over the expenditures of funds in such mission critical actions/programs as PBIS.

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	Counseling Services	Provide 1 FTE counseling service. (LREBG amount: $106,437.00; Metric used: 2.5, 2.10)	$108,437.00	No
2.2	Parent and Family Engagement and Education	Increase home/school communication and implement activities, events, and parent educational opportunities to support family connectedness, engagement, participation and provide input for decision making for all families including families with students with disabilities, foster youth, English Learners, low income, and homeless.	$40,000.00	Yes
2.3	Positive Behavior Intervention Supports	School staff will continue to implement Positive Behavior Interventions and Supports (PBIS), bully prevention programs, and other means of correction to create and foster a positive school climate.	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Student Monitoring System	School will implement a Student Monitoring System to increase campus security and student engagement in the classroom.	$8,030.00	Yes
2.5	Campus Monitor	Curtis Creek will establish a Campus Monitor/Parent Liaison position who will promote a safe and positive learning environment while fostering relationships with students and increase communication from school to parents in the area of student safety and discipline.	$163,757.00	Yes
2.6	Coordinator of Special Education	Curtis Creek will establish a Coordinator of Special Education (.5 FTE in conjunction with an Assistant Principal .5 FTE) position to oversee the Special Education department, monitor student IEP and teacher compliance, and serve as an LEA representative in IEPs and 504 meetings.	$85,705.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Building Human Capacity: Provide students with a broad course of study and enrichment opportunities to prepare students for the future.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal has been developed to sustain all students having access to a broad course of study through offerings of art, music, technology, student leadership, and health that support learning engagement. The combined actions include in this goal are centered on increasing the opportunities for students to increase engagement and participate in a variety of learning opportunities for increased academic and social emotional growth. The metrics associated with this goal are regularly reviewed to monitor progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of students enrolled in Music Program	In 2023-2024, Sixty-three (63) students enrolled in the Music Program.	In the 2024-2025, 83 students enrolled in the Music Program.	In 2025-2026, 88 students are enrolled in the Music Program.	By Year 3, one hundred students will enroll in the music program.	Increase of 25 students from baseline data
3.2	Number of Public Student Performances	In 2023-2024, there were six student performances.	In 2024-2025, there were six student performances.	In 2025-2026, there were nine (eight scheduled music programs and a theatrical performance)	By Year 3, Curtis Creek hold a minimum of eight student performances.	Increase by 3 student opportunities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Number of STEAM Nights offered to families	There were no STEAM nights offered in the 2023-2024 school year	There was one STEAM nights held in 2024-2025.	We did not hold a STEAM night in 2025-2026.	By Year 3, Curtis Creek will offer no less than two family STEAM nights.	STEAM was discontinued as part of LCAP analysis.
3.4	Number of students participating in After School Program	In 2023-2024, Sixty-three (63) students where enrolled in enrichment programs	In 2024-2025, 83 students where enrolled in enrichment programs	In 2025-2026, we have 170 students enrolled in after-school enrichment programs.	By Year 3, One hundred and fifty students will enroll in after school programs	107 more students participate in Extended Learning.
3.5	Number of curricular field trips offered	In 2023-2024, Fifteen (15) field trips were provided for students.	In 2024-2025, Nineteen (19) field trips were provided for students.	In 2025-2026 Curtis Creek offered 34 curricular field trips for the students and 9 reward trips for a total field trip attendance of 1738. This averages to 3.9 field trips per student.	By Year 3, Curtis Creek will offer no less than 18 curricular field trips.	Increase of 19 curricular field trips from baseline data.
3.6	Number of different After School enrichment programs (music, art, clubs) offered.	In 2023-2024, four different enrichment programs were offered.	In 2024-2025, seven different enrichment programs were offered.	Curtis Creek offers five different enrichment programs.	By Year 3, Curtis Creek will offer no less than 7 enrichment programs.	Increase of 1 enrichment programs from baseline data
3.7	Students successfully completing curriculum assessment of learning that occurred on field trip.	This is a new goal to Curtis Creek, so there is no baseline established.	In 2024-2025, 92.7% of all students who attended a field trip demonstrated an understand the academic nexus between the field	In 2025-2026, 79.1% of all students on field trips demonstrated an understanding the academic nexus between the field trip and the expected learning.	80% of all students who attend a field trip will be able to satisfactorily complete an academic assessment related to the	The ratio of field trip attendance to students is 3.9:1.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			trip and the expected learning.	The ratio between seats filled on curricular field trips to students is 3.9:1.	learning on that field trip.	

