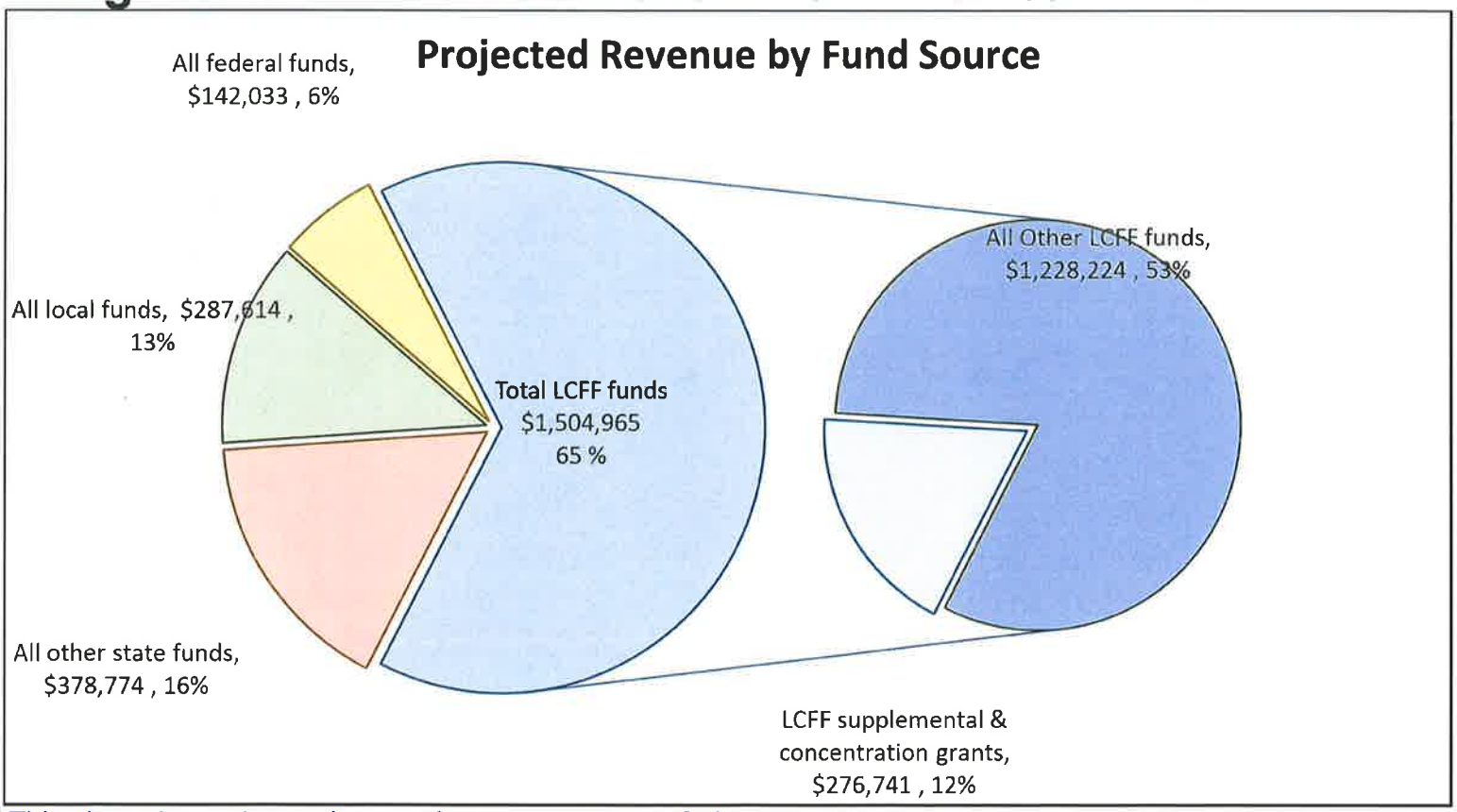
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Feather Union Elementary School District
CDS Code: 04614570000000
School Year: 2026-27
LEA contact information:
Josh Peete
Superintendent
jpeete@gfusd.org
(530) 533-3467

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



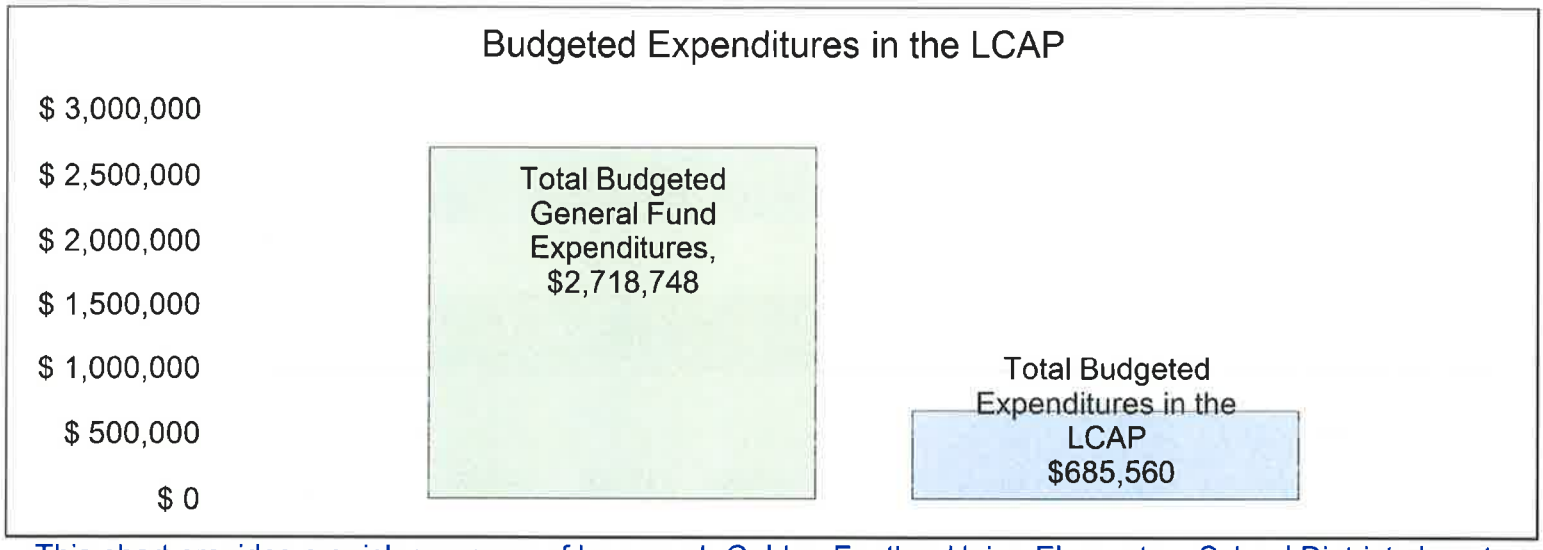
This chart shows the total general purpose revenue Golden Feather Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Feather Union Elementary School District is $2,313,386, of which $1504965 is Local Control Funding Formula (LCFF), $378774 is other state funds, $287614 is local funds, and $142033 is federal funds. Of the $1504965 in LCFF Funds,

$276741 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 Golden Feather Union 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: Golden Feather Union Elementary School District plans to spend $2718748 for the 2026-27 school year. Of that amount, $685560 is tied to actions/services in the LCAP and $2,033,188 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures not in the LCAP in the general fund also include administrative and clerical salaries and benefits, maintenance and transportation costs, utilities and facilitates costs, and the costs associated with providing special education services

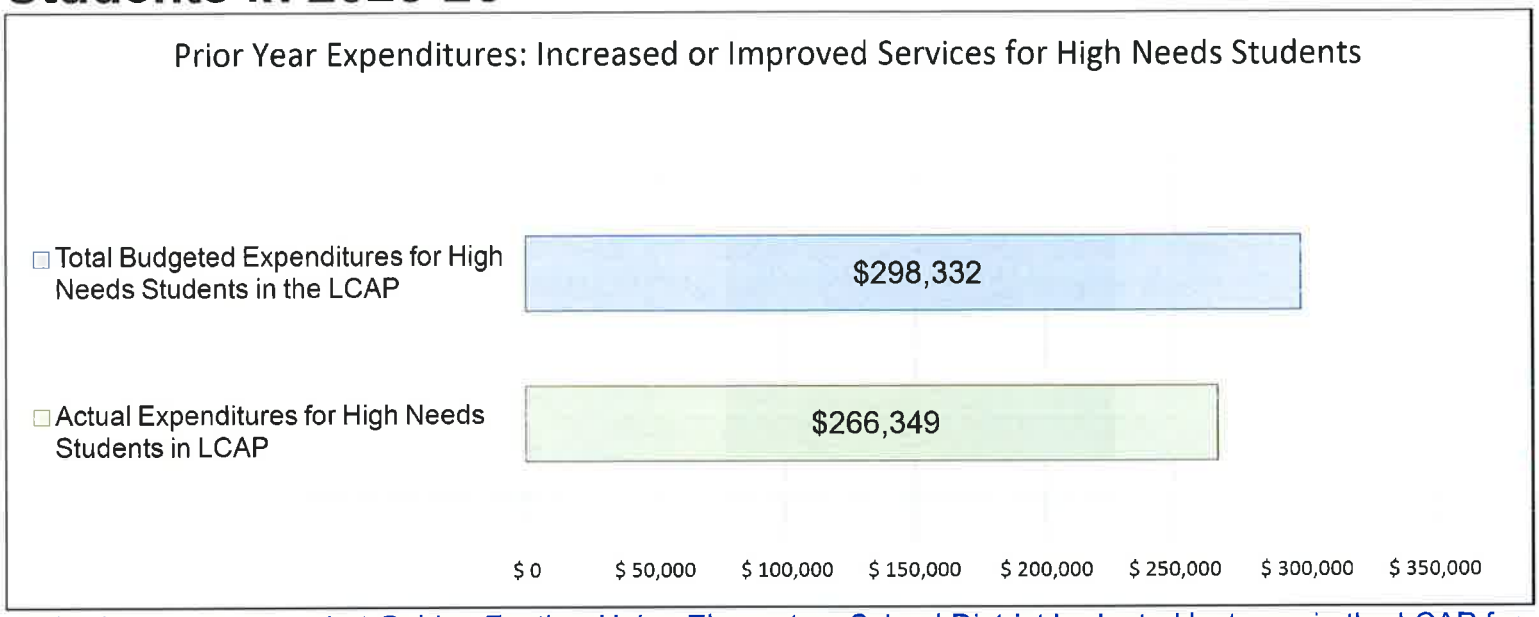
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Golden Feather Union Elementary School District is projecting it will receive $276741 based on the enrollment of foster youth, English learner, and low-income students. Golden Feather Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Feather Union Elementary School District plans to spend $226074 towards meeting this requirement, as described in the LCAP.

These were due to staffing shortages. We are expecting to fill these this eyar and provide the action in full.

LCFF Budget Overview for Parents

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



This chart compares what Golden Feather Union 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 Golden Feather Union 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, Golden Feather Union Elementary School District's LCAP budgeted $298332 for planned actions to increase or improve services for high needs students. Golden Feather Union Elementary School District actually spent $266349 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $31,983 had the following impact on Golden Feather Union Elementary School District's ability to increase or improve services for high needs students:

The budget for an extra Para Educator was not fulfilled in current year. This did not impact students as we were able to move students around among other paraeducators to provide services.

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
Golden Feather Union Elementary School District	Josh Peete Superintendent	jpeete@gfusd.org (530) 533-3467

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.