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.

This goal is seeing continued SUCCESS at Curtis Creek. Students have more opportunities to expand their learning further than the classroom as evidenced by increases in Metric 3.1, 3.2, 3.4, 3.5, 3.5 and 3.7. Several new clubs have emerged on campus and are gaining popularity as the student word-of-mouth spreads (Critter Club, Paint Club, GATE). The learning extending beyond the classroom is another example of a SUCCESS with the number of curricular field trips increasing 127% over the last three years.

The lack of popularity of the STEAM room has presented a CHALLENGE for the implementation of effective STEAM activity in the classroom setting. The teachers report that the return on investment for the amount of prep time it takes to prepare for STEAM activities does not proportionately equate to the learning realized. Curtis Creek needs to further explore how to implement a STEAM program that supports the teacher's prep time.

The popular and high profile School of Rock was a CHALLENGE this year as the founding instructor left the area and we spent months looking for a qualified replacement.

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

Action 3.1 spent $7,147.35 of the $31,000 budget. This under expenditure was caused by a personnel issue where the program was dormant during a transition period between contractors (about 4 months of the year). The closure caused the cancellation of the end of the year concert as well as monthly payments to the contractor.

Action 3.2 had an expenditures of $2,380.70 of its $6,000 budget. Curtis Creek had a sustained opening in its Science program due to a teacher leaving in the first semester. This lowered the capacity to do STEAM activities in two grade levels.

Action 3.3 had expenditures of $59,429.89 of its $91,890 budget. We had a management change in our after school program that saw a decrease in capacity. We only served about 66% of the students we did last year.

Action 3.4 had expenditures exceeding its budget, but the kids had a great time at the education field trips. Such is the cost of success.

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

Action 3.1 Effective. The Art and Music Program is growing with the number of students participating as well as the increase in number of opportunities for students to perform.

Action 3.2 Ineffective. The Steam room has been discontinued and the materials redistributed or made available for use in the regular classrooms.

Action 3.3 Effective. The creation of the club stipend has lead to the creation of an Art club as well as a Critter Club. We have also seen the inclusion of a Theater elective which the students wrote and produced a play that included a public performance.

Action 3.4 Effective. All grade levels had at least one field trip this year. Additionally, each student on campus averaged 3.9 field trips this year.

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

Action 3.1 Due to personal reasons of our HIGHLY SUCCESSFUL teacher of our School of Rock, the program went dormant for several months. This created an under expenditure of budgeted funds as the salary and need for supplies were not realized in expenditures during this time. Within the last six weeks of the school year we were able to find a new teacher for this program, so this anomaly will not effect future budgets.

Action 3.2: Maintenance of the STEAM room has been removed from an active action and is no longer being pursued. Curtis Creek continues to research effective systems to implement STEAM activities within the regular classroom and lesson.

Action 3.3: One of our after school music programs (School of Rock) went dark for several months due to the contracted instructor moving out of area. This resulted in a budget savings (salary and supplies) for this period of time.

Action 3.4: Curtis Creek joined three other districts and created a Shared Transportation Budget. The process of doing this resulted in negotiations with CSEA and increased the bus driver salary, which created an unknown expense during the budgeting time for the 2025-2026 LCAP. This factor, in addition to the increase in gas prices caused by geopolitical events, led to the need to increase the co-curricular field trip budget by 200%.