Formation and Geography
Golden Feather Union Elementary School District was established on July 1, 1962, through the consolidation of Big Bar, Cherokee, Concow, and Messilla Valley school districts. Nestled in the foothills of rural Butte County, the district serves a unique and close-knit community characterized by its picturesque landscapes and small-town charm.

Schools and Enrollment
The district operates a single school, Spring Valley School, which serves students from Kindergarten through Eighth Grade. As of the 2025 dashboard, student enrollment was 67 with 82.1% socioeconomically disadvantaged, 6% English Learners with the remainder of our students in the white student group. For the 2026–27 LCAP, Spring Valley School is the district's identified Equity Multiplier school. In addition to Spring Valley School, the district owns and operates the Golden Feather Pool, which has become a central feature of the community. The school maintains a personal touch, with staff members knowing each student by name, fostering a supportive and family-like environment.

District Employment
The district employs a dedicated team of educators and support staff who take pride in their intimate knowledge of each student's needs and strengths. This close-knit staffing structure allows for a personalized approach to education, ensuring that each student receives the attention and support they require.

Enhancements and Achievements Since 2016
Golden Feather Union Elementary School District has undertaken several initiatives to improve the educational experience for its students, particularly in response to challenges such as the Camp Fire:

Revitalized School Site: The district successfully brought an abandoned school site back to life following the devastation of the Camp Fire, demonstrating resilience and commitment to the community.
1:1 Student-to-Device Ratio: Implementation of a 1:1 student-to-device ratio ensures that every student has access to modern learning tools, facilitating digital literacy and personalized learning.
Curriculum Adoption: Adoption of the Common Core English language arts and math curriculum has standardized and elevated educational standards across the district.
Behavioral Programs: The district has reduced suspension rates by implementing an academic and behavioral reassignment program, promoting positive behavior and keeping students engaged in learning.
Intervention Programs: Our reading intervention programs provide targeted support to students who need additional help, ensuring that all students can achieve academic success.
PBIS Implementation: Positive Behavioral Interventions and Supports (PBIS) has fostered a positive school climate and improved student behavior.
Playground and Pool Renovations: Installation of a new playground structure and remodeling of the Golden Feather Pool have enhanced the physical environment, offering students modern and engaging spaces for recreation and learning.
Outdoor Space Improvements: Purchase of many outdoor tables with umbrellas for eating, congregating, and learning outside when weather is beautiful.

Community and Challenges
Golden Feather Union Elementary School District has entered Differentiated Assistance, for chronic absenteeism, suspension rate, and the socioeconomically disadvantaged group for English Language Arts. The district continues to face challenges typical of rural areas, such as economic disparities and the aftermath of natural disasters, but remains committed to providing high-quality education and a supportive environment for all students.

Conclusion
Golden Feather Union Elementary School District's commitment to personalized education, coupled with its innovative programs and community-centered approach, provides a nurturing and effective learning environment. Understanding these aspects helps educational partners appreciate the district's strategic initiatives and ongoing efforts to enhance educational outcomes as outlined in the Local Control and Accountability Plan (LCAP).

Reflections: Annual Performance

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

Reflections: Annual Performance
Overview of Performance on the 2025 California School Dashboard

Golden Feather Union Elementary School District (GFUESD) experienced both meaningful improvements and renewed challenges in 2025, as shown in the California School Dashboard and local performance data. While progress in areas like chronic absenteeism and curriculum expansion is evident, setbacks in academic performance and behavioral indicators require focused attention and support.

Areas of Strength

Mathematics

In 2024, all students were 54.4 points below standard; SED students were 55.4 points below standard.

In 2025, all students increased 7.8 points to 46.6 points below standard; SED students did decline to 64.9 points below standard.

Expanded Curriculum and Student Engagement

In 2024/25, GFUESD introduced engaging electives such as podcasting, film, and world languages to foster student voice and creative expression. These offerings are helping increase motivation and school connectedness.

In 2025/26, GFUESD lost staff providing these electives but did offer a new .2 FTE VAPA teacher position. Due to the position being unfilled, a substitute teacher filled the position to offer students a creative outlet while the district searches for a permanent staff member.

Areas of Challenge

Chronic Absenteeism

All students: Dropped from 65.9% in 2022 to 32.5% in 2024 (a 33.4 percentage point improvement). However, for the 2025 Dashboard, the rate increased by .9% where 33% of the students were considered chronically absent. This showed as red on the dashboard.

Socioeconomically disadvantaged (SED) students: Down to 32.1% (a 16.6% drop) in 2024. However, for 2025, this group increased by 3.2% with 35.2% being labeled chronically absent.

White students: Decreased to 27.1% (a 20.1% reduction) in 2024. However, in 2025, this group increased by 3.9% with 31% being labeled chronically absent.

Academic Performance in ELA

Despite prior gains, scores in 2024 and 2025 reflect a decline:

ELA: All students were 50.9 points below standard in 2024; SED students are 55.9 points below standard. In 2025, continued decline was seen with all students falling 8.5 points to 59.4 points below standard; SED students decline 20.1 points to 76.1 points below standard.

Suspension Rates and School Climate

Suspension rates increased significantly:

2024

All students: 7.8% (up 5.2%)

White students: 9.2% (up 5.8%)

SED students: 7.1% (up 4.5%)

2025

All students: 10.3% (up 2.6%)

White students: 13.6% (up 4.3%)

SED students: 12.2% (up 5.1%)

To address this, the district is implementing a revised student conduct policy and entering Year 3 of PBIS with a stronger focus on restorative practices and tiered behavior supports.

Post-Crisis Impact
The ongoing recovery from the Camp Fire continues to affect infrastructure and student well-being. Social-emotional learning and mental health supports remain essential components of recovery.

Identified Needs and Strategic LCAP Responses

Lowest Performing School and Student Groups

Spring Valley School received Red on the Chronic Absenteeism, Suspension Rate, and an ELA student group.

Key Strategic Actions Include:

Discipline Reform: Launched a new Code of Conduct launching in 2025–26, co-developed with educational partners.

PBIS Strengthening: District-wide implementation with aligned expectations, professional development, and behavior tiers.

Student Support Services: Expanding access to counseling, mentoring, and trauma-informed practices.

Academic Response: Enhancing intervention time, instructional coaching, and targeted literacy/math strategies.

Conclusion

GFUESD remains committed to equity-focused improvement. By addressing chronic absenteeism, behavior disparities, and academic decline through targeted LCAP strategies, the district aims to create inclusive conditions for success — particularly for socioeconomically disadvantaged and White student groups. These commitments are embedded in the 2026–27 LCAP to ensure sustainable impact.

GFUESD does not have any unspent LREBG funding.

Reflections: Technical Assistance

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

Golden Feather Union Elementary School District is identified for Differentiated Assistance based on student group outcomes in chronic absenteeism, suspension rate, and the socioeconomically disadvantaged student group in English Language Arts. In response, the district has been working with the Butte County Office of Education as part of a technical assistance and continuous improvement process.

During this process, the district reviewed California School Dashboard results, local attendance and discipline data, academic performance information, and current LCAP actions to better understand the systems contributing to student outcomes. The work has focused on identifying root causes, reviewing current practices, and determining which supports need to be strengthened to improve attendance, school climate, behavior systems, and academic achievement for identified student groups.

Technical assistance has included consultation, data review, planning support, and access to professional learning opportunities. Areas of focus have included strengthening Positive Behavioral Interventions and Supports, improving attendance monitoring and family outreach, supporting classroom management and student engagement strategies, reviewing discipline practices, and building more consistent systems for using data to monitor student progress. The district has also discussed ways to strengthen instructional supports, special education service delivery, and intervention systems so that students receive timely and appropriate assistance.

As a result of the Differentiated Assistance process, the district is continuing to refine LCAP actions connected to attendance, behavior, school climate, academic intervention, and student wellness. Golden Feather will continue partnering with the Butte County Office of

Education during the 2026–27 school year to monitor implementation, review student outcome data, evaluate the effectiveness of actions, and make adjustments through the continuous improvement process.

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 (Certificated)	Staff survey provided in April 2026 and Staff Meeting on 4/22/26 - GFTA
Parents	Parent Advisory 11/19/25, 4/15/26 and survey provided in April 2026
Other School Personnel (Classified)	Staff survey provided in April 2026 and Staff Meeting on 4/22/26 - CSEA
Students	Student survey from March 2026.
Administrator	Meeting with Fiscal Services on consultation with BCOE on 4/23/26, 5/5/26, 5/12/26, 5/20/26
Community Members	Parent and Community Advisory 11/19/25 and survey provided in April 2026 - Meeting on 4/15/26
Board Members	Board Meeting 4/15, 5/20, 6/17, 6/24
SELPA (Special Education Local Plan Area)	Consultation with SELPA director on 3/31/26
Equity Multiplier	Equity multiplier partners are the same since we are single school district

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

Educational partner feedback directly influenced the adopted LCAP by reinforcing the district's need to continue focusing on whole-child supports, academic intervention, school connectedness, enrichment opportunities, family engagement, and targeted support for students affected by transiency/nonstability. Feedback from students, staff, parents, community members, the Board, administration, SELPA, Golden Feather Teachers' Association (GFTA), and California School Employees Association (CSEA) was reviewed and connected to specific goals, actions, metrics, and expenditures in the adopted LCAP.

Student feedback influenced Goal 1 and Goal 3 by reinforcing the need for school connectedness, behavior supports, enrichment opportunities, safe facilities, and student wellness. Students identified interest in longer or more meaningful recess opportunities, sports, clubs, music, art, cheer, board games, field trips, hands-on learning, improved playground or field space, and improvements to food and cafeteria conditions. In response, the LCAP continues Goal 1, Action 1.5 Positive Behavior Intervention Support Program, Goal 1, Action 1.9 Field Trips and Educational Enrichment Opportunities, and Goal 1, Action 1.10 Broad Course of Study. Student input also connects to Goal 3, Action 3.5 Provide Meals for Students, Goal 3, Action 3.6 Additional Custodial and Maintenance, and Goal 3, Action 3.8 Mental Health Counselor. These actions are monitored through school climate, attendance, chronic absenteeism, course access, and student survey metrics.

Staff feedback, including feedback from certificated and classified staff and consultation with GFTA and CSEA, influenced Goal 1 and Goal 2. Staff identified the need to continue reading intervention, small-group instruction, paraeducator support, support for students with IEPs, consistent schoolwide behavior expectations, PBIS/Golden Ticket systems, wellness/counseling supports, and professional learning. This feedback directly supports Goal 1, Action 1.2 Paraeducators, Goal 1, Action 1.3 Supplemental Materials, Curriculum, and Universal Screeners, Goal 1, Action 1.5 Positive Behavior Intervention Support Program, Goal 1, Action 1.6 Social Emotional Learning Curriculum, and Goal 1, Action 1.11 PBIS Professional Development. Staff feedback also influenced Goal 2, Action 2.1 Professional Development, Goal 2, Action 2.2 Support for New Teachers, and Goal 2, Action 2.3 Purchase and Maintain Devices and Chromebooks. These actions are connected to CAASPP ELA/math, reading intervention data, state standards implementation, teacher credentialing/assignment, and access to instructional materials.

Parent and community feedback influenced Goal 3 and Goal 1 by reinforcing the importance of a safe, welcoming, family-centered school environment and expanded opportunities for students. Families and community members expressed interest in sports, track and field, GATE, after-school sports, family/community nights, school events, and continued communication. Parents also identified barriers to participation, including scheduling conflicts and the need for evening, weekend, or more accessible engagement opportunities. This feedback is reflected in Goal 3, Action 3.1 Maintain Communications to Families and Educational Partners and Goal 3, Action 3.2 Provide and Maintain Activities that Connect Families and Community Members to School. Parent feedback also supports Goal 1, Action 1.9 Field Trips and Educational Enrichment Opportunities and Goal 1, Action 1.10 Broad Course of Study. These actions are monitored through parent survey participation, schoolwide event participation, attendance, and local school climate data.

SELPA consultation influenced Goal 1, Goal 2, and Goal 3 by reinforcing the district's commitment to inclusive practices and the principle that students with disabilities are general education students first. SELPA input supported continued review of student outcome data, intervention access, attendance, suspension, school climate, and academic achievement for students with disabilities. This feedback is reflected in Goal 1, Action 1.2 Paraeducators, Goal 1, Action 1.3 Supplemental Materials, Curriculum, and Universal Screeners, Goal 1, Action 1.5 PBIS, Goal 2, Action 2.1 Professional Development, and Goal 3, Action 3.8 Mental Health Counselor. These actions are connected to metrics related to CAASPP, reading intervention, suspension rate, attendance, chronic absenteeism, and school climate.

Administrative, fiscal, Board, GFTA, and CSEA input influenced the adopted LCAP by helping the district align educational partner priorities with available resources, staffing needs, and implementation capacity. This input affected budget decisions and expenditure levels for actions such as Goal 1, Action 1.2 Paraeducators; Goal 1, Action 1.3 Supplemental Materials, Curriculum, and Universal Screeners; Goal 2, Action 2.1 Professional Development; Goal 2, Action 2.2 Support for New Teachers; Goal 3, Action 3.1 Communications; Goal 3, Action 3.3 Full-

Day Kindergarten; Goal 3, Action 3.6 Custodial and Maintenance; and Goal 3, Action 3.8 Mental Health Counselor. These decisions reflect the district's need to maintain high-impact services while also accounting for staffing changes, grant funding, reimbursement sources, and fiscal sustainability.

Because Golden Feather is a single-school district, Equity Multiplier consultation occurred with the same educational partners who participated in the broader LCAP process, including students, staff, families, community members, administration, the Board, GFTA, CSEA, and SELPA. Feedback related to student instability, attendance, academic gaps, socioeconomically disadvantaged student needs, school connectedness, and additional adult support directly influenced the creation of Goal 4, the Equity Multiplier Focus Goal. This feedback is reflected in Goal 4, Action 4.1 Learning Center Paraeducator Support for Students Affected by Transiency/Nonstability. This action will use Equity Multiplier funds to provide targeted academic and engagement support through the district's new Learning Center. The goal will be monitored using chronic absenteeism, an existing LCAP metric, so the district can measure whether students affected by transiency/nonstability are becoming more consistently connected to school.

Overall, educational partner feedback confirmed that the adopted LCAP should continue to center on four connected priorities: Goal 1, implementing MTSS to support academic, behavioral, attendance, and social-emotional needs; Goal 2, strengthening professional development and instructional coherence; Goal 3, maintaining a safe, welcoming, clean, and connected school environment; and Goal 4, providing targeted Equity Multiplier support for students affected by transiency/nonstability. The feedback did not result in a complete change in direction. Rather, it validated the district's existing goals while sharpening the focus on reading intervention, PBIS, wellness supports, family engagement, enrichment, attendance, inclusive practices, student voice, and additional adult support.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Golden Feather Union Elementary School District is committed to implementing a Multi-Tiered System of Support (MTSS) to address the academic, social-emotional, and behavioral needs of our students to provide targeted assistance ensuring no student is left behind.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The rationale behind developing this goal stems from our unwavering dedication to addressing the diverse needs of our student body comprehensively. By implementing a Multi-Tiered System of Support (MTSS), we aim to provide targeted assistance in academic, social-emotional, and behavioral domains, ensuring that no student is left behind.

Through the utilization of various data sources, we gain insights into the unique challenges our students face, allowing us to tailor interventions effectively. By prioritizing the evaluation of program effectiveness and identifying disparities, we can refine our strategies to maximize student progress and achievement.

Concurrently, our focus on decreasing chronic absenteeism and student suspensions underscores our commitment to fostering a positive and inclusive school environment. Developing a tiered system of support and an alternative educational environment for Tier III behavioral requirements are essential steps toward achieving this goal.

Additionally, the introduction of a Positive Behavior Intervention Support Program reflects our commitment to nurturing a school culture that promotes engagement, respect, and responsibility among all students.

Aligned with California Common Core Standards, our instructional approach is designed to meet the diverse needs of our student population. By ensuring equitable access to a broad course of study, including interventions and accommodations, we aim to support every student's journey towards graduation, college, and career readiness.

In essence, our goal is to create a supportive and enriching learning environment where every student can thrive academically, socially, and emotionally, laying the foundation for their future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA - Priority 4	2023 Dashboard - All students 19.7 points below standard Increased 24.4 Points	2024 Dashboard - All students 50.9 points below standard Declined 31.2 Points	2025 Dashboard - 59.4 points below standard Declined 8.5 Points	2026-2027 1 point above standard	Declined 39.7 Points
1.2	CAASPP Math - Priority 4	2023 Dashboard - All Students 28 points below standard Increased 50.7 Points	2024 Dashboard - All students 54.4 points below standard Declined 26.4 Points	2025 Dashboard - 46.6 points below standard Increased 7.8 Points	2026-2027 1 point above standard	Declined 18.6 Points
1.3	Pupil Outcomes Priority 8	Reading Intervention Scores 1-8th Grade 2023-2024 34% Tier 1 66% Tier 2 / Tier 3	Reading Intervention Scores 1-8th Grade (i-Ready, F&P, BPST, ORF) 2024-2025 41% Tier 1 59% Tier 2 / Tier 3	Reading Intervention Scores 1-8th Grade (i-Ready, F&P, BPST, ORF) 2025-2026 44% Tier 1 56% Tier 2 / Tier 3	2026-2027 Reading Intervention Scores 1-8th Grade 66% Tier 1 34% Tier 2 / Tier 3	Increase 10% Tier 1 Decrease 10% Tier 2 / Tier 3
1.4	Suspension Rate-Priority 6	2023 Dashboard - All Students 2.5% suspended at least one day	2024 Dashboard - All Students 7.8% suspended at least one day	2025 Dashboard - All Students 10.3% suspended at least one day	2026-2027 3% Suspension Rate	Increased 7.8%
1.5	Expulsion Rate - Priority 6	2023 Dashboard Expulsion Rate 0%	2024 Dashboard - All Students Expulsion Rate: 0%	2025 Dashboard - All Students Expulsion Rate: 0%	2026-2027 Expulsion Rate 0%	Unchanged
1.6	Attendance Rates-Priority 5	2023-2024	2024-2025	2025-2026	2026-2027	Nearly unchanged - Up .7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Attendance Rate 91.6%	Attendance Rate: 90.5%	Attendance Rate: 92.3%	95% Attendance rate	
1.7	Chronic Absenteeism - Priority 5	2023-2024 Chronic absenteeism rate: 33%	2024-2025 Chronic absenteeism rate:32%	2025-2026 Chronic absenteeism rate:26%	2026-2027 20% Chronic absenteeism rate	Decrease by 7%
1.8	Course Access - Priority 7	2023-2024 100% of 5-8 students have access to a broad course of study including visual and performing arts, journalism, science and physical education	2024-2025 100% of 5-8 students have access to a broad course of study including visual and performing arts, journalism, science and physical education	2025-2026 100% of 5-8 students have access to a broad course of study including visual and performing arts, science, aeronautical education, and physical education	2026-2027 100% of 5-8 students have access to a broad course of study including visual and performing arts, music, journalism, science and physical education	Unchanged
1.9	Middle School Dropout Rate- Priority 5	2023-2024 0% of middle school drop out rate	2024-2025 0% of middle school drop out rate	2024-2025 0% of middle school drop out rate	2026-2027 0% middle school drop out rate	0%
1.10	LEA Generated Survey- School Climate- Priority 6	2023-2024 77.2% of students feel safe at school	2024-2025 86.2% of students feel safe at school	2025-2026 81.5% of students feel safe at school	2026-2027 97% of students feel safe at school	Increased 4.3%

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.

Goal 1 was carried out through the continued implementation of a Multi-Tiered System of Support designed to address students' academic, social-emotional, behavioral, attendance, and engagement needs. The district continued to provide academic intervention, paraeducator support, supplemental instructional materials, universal screeners, transportation, behavior supports, and enrichment opportunities to the extent possible. Overall implementation was mixed. Some actions were implemented consistently and supported student access and

intervention, while other actions were implemented at a reduced level or remained in development due to staffing, funding, and capacity constraints.

Academic intervention remained a major focus during the year. The district continued to use supplemental materials, curriculum, and universal screeners to identify student needs, monitor progress, and provide targeted support in reading and mathematics. This action was implemented as planned and continues to be one of the district's most important strategies for addressing academic gaps. Paraeducator support also continued, but actual implementation was lower than originally planned because of staffing changes and reduced personnel costs. As a result, students continued to receive small-group and individualized support, but not at the full level originally anticipated.

The district continued to provide transportation as a key access and attendance support. Transportation remained especially important because Golden Feather serves a rural community where distance and family transportation barriers can affect regular attendance and participation. Actual transportation expenditures were lower than originally budgeted, but the action continued to be implemented and remained essential for student access to school.

Behavioral and social-emotional supports continued to develop during the year, but implementation was not as complete as planned. The district continued working on Positive Behavioral Interventions and Supports, including positive behavior recognition and schoolwide expectations. However, actual PBIS expenditures were significantly lower than budgeted, which shows that some planned incentives, materials, signage, or implementation supports were delayed or reduced. The district also retained Social Emotional Learning curriculum as an action, but a formal SEL curriculum was not fully purchased and implemented during the year. Instead, the district continued to support student wellness through existing staff, counseling/wellness supports, PBIS-related practices, and low-cost or no-cost strategies.

Academic Reassignment remained available as a no-cost strategy to provide students with Tier III behavioral support and an alternative to suspension when appropriate. This action supported the district's broader MTSS and PBIS approach, but it remained more of a monitoring and support strategy than a fully expanded program.

Attendance continued to be an area of need. The district attempted to create a Tiered Attendance Plan as a no-cost action, but the plan was not supported by a separate budget allocation. Attendance monitoring, family communication, and problem-solving continued through existing staff and leadership structures. However, chronic absenteeism remains a significant challenge, and the district recognizes the need for a more consistent and systematic attendance intervention process.

Field trips, educational enrichment opportunities, and broad course of study actions were implemented at a lower level than originally intended. Student and family feedback continued to show strong interest in field trips, sports, clubs, music, art, agriculture, hands-on learning, and other enrichment opportunities. However, limited staffing, scheduling, and funding affected the district's ability to fully implement these actions. As a result, these areas remain important priorities for future implementation.

Key successes included continued academic screening and intervention, maintenance of transportation services, continued paraeducator support despite staffing changes, and ongoing development of PBIS and student wellness supports. The district also maintained its commitment to broad course access and enrichment even when full implementation was limited.

Key challenges included reduced staffing capacity, lower-than-planned implementation of PBIS and SEL curriculum, limited expenditures for field trips and enrichment, ongoing attendance concerns, and the need to continue strengthening a consistent schoolwide behavior system. These challenges show that the overall direction of Goal 1 remains appropriate, but several actions require continued refinement and more consistent implementation in the coming year.