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	Art and Music Programs	District will develop a master schedule that incorporates art and music instruction for TK-8 grades within the school day along with the necessary equipment and supplies.	$26,500.00	Yes
3.2	STEAM Materials and Activities	Support instruction and learning in the areas of Science, Technology, Engineering, Art and Math (STEAM), increase supplies, field trips and assemblies.	$0.00	No
3.3	After School/Before School and during school Enrichment Programs	To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional/academic day. (LREBG Funds) LREBG amount: $50,000 Metric used: 3.1, 3.4, 3.7, 3.8.	$73,218.00	Yes
3.4	Co-curricular Field Trips	To provide real-life experiences to the curriculum by providing curriculum related site visits to the students.	$34,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Closing the Achievement Gap: Provide wrap around supports and align activities beyond the school day such as before school support to ensure student success. Include all students and families by providing translation and liaison services as needed.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that all students receive support services that enhance their school experience. This goal was established by prior administration. The staff and the community feel the actions under this goal continue to be a need and wish for this goal to remain.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Number of students enrolled in Music Program	In 2023-2024, sixty-three (63) students were enrolled in the district's music program.	In 2024-2025, 83 eighty-three (83) students were enrolled in the district's supplemental music program. Every student TK-5 receives in class music instruction. .	In 2025-2026, eighty-eight (88) students were enrolled in the district's supplemental music program. Every student TK-5 receives in class music instruction.	Enrollment in the After School Program will mirror district demographics in terms of Socio-economically disadvantaged.	Increased 25 students served.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Number of instances that a class utilized the STEAM room (2024-2025 Update: Number of classrooms that incorporate STEAM activities into its learning curriculum)	In 2023-2024, the STEAM room was not utilized.	In 2024-2025, the STEAM room was voided.	In 2024-2025 the STEAM room was voided.	Every class will utilize the STEAM room at least once per month. (2024-2025 update): At least two grade levels will incorporate STEAM into its classroom curriculum.	STEAM room repurposed.
4.3	Number of instances where an interpreter was utilized during a parent conference or family night.	Interpreters were not offered at family connectedness nights.	In 2024-2025 an Interpreter was used at three events. One was offered at every event.	In 2025-2026 we had no request for an interpreter.	Interpreters will be available at all family connectedness nights.	At baseline due to no request for services.

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.

A challenge was the use of the STEAM room was ineffective and inefficient. Teachers reported that the investment of preparation time was not yielding a return in instructional effectiveness that was worth continuing the room. In response, Curtis Creek has incorporated the activities into the classroom regular instruction.

A success was is the growth of the Curtis Creek music program. Curtis Creek is pleased and optimistic in regards to the progress of its music program and offerings. Curtis Creek considers the growth and popularity of both in classroom and extracurricular music instruction to be a success in this goal area.

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

Action 4.1 The district offered generous stipends for teachers to form clubs for students to learn outside of the normal classroom environment. While just short of $5,000 was spent in stipends, it did not reach the expectation of $20,000 as the number of clubs did not increase as much as the district anticipated.

Action 4.2 saw $75.03 in expenditures against a $1,000 budget. This is due to our EL parents not requesting translation services.

Action 4.3 saw a zero dollar expenditure in the STEAM room as it has been dissolved due to teacher request and inactivity.

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

Action 4.1. Effective. The number of extended activities that allows students to grow beyond the classrooms keeps growing at Curtis Creek. With the inclusion of a club stipend, Curtis Creek has seen a growth in after school clubs and tutoring sessions.

Action 4.2. Effective with notes. There are two ways to look at the data in this area. Curtis Creek either accommodated ALL request for translation services or did not provide any translation services. Either interpretation results in a effective Action

Action 4.3. Ineffective and discontinued. The STEAM room is no more. The teachers found that in terms of time, the return on investment for STEAM room activities was not sufficient to warrant its use. To be effective, the STEAM room would need to be staffed with a regular teacher who would run the STEAM activities. However, the inclusion of a certificated employee for this purpose is not a priority for this LCAP.

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

A change in the planned goal is to reintegrate the STEAM room into in-class activities. Curtis Creek will also be providing mathematical manipulative and training to the primary grade level in a STEM - like instructional focus.

(4.1) Through the negotiation with our faculty association, the Curtis Creek School district found that successful extended learning activities typically take prep time beyond the one-hour activity. As a result of this discovery, a two-tier stipend was created that lowers the "meet and learn" stipend by $100 per eight meetings, but increases the stipend for activities which require prep and cleanup by $200. The faculty group and the district believe that a result of the stipend reflecting a fair compensation for the teachers will create an increase in extended learning activities. As such, we believe the needed budget will be above the $5,000 expended in the 2025-2026 school year.

Action 4.3 was eliminated with the plan of integrating more STEAM activities into the regular classroom experience.

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	Extended Activities	Align activities beyond the school day (PM Club, Before/After School Support, Student Center).	$20,000.00	Yes
4.2	Translation/ Interpretation Services	Translation and interpretation liaison services to support inclusivity.	$1,000.00	Yes
4.3	STEAM Room Implementation	Develop two classrooms on site to support STEAM activities; this is a transition from using a school wide STEAM room to having two classroom incorporate STEAM activities into its curriculum.	$0.00	Yes

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
$$533,072	$1,219.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.873%	1.556%	$73,218.00	12.429%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Instructional Support **Need:** Socio/economically disadvantaged students are scoring lower than the overall group in Language Arts **Scope:**	Goal 1 Action 1: Academic instructional supports provide research based educational software, curriculum and professional development to highly qualified teachers as they develop accessible teaching strategies that relate to standards-based instruction. These services are principally directed and are an effective use of funds, which target all students including low-income, English learners and homeless/foster youth in meeting state priority goals areas, 2, and 4 while increasing	SBAC ELA: Scale points distance from standard SBAC Math: Scale points distance from standard Student access to Standards Aligned Instructional Materials Benchmarks

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
	Schoolwide	engagement and improving learning outcomes for these students.	
1.2	**Action:** Technology Equipment/Supplies/ Support **Need:** Low income students are performing below the overall students; this goal addresses the digital divide that effects our economically disadvantaged students. **Scope:** Schoolwide	Goal 1 Action 2: Technological equipment purchases enhance student access to technology that will increase learning and achievement opportunities. These services are principally directed and are an effective use of funds targeting our low-income, English learners, homeless/foster youth and students with disabilities in meeting goals in the state priority areas, 2, and 4 through maintaining and replacing instructional devices and supplies for staff and students. The applicable technology offers teachers the ability to individualize curriculum and customize it to the needs of our students so that they may reach their potential and for those students to have equal access to the same resources that all students have.	Device to Student Ratio-Chromebooks
1.3	**Action:** English Language Development Curriculum/Resources **Need:** English learners are scoring significantly lower than the overall group in terms of performance on benchmark assessments in ELA. **Scope:** Schoolwide	Goal 1 Action 3: English Language curriculum purchases of research-based curriculum and implement appropriate instructional resources principally directed toward students who are English learners to improve and increase these students need and supports.	Benchmark Assessment results for English Learners SBAC Results for English Learners
1.4	**Action:** Establish a SART Process **Need:**	An effective SART program will identify the barriers and provide solutions to prevent chronic absenteeism. An effective SART program can provide assistance to families in identifying barriers to successful attendance. Additionally,	Percent of students chronically absent

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
	Socio economically disadvantage status can often manifest into attendance issues. **Scope:** LEA-wide	SART can provide options to overcome those identified barriers including those barriers created by economic factors.	
1.6	**Action:** Teacher Professional Development and Retention **Need:** Curtis Creek has had significant difficulty maintaining staff members which creates an skill growth issue as all professional development restarts in "Year 1" each year as our staff undergoes significant change. In 2024-2025, 41% of our teachers were in their first year with Curtis Creek. This need was identified in our parent survey, staff survey, and board goals, all surveys independent of each other. **Scope:** LEA-wide	Our educational partners emphatically voiced concern over the recent historical trend of employee turnover at Curtis Creek. To address this situation, the District is working with its labor partners to revamp the salary schedule into a system where professional development and longevity within the district is compensated. In addition, the district purchased an extra service day in the certificated contract, changing the certificated work year from 182 to 183. This extra day will be used mid-year for professional development focused on tier 1 instructional strategies. While effective instructional strategies will improve the educational success of all students, effective tier I strategies will have a greater effect on underperforming students as compared to students who are more likely to have academic support in the home setting. At baseline, Socioeconomically disadvantaged students were scoring significantly lower against the standard than the whole population in both Language Arts and Mathematics.	Staff retention and professional development units earned.
2.2	**Action:** Parent and Family Engagement and Education **Need:** Extended outreach to our unduplicated students and families.	Goal 2 Action 2: Parent and family engagement and education helps to develop and foster home/school relationships that lead to active and meaningful engagement that supports student's academic success. These services are principally directed and are an effective use of funds, targeting our low-income, English learners,	The number of family events held.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	homeless/foster youth and all students in meeting goals in the state priority areas 3,4,5 and 6. Additionally providing and maintaining systems of communication including translating documents into Spanish in order to meet the needs of our school community.	
2.3	**Action:** Positive Behavior Intervention Supports **Need:** Provide support and intervention to increase our unduplicated engagement with the curriculum **Scope:** Schoolwide	Goal 2 Action 3: Positive Behavior Intervention Supports help to create and maintain a positive school climate in which all students have the opportunity to learn and grow in a safe environment. Be using PBIS structure for behavior and discipline, implementing a reward system, it creates a focus on prevention and instruction. These services are principally directed and are an effective use of funds, targeting low income, English learners, homeless/foster youth students with disabilities and all students in meeting the goals in the state priority areas 3, 4, 5, and 6. This action will be effective in meeting the goals of these students by providing a safe environment, fostering a climate of respect and supporting engagement in learning which will lead to improved academic achievement and success.	School Climate data from CHKS Parent Survey data
2.4	**Action:** Student Monitoring System **Need:** Identified by staff survey, this is part of a schoolwide behavior plan that will increase all students engagement in the classrooms. **Scope:** Schoolwide	Implementing a pass monitoring system address an area of need identified by our Classified and Certificated employees during their input to the LCAP. Due to the geographical design of the campus, students may seek to avoid instruction by using the paper hall passes, often allowing them to miss extended periods of class time. Successful implementation will increase the students time in the classroom and increase the students engagement in the curriculum. These services are principally directed and are an effective use of funds, targeting low income, English learners, homeless/foster youth students with disabilities	Pass monitoring system reports to measure time students spend away from class Anecdotal evidence from certificated and classified groups