Overall, Goal 1 was partially implemented and partially effective. The district continued to build and sustain important MTSS structures, but implementation varied by action. The strongest implementation occurred in academic materials/screeners, transportation, and continued intervention supports. Areas requiring continued improvement include PBIS implementation, SEL curriculum, attendance interventions, field trips/enrichment, and expanded course access.

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, Additional Credentialed Teachers, was originally budgeted at $0 and had an estimated actual expenditure of $4,181. This difference occurred because the district used available funds to support a portion of a certificated position related to expanded course access and enrichment.

Action 1.2, Paraeducators, was originally budgeted at $120,094.15, and the estimated actual expenditure was $78,091. This resulted in a decrease of $42,003.15, or approximately 35%. The difference was due to staffing changes and lower-than-budgeted paraeducator personnel costs during the year.

Action 1.5, Positive Behavior Intervention Support Program, was originally budgeted at $2,938, and the estimated actual expenditure was $279. This resulted in a decrease of $2,659, or approximately 90.5%. The difference was due to lower-than-anticipated spending on PBIS materials, incentives, and implementation costs during the year.

Action 1.6, Social Emotional Learning Curriculum, was originally budgeted at $3,000, and the estimated actual expenditure was $0. This resulted in a decrease of $3,000, or 100%. The district did not purchase SEL curriculum during the year and instead continued to support student wellness and social-emotional needs through existing staff, counseling/wellness supports, and low-cost or no-cost resources.

Action 1.9, Field Trips and Educational Enrichment Opportunities, was originally budgeted at $2,000, and the estimated actual expenditure was $0. This resulted in a decrease of $2,000, or 100%. The district did not expend LCAP funds for this action during the year because field trips and enrichment opportunities were either not implemented at the originally planned level or were supported through other resources.

Action 1.10, Broad Course of Study, was originally budgeted at $5,000, and the estimated actual expenditure was $0. This resulted in a decrease of $5,000, or 100%. The difference was due to the district not expending funds as originally planned for expanded course access opportunities such as Visual and Performing Arts, PE, and Music during the year.

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

Effectiveness Analysis: Grouped by Intended Impact

Group A: Academic Achievement and Intervention

Actions: 1.1 Additional Credentialed Teachers, 1.2 Paraeducators, 1.3 Supplemental Materials, Curriculum, and Universal Screeners

Associated Metrics:
Metric 1.1 – CAASPP ELA
Metric 1.2 – CAASPP Math
Metric 1.3 – Reading Intervention Scores

Analysis:

These actions were partially effective in supporting academic achievement and intervention. The district continued to prioritize small-group instruction, reading intervention, paraeducator support, supplemental instructional materials, and universal screening tools. These supports remained important because CAASPP ELA and math results continue to show that many students are performing below standard, and local reading intervention data shows that a significant percentage of students continue to require Tier 2 and Tier 3 support.

Action 1.3 was implemented effectively, as the district purchased and maintained supplemental materials, curriculum, and universal screeners to support reading and math intervention. These tools helped staff identify student needs, monitor progress, and provide more targeted academic support.

Action 1.2 was partially effective. Paraeducators continued to provide support for struggling students; however, actual expenditures were lower than budgeted due to staffing changes. As a result, the district was not able to provide the full level of paraeducator support originally planned. This limited the overall impact of the action, particularly for students needing additional small-group or individualized academic support.

Action 1.1 had limited implementation during the year. While the district continued to support expanded course access and intervention through available staffing and funding sources, the action was not implemented at the level originally envisioned due to fiscal and staffing constraints.

Conclusion: Partially effective. Academic intervention systems and supplemental tools continued to support students, but staffing reductions and ongoing achievement gaps show that continued investment in intervention, paraeducator support, and aligned instructional materials remains necessary.

Group B: Behavioral Supports, Social-Emotional Learning, and School Climate

Actions: 1.4 Academic Reassignment, 1.5 Positive Behavior Intervention Support Program, 1.6 Social Emotional Learning Curriculum, 1.11 PBIS Professional Development

Associated Metrics:
Metric 1.4 – Suspension Rate
Metric 1.5 – Expulsion Rate
Metric 1.10 – LEA-Generated Survey / School Climate

Analysis:

These actions were partially effective, but full implementation remains an area of need. The district continued to work toward a more consistent schoolwide system of behavior supports through PBIS, academic reassignment, staff expectations, and student recognition systems. However, the PBIS action was not fully implemented at the originally planned level. Actual spending for the PBIS program was significantly lower than budgeted, indicating that some planned materials, incentives, signage, or implementation activities were delayed or reduced.

The Social Emotional Learning Curriculum action was not fully implemented as a purchased curriculum during the year. Instead, the district continued to address student social-emotional needs through existing staff, counseling/wellness supports, PBIS-related practices, and low-cost or no-cost strategies. While this allowed the district to continue supporting students, the lack of a fully implemented SEL curriculum limited the consistency of SEL instruction across grade levels.

School climate results show both strengths and continued areas for growth. Many students reported feeling connected to adults and supported at school, and the Spring 2026 student survey showed that a majority of students reported feeling safe at school. However, student survey responses also identified continued needs related to fairness, bullying, behavior expectations, cafeteria climate, and supervision. These results show that school climate actions are making progress but have not yet fully achieved the district's desired outcomes.

Conclusion: Partially effective. The district has established important components of a behavior and school climate system, but PBIS, SEL, and academic reassignment need more consistent implementation to reduce suspensions, improve student behavior, and strengthen school climate.

Group C: Attendance, Transportation, Engagement, and Course Access

Actions: 1.7 Transportation, 1.8 Tiered Attendance Plan, 1.9 Field Trips and Educational Enrichment Opportunities, 1.10 Broad Course of Study

Associated Metrics:
Metric 1.6 – Attendance Rate
Metric 1.7 – Chronic Absenteeism

Metric 1.8 – Course Access
Metric 1.9 – Middle School Dropout Rate
Metric 1.10 – LEA-Generated Survey / School Climate

Analysis:

These actions had mixed effectiveness. Transportation continued to be one of the district's most important supports for student access and attendance, especially given the rural geography of the district and the distance many families live from school. Transportation was implemented and helped students attend school who may otherwise face barriers getting to campus. However, attendance and chronic absenteeism data show that transportation alone has not been sufficient to meet the district's attendance goals. Attendance remained below the district target, and chronic absenteeism remains an ongoing concern.

The Tiered Attendance Plan was not funded as a separate action during the year. While the district continued to monitor attendance and communicate with families, a more formal and systematic tiered attendance process remains an area for continued development. This limited the effectiveness of the district's attendance work.

Field trips and educational enrichment opportunities were less effective than planned because no LCAP expenditures were recorded for this action. Student feedback continued to show strong interest in field trips, sports, clubs, recess activities, music, art, and hands-on learning opportunities. The lack of full implementation limited the district's ability to use enrichment as a strategy to increase engagement and school connectedness.

Broad course of study was also less effective than planned from an expenditure and implementation standpoint. Although the district continued to provide access to core instruction and maintained broad course access to the extent possible, no LCAP expenditures were recorded for this action. Planned enrichment opportunities related to Visual and Performing Arts, PE, and Music were not implemented at the originally intended level. Student and parent feedback indicate that these opportunities remain a high-interest area and should continue to be prioritized when staffing and funding allow.

Conclusion: Mixed effectiveness. Transportation continued to support access, and the district maintained core course access; however, attendance outcomes, chronic absenteeism, and limited implementation of field trips, enrichment, and expanded course offerings show that these actions need continued refinement and stronger implementation in future years.

Overall Conclusion for Goal 1:

Goal 1 was partially effective overall. The district continued to make progress in building a Multi-Tiered System of Support that addresses academic, behavioral, social-emotional, and engagement needs. The strongest implementation occurred in supplemental academic materials, universal screeners, transportation, and continued intervention supports. However, the effectiveness of the goal was limited by staffing changes, reduced paraeducator support, delayed or reduced PBIS and SEL implementation, limited field trip/enrichment expenditures, and continued challenges with attendance, chronic absenteeism, and student achievement.

The district will need to continue strengthening MTSS implementation by sustaining academic intervention, increasing consistency of PBIS and SEL supports, formalizing attendance interventions, and expanding enrichment and course access opportunities as resources allow.

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 response to the evaluation of 2025–26 implementation and effectiveness, Golden Feather Union Elementary School District is making several adjustments to Goal 1 while maintaining the overall direction of the goal. The district will continue to use a Multi-Tiered System of Support to address academic, behavioral, social-emotional, attendance, and engagement needs. The changes for the coming year reflect prior implementation results, student achievement data, survey feedback from educational partners, staffing realities, and available funding.

Planned Changes for 2026–27

Continuation and Limited Funding of Action 1.1: Additional Credentialed Teachers
In the prior LCAP, the district reduced this action due to fiscal constraints and the shift of the literacy coach/intervention position to LCRSET funding. For 2026–27, the district is retaining Action 1.1 rather than eliminating it. This action will remain in the plan to allow the district to support additional credentialed staffing beyond the base program when funding allows, including intervention, VAPA, PE, class-size reduction, or grade-span reduction. The current action includes a limited amount of other state funding to support expanded course access and enrichment. This reflects the district's continued recognition that small-group instruction, intervention support, and expanded learning opportunities remain important for improving student outcomes.

Continuation of Action 1.2: Paraeducators
Paraeducator support will continue, but at a level aligned with available staffing and funding. Prior implementation showed that paraeducators remain an important component of the district's academic intervention system, particularly for students needing additional support in reading and math. However, staffing changes and lower actual expenditures limited the level of support provided during the prior year. The district will continue to use paraeducators to provide targeted small-group and individualized support for struggling students, including socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities.

Expansion of Action 1.3: Supplemental Materials, Curriculum, and Universal Screeners
The district is increasing this action because supplemental instructional materials and universal screeners continue to be among the most effective and consistent academic supports in Goal 1. The 2025–26 LCAP budgeted $25,000 for this action, while the 2026–27 draft increases the action to $35,000. This increase reflects the district's continued need to identify student academic needs, monitor progress, and provide targeted intervention in reading and mathematics. The district will continue to support tools such as i-Ready, Houghton Mifflin, Renaissance/Freckle, Newsela, ESGI, and other resources aligned to the district's literacy and math intervention plans.

Continuation of Action 1.4: Academic Reassignment as a No-Cost Strategy
Academic Reassignment will remain as a no-cost action and monitoring strategy. The district will continue to use academic reassignment as an alternative to suspension when appropriate, allowing students to remain connected to instruction while receiving Tier III behavioral

support. This action supports the district's broader MTSS and PBIS framework by providing a non-punitive response to student behavior when appropriate.

Revision and Continued Implementation of Action 1.5: Positive Behavior Intervention Support Program
The district will continue Action 1.5 with a revised budget to support PBIS incentives and implementation materials. In the prior LCAP, PBIS was described as moving from development into full implementation. For 2026–27, the focus is on strengthening and refining implementation rather than launching a new system. Student behavior, suspension data, and educational partner feedback continue to show the need for consistent schoolwide expectations, positive recognition, and a schoolwide economy that promotes positive student behavior.

Continuation of Action 1.6: Social Emotional Learning Curriculum
The district will continue to include SEL curriculum as a planned action. Although the district did not fully purchase and implement a formal SEL curriculum during the prior year, the need remains. Student survey results, staff feedback, and school climate data continue to show the importance of consistent social-emotional support, belonging, self-management, responsible decision-making, relationship skills, and student wellness. The district will continue to explore SEL curriculum and professional development options while also using existing counseling, wellness, PBIS, and low-cost or no-cost supports.