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
		and all students in meeting the goals in the state priority areas 4, 5, and 6. This action will be effective in meeting the goals of these students by providing a safe environment, fostering a climate of respect and supporting engagement in learning which will lead to improved academic achievement and success.	
2.5	**Action:** Campus Monitor **Need:** Identified by Staff and Parent survey, part of the Tier II Interventions for student behavior in all classroom. **Scope:** Schoolwide	This action is primarily targeted to benefit students who are low income, foster youth and English Learners, and will also normalize school-parent communication across all socio-economic levels. The action will assist with school connectedness and will allow students of all demographics to maximize the amount of time they are in the classroom.	Suspension Rate; Campus Monitor Interaction Log
3.1	**Action:** Art and Music Programs **Need:** Socioeconomic disadvantaged youth participation is often negatively disproportional in enrichment programs. **Scope:** Schoolwide	Goal 3 Action 1: Art and Music programs support all grade levels in a defined art and music scheduled program. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Research tells us that exposure to art improves improves a student's lifelong outcome, increases motivation, school attendance and academic performance.	Student enrollment in art and music programs Number of student performances held
3.3	**Action:** After School/Before School and during school Enrichment Programs **Need:**	Goal 3 Action 3: After school enrichment programs provide additional educational, social and recreational activities that extend beyond the instructional day. These services are principally directed and are an effective use of funds, targeting our low-income, English learners,	Number of students participating in after school programs. Number of programs offered.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomic disadvantaged youth participation is often negatively disproportional in enrichment programs. **Scope:** Schoolwide	homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Enrichment opportunities improve educational outcomes, school attendance, and social emotional learning. After school program research suggests that that participation helps to close the achievement gaps, particularly for low income, and homeless/foster youth who may not have access to extra-curricular community opportunities.	
3.4	**Action:** Co-curricular Field Trips **Need:** Socioeconomic disadvantaged youth are amongst the lowest performance group in the school. Provides co-curricular enrichment trips for socioeconomically disadvantaged youth that connects classroom learning with real-life experiences that are an obstacle to obtain for low socioeconomic families. **Scope:** Schoolwide	Providing real world co-curriculum experiences to students allows all students expands the personal experiences and assists in the learning of new materials as the students can relate to personal experiences with the curriculum. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8.	Completion of Field Trip "Exit Tickets" Participation rate of Field Trips
4.1	**Action:** Extended Activities **Need:** Socioeconomic disadvantaged youth are amongst the lowest performance group in the school. Provides extended enriching activities for students. **Scope:**	Goal 4 Action 1: Extended Activities provide structure before and after school with activities aligned to support academic needs of all students as well as targeting our low-income, English learners, homeless/foster youth. Funds are principally directed and an effective use in supporting state priorities 2, 3, 5, and 6. Providing a safe place to increase student support benefits all.	Number of extended activities offered. Survey data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
4.2	**Action:** Translation/ Interpretation Services **Need:** Directly addresses the needs of our language learners where English may not be a primary language spoken in the household. English learners are part of the unduplicated numbers. **Scope:** Schoolwide	Goal 4 Action 2: Translation and interpretation liaison services to support inclusivity for our second language learners. Making sure families and students are engaged in and connected to the academic process is essential so that all students succeed academically and the achievement gap is closed.	Number of times translation and interpretation services were used.
4.3	**Action:** STEAM Room Implementation **Need:** Socioeconomic disadvantaged youth are amongst the lowest performance group in the school. Provides relevant, enriching curriculum for the students. **Scope:** Schoolwide	Goal 4 Action 3: STEAM materials and activities support instruction and learning of Science, Technology, Engineering, Art and Math. These services are principally directed and are an effective use of funds, targeting our low-income, English learners, homeless/foster youth and all students in meeting goals in the state priority areas 2, 4, 7 and 8. Dedicated STEAM activities facilitate improved science and math literacy through hands-on experiences which help students develop life skills and critical thinking. Two rooms on campus will support a primary STEAM room with library access and a Intermediate room will also have STEAM and library access for all students.	Number of times STEAM room and equipment were used.