Continuation and Budget Adjustment for Action 1.7: Transportation
Transportation will continue as a major access and attendance support. The 2025–26 LCAP budgeted $161,706 for transportation, while the 2026–27 draft adjusts the amount to $153,055. This adjustment better reflects actual costs while maintaining the service. Because Golden Feather serves a rural community where transportation can be a significant barrier to regular attendance and participation, this action remains essential to student access, attendance, and engagement.

Continuation of Action 1.8: Tiered Attendance Plan as a No-Cost Action
The Tiered Attendance Plan will continue as a no-cost action focused on leadership team monitoring, early identification, family communication, and intervention for students at risk of chronic absenteeism. Last year's LCAP described the plan as moving toward formal implementation. For 2026–27, the district will continue refining and implementing attendance supports through existing staff and community school structures where possible. Chronic absenteeism remains an ongoing concern, so the action will remain in the plan even without a separate budget allocation.

Continuation of Action 1.9: Field Trips and Educational Enrichment Opportunities
The district will continue to include field trips and enrichment opportunities as a targeted action. Student and family feedback continue to show interest in field trips, sports, clubs, hands-on learning, and activities beyond the classroom. Although prior implementation and expenditures were limited, the district recognizes that enrichment opportunities support attendance, school connectedness, student motivation, and equitable access to experiences that many students may not otherwise have outside of school.

Continuation of Action 1.10: Broad Course of Study
The district will continue to prioritize student access to Visual and Performing Arts, Physical Education, Music, and Agriculture Education. The prior LCAP identified inconsistent implementation of Ag, PE, and VAPA opportunities due to staffing constraints. For 2026–27, this action

will remain in the plan with targeted funding for PE equipment, garden/agriculture supplies, VAPA supplies, and related materials. Student and parent feedback continue to support the need for music, art, sports, agriculture, and hands-on learning opportunities.

Continuation of Action 1.11: PBIS Professional Development as a No-Cost Action
PBIS Professional Development will remain as a no-cost action. The district recognizes that successful PBIS implementation requires consistent staff practices, meeting facilitation, coaching, and ongoing professional learning. Although no specific funds are budgeted for this action, the district will continue supporting PBIS through staff meetings, internal coaching, available professional development opportunities, and implementation monitoring.

Conclusion
Golden Feather Union Elementary School District is not making a major change to the overall direction of Goal 1. Instead, the district is refining the actions based on what was learned during 2025–26 implementation. The district will continue the MTSS framework, increase support for supplemental academic materials and universal screeners, maintain paraeducator and transportation supports within available resources, continue PBIS and SEL implementation, and preserve actions connected to attendance, enrichment, and broad course access. These changes reflect a continuous improvement approach focused on sustaining effective supports, addressing areas that were not fully implemented, and ensuring that all students have access to the academic, behavioral, social-emotional, and engagement supports needed to be successful.

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	Additional Credentialed Teachers	Additional credentialed teachers beyond the base program, including, Intervention, VAPA, PE, or for class size and/or grade span reduction	$6,226.00	No
1.2	Paraeducators	Hire and maintain paraeducators to provide targeted support for struggling students in math and reading as identified by multiple measures	$82,953.00	Yes
1.3	Purchase supplemental materials, curriculum, and universal screeners	Purchase and implement supplemental materials, curriculum and a universal screener for Reading that aligns with the school wide literacy plan and mathematics.	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Academic Reassignment	Offer an alternative educational setting at the school site where teachers collaborate to provide students with Tier III behavioral support and completion of work in lieu of suspension.	$0.00	No
1.5	Positive Behavior Intervention Support Program	Reevaluate, revise and Implement Positive Behavior Intervention Support which includes the school wide economy that promotes positive student behavior.	$2,000.00	Yes
1.6	Social Emotional Learning Curriculum	Purchase and implement SEL curriculum complete with professional development to support student mental health and increase student engagement.	$3,000.00	Yes
1.7	Transportation	Providing transportation to increase student attendance	$100,000.00	No
1.8	Tiered Attendance Plan	Leadership Team will develop and implement a Tiered Attendance Plan to decrease chronic absenteeism	$0.00	No
1.9	Field trips and educational enrichment opportunities	Field trips and educational enrichment opportunities beyond the walls of the classroom that enhance students' learning experiences and maximize student outcomes	$2,000.00	Yes
1.10	Broad Course of Study Percentage of students with access to Visual and Performing Arts, PE, and Music	Broad course of study that all students have access to will include Visual and Performing Arts, Physical Education, Music, and Agriculture Education	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	PBIS Professional Development	Professional development, meeting facilitation, and coaching to maximize effects of PBIS implementation.	$0.00	No
1.12	Additional Transportation Support	Provide additional routes and support services to decrease Chronic Absenteeism	$53,055.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Our schoolwide professional development plan is designed to comprehensively and coherently enhance the skills of all faculty and staff, fostering the delivery of a rigorous instructional program and continuously improve the quality of education provided to our students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The development of this goal stems from our commitment to continuously improve the quality of education provided to our students. Here's why we developed this goal:

1.Enhancing Faculty and Staff Skills: We recognize that the expertise and effectiveness of our faculty and staff directly impact student learning outcomes. Therefore, our goal is to comprehensively enhance the skills of all educators through professional development initiatives.

2. Fostering Rigorous Instruction: A rigorous instructional program is essential for promoting deep learning and academic excellence among students. By enhancing the skills of our faculty and staff, we aim to ensure the delivery of a rigorous instructional program that challenges and engages students at all levels.

3. Meeting Diverse Needs: Every student comes to the classroom with unique strengths, challenges, and learning styles. Our goal is to equip educators with differentiation strategies and evidence-based practices that can be tailored to meet the diverse needs of learners, ensuring that all students receive appropriate support and opportunities for growth.

4. Ensuring Engagement: Engaged students are more likely to be motivated, attentive, and successful in their learning. Therefore, our professional development plan emphasizes strategies that promote student engagement, such as interactive teaching methods, project-based learning, and technology integration.

5. Maximizing Student Growth and Achievement: Ultimately, our overarching goal is to maximize student growth and achievement. By investing in the professional development of our faculty and staff and equipping them with effective instructional strategies, we aim to create an environment where every student can reach their full potential academically, socially, and emotionally.

In summary, the development of this goal reflects our commitment to providing high-quality education that meets the diverse needs of all learners and fosters a culture of continuous improvement and excellence within our school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Standards- Priority 2	2023-2024 100% of teachers are implementing state board adopted academic content and performance standards	2024-2025 100% of teachers are implementing state board adopted academic content and performance standards	2025-2026 100% of teachers are implementing state board adopted academic content and performance standards	2026-2027 100% of teachers are implementing state board adopted academic content and performance standards	unchanged
2.2	Teachers are appropriately assigned and fully credentialed- Priority 1	2023-2024 36% of teachers fully credentialed	2024-2025 100% of teacher fully credentialed	2025-2026 100% of teacher fully credentialed	2026-2027 100% of teachers are fully credentialed	increased 64%
2.3	Every pupil has access to standards aligned instructional materials - Priority 1	2023-2024 100% of students have access to standards aligned instructional materials	2024-2025 100% of students have access to standards aligned instructional materials	2025-2026 100% of students have access to standards aligned instructional materials	2025-2026 100% of students have access to standards aligned instructional materials	unchanged
2.4	CAASSP Scores - Priority 4	2023-2024 ELA 36% met or exceeded standard Math 31% met or exceeded standard	2024-2025 ELA 36% met or exceeded standard Math 33% met or exceeded standard	2025-2026 ELA 29% met or exceeded standard Math 18% met or exceeded standard	ELA 66% Met or exceeded standard Math 66% met or exceeded	ELA decrease by 7% Math decrease by 13%

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 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.

Goal 2 was implemented through the district's continued focus on strengthening instructional practice, supporting new teachers, and maintaining student access to instructional technology. The goal remained centered on building staff capacity so that teachers and support staff are better able to deliver a rigorous instructional program, differentiate instruction, and meet the needs of diverse learners.

Action 2.1, Professional Development, was planned but not implemented through LCAP expenditures at the level originally budgeted. The district budgeted $5,000 for professional development, but the Annual Update reflects $0 in estimated actual expenditures for this action. This represents a substantive difference between the planned action and actual implementation. Professional learning continued to be an identified need, particularly in the areas of literacy, mathematics, differentiation, intervention, and student engagement, but the district did not use the planned LCAP allocation for this action during the year. Professional learning needs were addressed through existing resources, available training opportunities, and other supports when possible.

Action 2.2, Provide Support for New Teachers, was implemented as planned. The district budgeted $8,028 and expended $8,028 for this action. This supported new teacher induction and mentoring, helping new teachers develop instructional skills, understand district systems, and align their practice with district expectations and student needs. This was a success because it provided consistency and direct support for teacher development.

Action 2.3, Purchase and Maintain Devices and Chromebooks, was also implemented as planned. The district budgeted $11,000 and expended $11,214, which was very close to the planned amount. This action supported the district's ability to maintain student access to Chromebooks, digital instructional materials, supplemental programs, and assessment tools. Maintaining student devices was an important success because it helped preserve equitable access to instructional technology and supported classroom instruction, intervention, and online learning programs.

The primary successes for Goal 2 included full implementation of new teacher support, continued access to student technology, and maintenance of the basic instructional conditions needed for a rigorous instructional program. The primary challenge was that the professional development action was not implemented through the planned LCAP expenditure. This indicates a need to more intentionally schedule, fund, and monitor professional development in the coming year so that planned training is directly connected to student achievement needs and staff capacity-building goals.

Overall, Goal 2 was mostly implemented as planned, with the exception of Action 2.1. New teacher support and student technology access were implemented successfully, while professional development remains an area requiring stronger implementation and follow-through in the coming year.

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.

2.1, Professional Development, was originally budgeted at $5,000, and the estimated actual expenditure was $0. This resulted in a decrease of $5,000, or 100%. The difference was due to the district not using LCAP funds for professional development as originally budgeted. Professional development needs were addressed through other available resources and existing training opportunities.

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

Effectiveness of Actions for Goal 2

Goal 2 Summary: Provide high-quality, coherent professional development to enhance instructional practice, support differentiation, and raise student achievement.

Effectiveness Analysis: Grouped by Intended Impact

Group A: Instructional Quality and Student Achievement

Actions: 2.1 Professional Development, 2.2 Support for New Teachers

Associated Metrics:
Metric 2.1 – State Standards Implementation
Metric 2.2 – Teachers Appropriately Assigned and Fully Credentialed
Metric 2.4 – CAASPP ELA/Math

Analysis:

These actions were partially effective in strengthening instructional capacity. The district continued to maintain the foundational conditions needed for strong instruction, including full implementation of state board-adopted academic content and performance standards and support for properly assigned and credentialed teachers. New teacher support through the induction program was fully implemented and helped ensure that newer teachers received mentoring, guidance, and support aligned with district instructional priorities.

Action 2.2 was effective because the district fully implemented the new teacher support action as planned. This helped strengthen teacher capacity, improve consistency for new staff, and support the district's ability to provide a rigorous instructional program for students.

Action 2.1 was less effective than intended through the LCAP because the district did not expend the planned LCAP funds for professional development during the year. Professional development remained an important need, especially in literacy, mathematics, differentiation, intervention, student engagement, and support for unduplicated pupils. However, the lack of LCAP expenditures for this action indicates that the action was not implemented through the LCAP at the level originally planned.

Although the district maintained strong instructional conditions, student achievement data continues to show the need for ongoing professional learning. CAASPP ELA and math results remain below the district's desired targets, so professional development should continue to be focused on improving instructional practice, using assessment data, strengthening intervention, and supporting diverse learners.

Conclusion: Partially effective. New teacher support was fully implemented and effective, but professional development was not implemented through the LCAP as planned. Continued professional learning remains necessary to improve instructional practice and student achievement.

Group B: Access to Learning Tools

Action: 2.3 Purchase and Maintain Devices and Chromebooks

Associated Metrics:
Metric 2.3 – Every Pupil Has Access to Standards-Aligned Instructional Materials
Metric 2.4 – CAASPP ELA/Math

Analysis:

This action was effective in ensuring student access to digital learning tools and supplemental instructional programs. The district implemented this action as planned and maintained student access to Chromebooks and devices. This supported the district's ability to provide students with access to digital instructional materials, assessment platforms, intervention programs, and supplemental learning tools.

Maintaining student devices supports equity because all students are able to access the technology needed for instruction during the school day, including students who may not have consistent access to technology outside of school. This action also supports the district's use of online academic programs and assessments that help teachers identify student needs and provide targeted support.

While technology access alone does not directly guarantee improved CAASPP outcomes, it provides the infrastructure needed for intervention, assessment, individualized practice, and access to supplemental programs. For that reason, this action contributed positively to Goal 2.

Conclusion: Effective. Technology infrastructure continued to support student access, instructional consistency, intervention programs, and learning tools.

Overall Conclusion:

Goal 2 was partially effective overall. The district successfully maintained new teacher support and student access to instructional technology, both of which contributed to instructional stability and access to learning tools. However, professional development was not

implemented through LCAP expenditures as planned, and student achievement data continues to show the need for focused staff learning in literacy, mathematics, differentiation, intervention, and support for unduplicated pupils. Moving forward, the district will continue Goal 2 with a stronger focus on ensuring that professional development is intentionally implemented and directly connected to improving student outcomes.

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.

Goal 2 will continue into 2026–27 with no major changes to the goal statement or metrics. The district continues to believe that professional development, support for new teachers, and access to instructional technology are essential to improving instructional quality and student achievement. However, based on reflection on 2025–26 implementation, the district is making adjustments to the planned actions and funding levels to better align with actual needs.

Planned Changes for 2026–27

Professional Development (Action 2.1)
Rationale: This action will continue because professional development remains necessary to improve instruction, support differentiation, and address student achievement needs in ELA and mathematics. In 2025–26, the district did not expend the planned LCAP funds for this action, even though professional learning remained an identified need. For 2026–27, the district will retain the $5,000 allocation and will focus on more intentional implementation of professional development connected to literacy, mathematics, intervention, differentiation, student engagement, and support for unduplicated pupils.

Support for New Teachers (Action 2.2)
Rationale: This action will continue and increase from the prior year because new teacher induction and mentor support remain important to instructional consistency and teacher development. In 2025–26, this action was fully implemented and effective. For 2026–27, the action is budgeted at $24,514 to support teacher induction stipends and related support for participant and mentor teachers. This reflects the district's need to continue supporting new teachers as they develop skills and strategies to meet the needs of unduplicated students and all learners. The amount of new teachers that need induction has increased and the cost of the induction program has increased.

Devices and Chromebooks (Action 2.3)
Rationale: This action will continue with an increased allocation to support Chromebook replacement and device maintenance. In 2025–26, this action was implemented as planned and supported student access to supplemental programs, digital instructional materials, and assessment tools. For 2026–27, the action is budgeted at $15,000 to support the district's Chromebook refresh cycle and ensure that students continue to have reliable access to technology for instruction, intervention, and assessment.

Conclusion:
Goal 2 will continue because the district's reflection on prior practice confirms that strong instruction depends on staff capacity, teacher support, and reliable access to technology. The main change for the coming year is not a change in direction, but a stronger focus on implementation. The district will continue support for new teachers, increase support for Chromebook replacement, and ensure that

professional development is more intentionally planned and connected to student achievement needs. These refinements reflect the district's commitment to improving instructional quality, supporting staff, and maintaining equitable access to learning resources for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Professional development to all faculty and staff designed to maximize student achievement and provide differentiation to meet needs of diverse learners.	$5,000.00	Yes
2.2	Provide Support for New Teachers	Pay for teacher induction program for new teachers to learn skills and strategies to meet the needs of unduplicated students.	$24,514.00	No
2.3	Purchase and maintain devices and Chromebooks	To maximize student outcomes above and beyond the core curriculum, devices will be purchased and maintained for every student to ensure access to supplementary programs.	$15,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Golden Feather Union Elementary School District is committed to guaranteeing that every student, staff member, and community member enjoys access to a secure and nurturing environment, complete with clean, well-maintained facilities and a team of highly qualified staff.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The rationale behind the development of this goal lies in our unwavering commitment to fostering an environment that prioritizes the well-being and success of every member of our school community. Here's why we developed this goal:

1. Ensuring Safety and Care: We believe that every student, staff member, and community member deserves to feel safe, valued, and supported within our school environment. By prioritizing safety and care, we aim to create a nurturing atmosphere where individuals can thrive both academically and emotionally.

2. Providing Quality Facilities and Staff: Clean, well-maintained facilities and highly qualified staff are essential components of a conducive learning environment. We recognize the impact that physical surroundings and competent educators have on student engagement and achievement, thus emphasizing the provision of top-tier facilities and personnel.

3. Promoting Community Engagement: Collaboration between the school, parents, and the wider community is vital for student success. By providing training and opportunities for parents and families to engage with LEA and school plans, programs, and activities, we aim to foster a sense of partnership and collective responsibility for student learning and well-being.

4. Inclusive Decision-Making: We believe that involving parents, students, and families in the development of LEA and school site strategies is crucial for ensuring that these initiatives effectively address the diverse needs of our student body. By actively seeking input and participation from stakeholders, we can develop comprehensive strategies that promote academic achievement and holistic well-being.

5. Holistic Student Development: Academic achievement is just one aspect of a student's development. We recognize the importance of addressing the social, emotional, and physical well-being of all students to support their overall growth and success. Therefore, our goal extends beyond academic outcomes to encompass the holistic development of every student.

In summary, the development of this goal reflects our commitment to creating a supportive, inclusive, and enriching school environment where every individual has the opportunity to thrive academically, socially, and emotionally. By prioritizing safety, quality facilities and staff, community engagement, inclusive decision-making, and holistic student development, we strive to ensure the well-being and success of all members of the Golden Feather Union Elementary School District community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Maintain communication with educational partners- Priority 3	2023-2024 Parents representing 36% of our student population participated in surveys.	2024-2025 Parents representing 52% of our student population participated in surveys.	2025-2026 Parents representing 23% of our student population participated in surveys.	2026-2027 Parents representing 100% of our student population participated in surveys.	decrease 13%
3.2	Activities that connect families and community members to school Attendance at school wide events - Priority 3	2023-2024 54% attendance on average at school wide events based on survey results.	2024-2025 68% attendance on average at school wide events based on survey results	2025-2026 88.9% attendance on average at school wide events based on survey results	2026-2027 75% attendance on average at school wide events based on survey results.	increase of 34.9%
3.3	Pupil Outcomes- Priority 8	2023-2024 Kindergarten BPST Letter Recognition and Letter Sounds - Total Correct as a Class vs Total Letters Read = %: Uppercase: 75% / Lowercase: 76% / Sounds: 66%	2024-2025 Kindergarten BPST Letter Recognition and Letter Sounds - Total Correct as a Class vs Total Letters Read = %: Uppercase: 65% / Lowercase: 58% / Sounds: 66%	2025-2026 Kindergarten BPST Letter Recognition and Letter Sounds - Total Correct as a Class vs Total Letters Read = %: Uppercase: 97% / Lowercase: 95% / Sounds: 89%	2026-2027 Kindergarten BPST Letter Recognition and Letter Sounds - Total Correct as a Class vs Total Letters Read = %: Uppercase: 85% / Lowercase: 85% / Sounds: 85%	Uppercase: +22% / Lowercase: +19% / %Sounds: +23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	FIT Survey - Priority 1	2023-2024 Overall facility condition rated in good repair per our annual FIT Report.	2024-2025 Overall facility condition rated in good repair per our annual FIT Report.	2025-2026 Overall facility condition rated in good repair per our annual FIT Report.	2026-2027 Overall facility condition rated in good repair per our annual FIT Report.	unchanged
3.5	Attendance Rate - Priority 5	2023-2024 Attendance Rate 91.6%	2024-2025 Attendance Rate: 90.5%	2025-2026 Attendance Rate: 92.3%	2026-2027 Attendance Rates 95%	increased of .7%
3.6	School Climate- Priority 6 Local Generated Survey	2023-2024 77.2% of students feel safe at school	2024-2025 86.2% of students feel safe at school	2025-26 81.5% of students feel safe at school	2026-2027 97% of students feel safe at school	increased 4.3%

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 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.

Goal 3 was carried out through the district's continued efforts to provide a safe, welcoming, clean, and supportive school environment for students, staff, families, and community members. The district implemented actions related to family communication, family and community engagement, full-day kindergarten, nursing services, student meals, custodial and maintenance support, indirect/ConApp support, and mental health counseling. Overall implementation was strong in the areas of core student services, family communication, and student wellness, while some actions were implemented at lower cost than planned because of reimbursement, alternate funding, or staffing and fiscal realities.

Action 3.1, Maintain Communications to Families and Educational Partners, was implemented and remained an important part of the district's family engagement system. The district continued to use phone calls, auto dialer, text messages, email, the school website, Aeries Portal, surveys, and appropriate social media to communicate with families and educational partners. This action supported ongoing communication regarding school events, attendance, student needs, parent input opportunities, and general school operations. A success of this action was the district's continued ability to maintain regular communication with families in a small rural community where timely and accessible communication is essential.

Action 3.2, Provide and Maintain Activities that Connect Families and Community Members to School, was implemented through school events and engagement opportunities such as advisory meetings, Parent's Club activities, schoolwide events, Back to School Night, performances, family nights, and other opportunities for families to connect with the school. Actual costs were lower than planned because some activities were supported through alternate funding sources or were implemented with minimal cost. This action continued to support school connectedness and family participation. A continuing challenge is that family participation can be affected by work schedules, transportation, and other barriers common in rural and socioeconomically disadvantaged communities.

Action 3.3, Provide Full-Day Kindergarten Program, was implemented. The district continued to provide full-day kindergarten to support early learning, school readiness, and long-term academic outcomes. Actual costs varied from the planned amount due to staffing and salary/benefit differences, but the program itself continued. This was a major success because full-day kindergarten provides additional instructional time and supports early literacy, social-emotional development, and adjustment to school routines.

Action 3.4, Nursing Services, was implemented as planned. Nursing services continued to support student health needs, screenings, health-related consultation, and access to services. This action was important for supporting attendance and reducing barriers to learning, especially for students and families who may have limited access to medical services outside of school.

Action 3.5, Provide Meals for Students, was implemented, but LCAP expenditures were lower than planned because meal costs were covered through federal meal program reimbursement and the district's food service arrangement. Although local LCAP funds were not needed at the planned level, the action itself continued to be implemented because students continued to have access to meals during the school day. This was a success because student nutrition needs were met without requiring the originally planned local contribution.