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.

Not Applicable.

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.

Curtis Creek has seen a significant increase in Instructional Aides and Student Supervisors of the past year (since we have become eligible for Concentration Grant Funding). We have increased services to our 1:1 instructional aides, our Special Education Instructional Aides, as well as our classroom aides in the primary grade levels. For 2026-2027, Curtis Creek will be adding a .5 FTE Assistant Principal to provide student support to our students.

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	Not Applicable	15.45:1
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	14.83:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,902,836	$533,072	10.873%	1.556%	12.429%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$843,997.00	$240,655.00	$79,000.00	$0.00	$1,163,652.00	$904,837.00	$258,815.00

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	Academic Instructional Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$50,000.00	$95,000.00	$95,000.00	$50,000.00			$145,000.00	
1	1.2	Technology Equipment/Supplies/ Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$26,785.00	$26,785.00				$26,785.00	
1	1.3	English Language Development Curriculum/Resources	English Learners	Yes	Schoolwide	English Learners	All Schools		$1,000.00	$0.00	$1,000.00				$1,000.00	
1	1.4	Establish a SART Process	Low Income	Yes	LEA-wide	Low Income	All Schools		$6,000.00	$1,000.00	$7,000.00				$7,000.00	
1	1.5	Instructional Technology Support	All	No			All Schools		$79,000.00	$0.00			$79,000.00		$79,000.00	
1	1.6	Teacher Professional Development and Retention	Low Income	Yes	LEA-wide	Low Income	All Schools	Year 2 - 3	$158,220.00	$0.00	$147,220.00	$11,000.00			$158,220.00	
1	1.7	Special Education Instructional Aides	Students with Disabilities	No			All Schools	Ongoing	$146,000.00	$0.00	$146,000.00				$146,000.00	
2	2.1	Counseling Services	All	No			All Schools		$106,437.00	$2,000.00	$2,000.00	$106,437.00			$108,437.00	
2	2.2	Parent and Family Engagement and Education	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$20,000.00	$20,000.00	$40,000.00				$40,000.00	
2	2.3	Positive Behavior Intervention Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$20,000.00	$20,000.00	$40,000.00				$40,000.00	
2	2.4	Student Monitoring System	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$8,030.00	$8,030.00				$8,030.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Campus Monitor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$158,757.00	$5,000.00	$163,757.00				$163,757.00	
2	2.6	Coordinator of Special Education	Students with Disabilities	No			All Schools	Beginning 2026-2027 school year.	$85,705.00	$0.00	$85,705.00				$85,705.00	
3	3.1	Art and Music Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$10,500.00	$16,000.00	$26,500.00				$26,500.00	
3	3.2	STEAM Materials and Activities	All	No			All Schools		$0.00	$0.00		$0.00			$0.00	
3	3.3	After School/Before School and during school Enrichment Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$53,218.00	$20,000.00		$73,218.00			$73,218.00	
3	3.4	Co-curricular Field Trips	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$34,000.00	$34,000.00				$34,000.00	
4	4.1	Extended Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$10,000.00	$10,000.00	$20,000.00				$20,000.00	
4	4.2	Translation/ Interpretation Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
4	4.3	STEAM Room Implementation	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$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
$4,902,836	$533,072	10.873%	1.556%	12.429%	$610,292.00	0.000%	12.448 %	**Total:**	$610,292.00
								LEA-wide Total:	$154,220.00
								Limited Total:	$0.00
								Schoolwide Total:	$456,072.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Instructional Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$95,000.00	
1	1.2	Technology Equipment/Supplies/ Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$26,785.00	
1	1.3	English Language Development Curriculum/Resources	Yes	Schoolwide	English Learners	All Schools	$1,000.00	
1	1.4	Establish a SART Process	Yes	LEA-wide	Low Income	All Schools	$7,000.00	
1	1.6	Teacher Professional Development and Retention	Yes	LEA-wide	Low Income	All Schools	$147,220.00	
2	2.2	Parent and Family Engagement and Education	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
2	2.3	Positive Behavior Intervention Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Student Monitoring System	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,030.00	
2	2.5	Campus Monitor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$163,757.00	
3	3.1	Art and Music Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$26,500.00	
3	3.2	STEAM Materials and Activities				All Schools		
3	3.3	After School/Before School and during school Enrichment Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
3	3.4	Co-curricular Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$34,000.00	
4	4.1	Extended Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
4	4.2	Translation/ Interpretation Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	4.3	STEAM Room Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$960,551.91	$894,529.90

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**	Academic Instructional Support	Yes	$169,253.00	176,194.25
1	**1.2**	Technology Equipment/Supplies/ Support	Yes	$50,820.00	68,849.28
1	**1.3**	English Language Development Curriculum/Resources	Yes	$5,000.00	0.00
1	**1.4**	Establish a SART Process	Yes	$20,000.00	780.66
1	**1.5**	Instructional Technogy Support	No	$76,863.91	73,435.01
1	**1.6**	Teacher Professional Development and Retention	Yes	$100,000.00	12,375.31
1	**1.7**	Special Education Instructional Aides	No	$110,000.00	110,996.56
2	**2.1**	Counseling Services	No	$108,437.00	98,189.35
2	**2.2**	Parent and Family Engagement and Education	Yes	$40,000.00	34,810.44
2	**2.3**	Positive Behavior Intervention Supports	Yes	$40,000.00	37,365.17
2	**2.4**	Student Monitoring System	Yes	$7,300.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Campus Monitor	Yes	$71,898.00	190,825.30
3	**3.1**	Art and Music Programs	Yes	$31,000.00	7,471.01
3	**3.2**	STEAM Materials and Activities	No	$6,000.00	2,380.70
3	**3.3**	After School/Before School and during school Enrichment Programs	Yes	$91,980.00	59,429.89
3	**3.4**	Co-curricular Field Trips	Yes	$10,000.00	13,580.79
4	**4.1**	Extended Activities	Yes	$20,000.00	7,771.15
4	**4.2**	Translation/Interpretation Services	Yes	$1,000.00	75.03
4	**4.3**	STEAM Room Implementation	Yes	$1,000.00	0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$549,258	$458,018.00	$476,040.00	($18,022.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Instructional Support	Yes	$55,000.00	130699.92		
1	1.2	Technology Equipment/Supplies/ Support	Yes	$50,820.00	68849.28		
1	1.3	English Language Development Curriculum/Resources	Yes	$5,000.00	0.00		
1	1.4	Establish a SART Process	Yes	$20,000.00	780.66		
1	1.6	Teacher Professional Development and Retention	Yes	$55,000.00	12375.31		
2	2.2	Parent and Family Engagement and Education	Yes	$40,000.00	34810.44		
2	2.3	Positive Behavior Intervention Supports	Yes	$40,000.00	15817.00		
2	2.4	Student Monitoring System	Yes	$7,300.00	0.00		
2	2.5	Campus Monitor	Yes	$71,898.00	135,744.91		
3	3.1	Art and Music Programs	Yes	$31,000.00	7471.01		
3	3.3	After School/Before School and during school Enrichment Programs	Yes	$50,000.00	51059.99		
3	3.4	Co-curricular Field Trips	Yes	$10,000.00	13580.79		

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)
4	**4.1**	Extended Activities	Yes	$20,000.00	4775.66		
4	**4.2**	Translation/Interpretation Services	Yes	$1,000.00	75.03		
4	**4.3**	STEAM Room Implementation	Yes	$1,000.00	0.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,706,282	$549,258	0.00%	11.671%	$476,040.00	0.000%	10.115%	$73,218.00	1.556%

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