Action 3.6, Additional Custodial and Maintenance, was implemented at a reduced expenditure level. The district continued to maintain safe, clean, and functional facilities, and the FIT report continued to identify the school as being in good repair. However, actual expenditures were lower than planned, reflecting reduced extra help or lower actual staffing/service costs. A continuing challenge is maintaining aging facilities with limited staffing and funding. Despite those limitations, the district maintained core facility operations and kept the school environment safe and usable for students and staff.

Action 3.7, Indirect Costs and ConApp Preparation, was implemented substantially as planned. This action supported the administrative and compliance structures necessary to maintain state and federal programs. Actual expenditures were close to the planned amount, and the action supported the district's ability to complete required reporting, compliance, and program support work.

Action 3.8, Mental Health Counselor, was implemented, but actual expenditures were lower than originally budgeted. The district continued to provide mental health and wellness supports to students, which remained a high-need area based on student needs, staff feedback, and the district's ongoing focus on school climate and student wellness. A success was that students continued to have access to counseling and wellness support. A challenge is that long-term sustainability of mental health services depends on available funding, grants, and the district's ability to maintain service levels over time.

Overall, Goal 3 was implemented successfully, with some substantive differences between planned and actual expenditures. The most significant implementation differences were lower-than-planned expenditures for meals because costs were covered through other funding

sources, reduced custodial and maintenance spending, and lower actual mental health counseling expenditures. Despite these differences, the district continued to provide the core services connected to Goal 3: communication, family engagement, early learning, student health, nutrition, facilities, compliance support, and mental health services. The primary successes were maintaining a welcoming school environment, continuing full-day kindergarten, providing student meals, maintaining facilities in good repair, and continuing mental health and wellness supports. The primary challenges were sustaining family engagement, maintaining aging facilities with limited resources, and ensuring long-term funding for student wellness and mental health services.

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, Maintain Communications to Families and Educational Partners, was originally budgeted at $25,000, and the estimated actual expenditure was $29,853. This resulted in an increase of $4,853, or approximately 19.4%. The increase was due to actual communication system, technology, and related service costs being higher than originally projected.

Action 3.2, Provide and Maintain Activities that Connect Families and Community Members to School, was originally budgeted at $1,000, and the estimated actual expenditure was $812. This resulted in a decrease of $188, or approximately 18.8%. The difference was due to actual family engagement activity costs coming in lower than budgeted.

Action 3.5, Provide Meals for Students, was originally budgeted at $1,000, and the estimated actual expenditure was $0. This resulted in a decrease of $1,000, or 100%. The difference was due to student meal costs being covered through other meal program funding and reimbursement sources rather than LCAP funds.

Action 3.6, Additional Custodial and Maintenance, was originally budgeted at $70,237, and the estimated actual expenditure was $51,247. This resulted in a decrease of $18,990, or approximately 27%. The difference was due to actual custodial and maintenance personnel or service costs coming in lower than originally projected.

Action 3.8, Mental Health Counselor, was originally budgeted at $43,685, and the estimated actual expenditure was $30,000. This resulted in a decrease of $13,685, or approximately 31.3%. The difference was due to actual mental health service costs being lower than originally budgeted and a portion of services being supported through other available funding sources.

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

Effectiveness of Actions for Goal 3

Goal 3 Summary:
Foster family and community engagement, school connectedness, student wellness, and safe, clean, supportive learning conditions so that every student, staff member, and community member has access to a secure and nurturing environment.

Effectiveness Analysis: Grouped by Intended Impact

Group A: Family Engagement and Communication

Actions: 3.1 Maintain Communications to Families and Educational Partners, 3.2 Provide and Maintain Activities that Connect Families and Community Members to School

Associated Metrics:
Metric 3.1 – Parent Engagement / Survey Participation
Metric 3.2 – Attendance at Schoolwide Events / Family Engagement
Metric 3.6 – School Climate / Local Survey

Analysis:

These actions were effective in supporting family engagement, communication, and school connectedness. The district continued to use multiple communication systems, including phone calls, auto dialer, text messages, email, the school website, Aeries Portal, surveys, and appropriate social media. These communication systems helped families stay informed about school events, student needs, attendance, parent input opportunities, and district programs.

Family and community engagement activities also supported progress toward the goal. School events, advisory meetings, Parent's Club activities, performances, Back to School Night, family nights, and other engagement opportunities helped build relationships between the school, families, and the broader community. Parent/community survey results showed strong participation in schoolwide events, with 88.9% of respondents indicating participation in at least one school activity or event.

These actions were especially important in a small rural district where communication, trust, and personal relationships are central to family engagement. While not every family is able to participate due to work schedules, transportation barriers, and other limitations, the actions helped maintain a welcoming and connected school environment.

Conclusion: Effective. Communication systems and family engagement opportunities contributed positively to school connectedness and parent/community participation.

Group B: Student Services, Early Learning, and Basic Conditions

Actions: 3.3 Provide Full-Day Kindergarten Program, 3.4 Nursing Services, 3.5 Provide Meals for Students, 3.6 Additional Custodial and Maintenance, 3.7 Indirect Costs and ConApp Preparation

Associated Metrics:
Metric 3.3 – Kindergarten BPST / Early Literacy Outcomes
Metric 3.4 – FIT / Facilities Condition
Metric 3.5 – Attendance Rate
Metric 3.6 – School Climate / Local Survey

Metric 3.7 – Access to Required Services and Compliance Supports

Analysis:

These foundational actions were effective in supporting the basic conditions needed for students to learn. Full-day kindergarten continued to provide students with additional instructional time, school routines, early literacy support, and social-emotional development. This action remains important because early learning support is especially valuable for students who may enter school with readiness gaps.

Nursing services were effective in supporting student health and access to school. The district continued to provide nursing services to address health needs, screenings, consultation, and support for students. This helped reduce health-related barriers to attendance and participation.

The meals action was effective even though LCAP expenditures were not needed at the originally planned level. Students continued to have access to meals during the school day, and meal costs were covered through other meal program funding and reimbursement sources. This allowed the district to meet student nutrition needs without using the planned LCAP funds.

Custodial and maintenance services were effective with limitations. The district maintained a safe and functional school environment, and the school continued to meet facility expectations. However, aging facilities and limited resources remain a challenge. Reduced actual expenditures in custodial and maintenance indicate that the district maintained core operations, but facility needs continue to require attention.

Indirect costs and ConApp preparation supported the district's ability to maintain compliance, complete required reporting, and support state and federal programs. This action contributed indirectly but importantly to the overall operation of student services and district programs.

Conclusion: Effective with limitations. The district maintained full-day kindergarten, nursing, meals, facilities, and compliance supports. These actions helped provide the basic conditions needed for learning, although facility maintenance remains an ongoing challenge due to limited staffing, funding, and aging infrastructure.

Group C: Student Wellness and Mental Health

Action: 3.8 Mental Health Counselor

Associated Metrics:
Metric 3.5 – Attendance Rate
Metric 3.6 – School Climate / Local Survey
Local student wellness and school connectedness data

Analysis:

The Mental Health Counselor action was effective in supporting student wellness and school climate. Students continued to have access to counseling and wellness supports, which remained important given student social-emotional needs, staff feedback, and the district's ongoing focus on creating a safe and nurturing environment.

Mental health services supported students who needed additional help with emotional regulation, coping skills, behavior, peer relationships, and school connectedness. These supports also complemented the district's broader efforts around PBIS, SEL, attendance, and school climate.

However, this action was effective with future sustainability concerns. The Annual Update shows that actual expenditures for mental health counseling were lower than originally budgeted. This indicates that services were provided at a lower cost than planned or were partially supported through other funding sources. While the action continued to benefit students, long-term sustainability will depend on available funding and the district's ability to maintain service levels.

Student survey results show that school climate and safety remain areas for continued attention. A majority of students reported feeling safe at school, but the district has not yet reached its long-term goal for student safety. This indicates that mental health supports are effective and necessary, but should continue alongside PBIS, SEL, supervision, and schoolwide climate work.

Conclusion: Effective with future uncertainty. Mental health services provided important student support and contributed to a more nurturing school environment, but continued funding and expanded alignment with PBIS and SEL will be needed to strengthen long-term impact.

Overall Conclusion:

Goal 3 was effective overall in supporting a safe, welcoming, and nurturing school environment. The district maintained strong communication systems, continued family engagement opportunities, provided full-day kindergarten, supported student health and nutrition, maintained facilities, completed required program support, and provided mental health counseling.

The most effective areas were communication, family engagement, full-day kindergarten, meals, nursing services, and mental health supports. The areas with limitations were custodial/maintenance capacity, long-term sustainability of mental health services, and continued work needed to improve student perceptions of school safety and climate. Moving forward, the district should continue these actions while strengthening student wellness, school climate, facility maintenance, and family engagement systems.

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

Based on review of 2025–26 implementation and effectiveness data, Goal 3 will continue into 2026–27 with no major changes to the goal statement or metrics. The district continues to prioritize a safe, welcoming, clean, and supportive school environment for students, staff, families, and community members. The planned changes for the coming year are primarily financial adjustments to better align actions with actual costs, ongoing student and family needs, and the district's commitment to sustaining core services.

Planned Changes for 2026–27

Increased Budget for Action 3.1: Maintain Communications to Families and Educational Partners
Rationale: This action will continue with an increased allocation because communication costs were higher than originally projected in the prior year. The district will continue maintaining phone calls, auto dialer, text messages, emails, the school website, Aeries Portal, surveys, and appropriate social media. Strong communication remains essential for family engagement, student attendance, emergency communication, and educational partner input. The budget increase reflects actual technology and communication system costs.

Continuation of Action 3.2: Provide and Maintain Activities that Connect Families and Community Members to School
Rationale: This action will continue as currently structured. Family and community engagement activities remain important to school connectedness, parent participation, and a welcoming school culture. Although prior year actual costs were lower than budgeted, the district will continue to maintain a modest allocation to support Parent's Club meetings and activities, Site Council/Parent Advisory Committee, Back to School Night, performances, Open House, Fall Fest, Spring Fling, volunteer opportunities, family game night, and other schoolwide events.

Increased Budget for Action 3.3: Provide Full-Day Kindergarten Program
Rationale: Full-day kindergarten will continue with an increased allocation to reflect staffing costs for the teacher and paraprofessional support connected to the program. This action remains important because full-day kindergarten supports early literacy, school readiness, social-emotional development, and long-term academic success. The district will continue to monitor early literacy measures, including TK/K assessments, to evaluate student growth.

Continuation of Action 3.4: Nursing Services
Rationale: Nursing services will continue as currently structured. The district recognizes that student health needs can directly affect attendance, participation, and learning. Continued nursing services help support health screenings, consultation, student health needs, and access to services, especially for families who may face barriers to medical care outside of school.

Continuation of Action 3.5: Provide Meals for Students
Rationale: The district will continue to include this action with a modest allocation, even though prior year LCAP expenditures were not needed because meal costs were covered through other reimbursement sources. The district will continue to monitor meal costs and cafeteria encroachment. The action remains in the plan because student nutrition is a foundational support for attendance, engagement, and readiness to learn.

Adjusted Funding for Action 3.6: Additional Custodial and Maintenance
Rationale: This action will continue with adjusted funding to support the district's need to maintain safe, clean, and functional facilities. Prior implementation showed that the district was able to maintain core operations with lower-than-budgeted expenditures, but facility maintenance remains an ongoing need due to aging infrastructure and limited staffing. The district will continue prioritizing safe and well-maintained facilities while aligning the budget with available resources and actual service needs.

Continuation of Action 3.7: Indirect Costs and ConApp Preparation

Rationale: This action will continue because it supports the district's ability to maintain compliance, complete required reporting, and support state and federal programs. Prior year expenditures were close to the planned amount, and the action remains necessary for effective program administration.

Continuation of Action 3.8: Mental Health Counselor
Rationale: Mental health services will continue because student wellness, school climate, and access to trusted adults remain high-priority needs. In the prior year, actual expenditures were lower than originally budgeted, but the action remained important and effective. For 2026–27, the district will continue mental health counseling support while monitoring long-term sustainability and available funding sources, including grants and other resources where available.

Conclusion:
Golden Feather Union Elementary School District will continue Goal 3 because the actions remain essential to student wellness, family engagement, operational stability, and safe school conditions. The coming year's changes are primarily budget adjustments rather than a change in direction. The district will increase support for communication systems and full-day kindergarten, continue family engagement, nursing, meals, compliance, custodial/maintenance, and mental health services, and monitor actual costs to ensure sustainability. These refinements reflect the district's continued commitment to providing a secure, nurturing, clean, and welcoming environment where students are supported academically, socially, emotionally, and physically.

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	Maintain communications to families and educational partners	Maintain phone calls, auto dialer, text messages, emails, school website, Aeries Portal, surveys, and appropriate social media	$40,000.00	No
3.2	Provide and maintain activities that connect families and community members to school	Parent's Club meetings and activities, Site Council/Parent Advisory Committee, Back to School Night, Talent Show, Christmas Program, Open House, Fall Fest, Spring Fling, volunteer opportunities, family game night, etc.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Provide Full Day Kindergarten program	Full Day Kindergarten Program to maximize student outcomes	$92,741.00	Yes
3.4	Nursing Services	Provide Nursing Services for students for unduplicated students as well as all students	$7,310.00	Yes
3.5	Provide Meals for Students	Pay for cafeteria encroachment for meals for unduplicated students as well as all students	$1,000.00	Yes
3.6	Additional Custodial and Maintenance	Additional Custodial and Maintenance staff in order to provide a clean, inviting and safe environment for our student population as well as all faculty and staff.	$61,027.00	Yes
3.7	Indirect Costs and Con App preparation	Contract with Butte County Office of Education to ensure fiscal solvency and prepare and submit Consolidated Application	$21,462.00	No
3.8	Mental Health Counselor / Wellness Coach	Hire and sustain a mental health counselor and/or wellness coach to support the mental health and social emotional well being of students	$100,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2030, Spring Valley School will increase academic, attendance, and school connectedness outcomes for students affected by transiency/nonstability by providing targeted evidence-based instructional and engagement supports through additional certificated and/or classified staffing. Specifically, the district will use Equity Multiplier funds to provide a teacher and/or paraeducator support model that increases small-group instruction, targeted academic intervention, relationship-based check-ins, and transition support for highly mobile students. Progress will be measured by improved attendance, reduced chronic absenteeism, improved reading/math intervention outcomes, and increased student-reported school connectedness and safety.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Golden Feather Union Elementary School District has developed this Equity Multiplier Focus Goal to address the needs of students at Spring Valley School who are affected by high rates of transiency/nonstability and socioeconomic disadvantage. Spring Valley School qualifies for Equity Multiplier funding because the school serves a student population with significant instability and high levels of economic need. These conditions can create barriers to consistent attendance, academic progress, school connectedness, and access to stable adult relationships at school.

Students affected by transiency/nonstability may experience interruptions in instruction, gaps in foundational reading and math skills, inconsistent attendance, difficulty adjusting to school routines, and challenges forming relationships with peers and trusted adults. These barriers can negatively affect pupil achievement, pupil engagement, school climate, and other local academic and wellness outcomes. Local data and educational partner feedback continue to show the need for targeted support in reading, mathematics, attendance, chronic absenteeism, school connectedness, and student wellness.

This goal was developed to ensure that Equity Multiplier funds are used to provide evidence-based services and supports that directly respond to the needs of students most impacted by instability. The district will use these funds to provide additional certificated and/or classified staffing support, such as a teacher and/or paraeducator, to increase small-group instruction, targeted academic intervention, progress monitoring, classroom support, attendance support, relationship-based check-ins, and transition support for highly mobile students.

Because Golden Feather is a single-school district, consultation for the Equity Multiplier Focus Goal occurred through the broader LCAP educational partner engagement process with students, families, staff, administration, community members, the Board, and SELPA. Feedback from educational partners reinforced the importance of additional adult support, academic intervention, student wellness, school

connectedness, and attendance support. This goal is intended to supplement existing services and provide additional support at the schoolsite generating the Equity Multiplier funds, with progress monitored through attendance, chronic absenteeism, reading and math intervention data, and student survey measures related to safety, trusted adults, and school connectedness.

The district developed this goal because students experiencing transiency/nonstability need more than general access to the base instructional program. They need additional, intentional, relationship-based academic and engagement support to help them reconnect to school, close learning gaps, attend consistently, and experience Spring Valley School as a safe and supportive place to learn.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic Absenteeism - Priority 5	2026-2027 20% Chronic absenteeism rate	N/A	N/A	2026-2027 Less than 20% Chronic absenteeism rate	N/A

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.

N/A

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

N/A

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

N/A

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

N/A

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	Paraeducator Support for Students Affected by Transiency/Nonstability	Use Equity Multiplier funds to provide paraeducator support in the district's new Learning Center at Spring Valley School. The Learning Center will provide targeted academic, intervention, and engagement support for students affected by transiency/nonstability, including students who have experienced interrupted schooling, inconsistent attendance, academic gaps, or difficulty maintaining school connectedness. The paraeducator will support the Learning Center by providing small-group instruction, classroom push-in and pull-out support, individualized reading and math assistance, support with completion of assignments, progress monitoring assistance, relationship-based check-ins, and transition support for newly enrolled or highly mobile students. The paraeducator will work in coordination with the classroom teachers, Education Specialist, Reading Specialist/Literacy Coach, and administration to help students access core instruction, intervention, and needed academic supports. This action is designed to reduce barriers caused by student transiency/nonstability by increasing adult support, improving access to intervention, strengthening student connectedness, and supporting more consistent attendance and participation in school.	$27,272.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$276741	$34813

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
25.583%	0.000%	$0.00	25.583%

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
1.2	**Action:** Paraeducators **Need:** CAASPP scores indicate that our SED, EL and Foster Youth student groups are scoring below standard in the area of ELA and Math. They require additional instructional support embedded in the core instructional setting to receive 1:1 and or small group instruction.	This action will provide additional instructional support to SED, EL, and Foster Youth while in the core instructional setting and during interventions, however, all students will benefit from this additional support so it will be provided on a district-wide basis.	We will expect to see higher scores on the CAASPP in both ELA and Math (metric 1.1)

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
	Studies have found that paraeducators contribute significantly to reducing achievement gaps between students from different socioeconomic backgrounds. Their presence allows for more intensive instruction and remediation, which can level the playing field for disadvantaged students (Bryant & Bryant, 2003). **Scope:** LEA-wide		
1.3	**Action:** Purchase supplemental materials, curriculum, and universal screeners **Need:** Using supplementary intervention materials and screeners for math and ELA is essential for all students, with particular significance for socioeconomically disadvantaged students, as supported by research findings. Studies published in the Journal of Educational Psychology (Jacobson et al., 2017) demonstrate the effectiveness of supplementary intervention materials in improving academic outcomes for students, especially those who struggle with math and ELA concepts. These materials provide additional support and targeted instruction, helping students develop essential skills and bridge learning gaps. Furthermore, research by the National Center for Education Evaluation and Regional Assistance (2020) highlights the importance of	For socioeconomically disadvantaged students, access to supplementary intervention materials and screeners is even more vital. Research published in the Journal of Educational Research (Son et al., 2019) underscores the persistent achievement gap between students from low-income backgrounds and their more affluent peers in math and ELA. Providing targeted interventions and support can help mitigate the impact of socioeconomic factors on academic performance and promote equitable learning opportunities for all students.	We will closely monitor the effectiveness of this action and we expect to see an increase ELA intervention scores. (metric 1.3)

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
	early identification and intervention for students at risk of falling behind in math and ELA. Screeners play a crucial role in identifying students who may require additional support, enabling educators to intervene early and prevent academic setbacks. **Scope:** LEA-wide		
1.5	**Action:** Positive Behavior Intervention Support Program **Need:** Students from families in our community that are facing economic difficulties have also experienced a high rate of adverse childhood experiences and trauma. Research indicates that these children will have difficulty with engagement and staying calm and controlled in the classroom setting. ACEs create toxic stress that affect attention, learning and behavior. (Darling Hammond & Cook-Harvey, 2018) In addition to this, children who are suffering from the trauma associated with adverse childhood experiences may also find it difficult to form secure relationships with teachers and as a result are also impacted by disciplinary actions that remove them from the classroom or school setting.The first and best strategy for increasing student effort and motivation is to nurture strong relationships between students and their teachers (Brito &	This action will provide the framework to proactively teach, support and recognize positive student behaviors for SED, EL and Foster Students, however, since it will benefit all student groups, it will be provided on a district-wide basis.	We expect to see a decrease in the suspension rate with this action especially for our unduplicated pupils. (metric 1.4)

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
	Noble, 2009). Since the COVID-19 pandemic we have seen an increased need for mental health services throughout the district. Negative student behaviors impact the learning and teaching environments and can lead to disciplinary procedures that remove students from the educational setting. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.PBIS is an, evidence based, implementation framework that is designed to improve academic and social behavior outcomes for all students (Sungai & Simonsen, 2012). Even though the California dashboard has a green suspension rate and is 2.5% for 22-23, our current suspension rate is increased dramatically and is now **Scope:** LEA-wide		
1.6	**Action:** Social Emotional Learning Curriculum **Need:** We administered the SOWN To Grow SEL screener which indicated students would benefit from the implementation of an SEL program. On a Likert scale of 1-4 , students scored on an average of 2.7 to 2.9 in the areas of sense of belonging, self awareness, self management, social awareness, responsible decision making, and relationship	This action will will provide targeted and focused SEL instruction which every student would benefit from.	With the school wide implementation of an SEL program we expect to see an increase in students feeling safe at school as measured by our local survey (metric 1.10) and a decrease in Chronic absenteeism (metric 1.7)

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
	skills which will all be addressed in the SEL program. According to CASEL, (2024): "Participation in SEL programs is linked to decreased emotional distress, more positive attitudes about self and others, and fewer externalizing behaviors and discipline problems. SEL enhances young people's coping skills, resiliency, and emotion identification, which can help reduce symptoms of depression and anxiety in the short term. Students participating in SEL report an increased sense of safety and support, better relationships with teachers, and stronger feelings of belonging and inclusiveness in schools. SEL contributes to reductions in bullying and aggression." **Scope:** LEA-wide		
1.8	**Action:** Tiered Attendance Plan **Need:** To address chronic absenteeism, GFUESD will implement a tiered attendance plan based on the data that 48.1% of all students are chronically absent, and 48.7% of socioeconomically disadvantaged students are chronically absent. Research indicates that implementing a tiered attendance plan can effectively decrease absenteeism among	A report by Attendance Works (2014) emphasizes that tiered attendance strategies can lead to significant improvements in attendance rates among students from low-income families. These strategies often include early outreach to families, personalized attendance plans, and community partnerships to support families in overcoming barriers to regular school attendance. This action will be implemented LEA wide.	We expect to see that all students in the SED, EL and Foster Youth student groups decrease in chronic absenteeism (metric 1.7)

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
	socioeconomically disadvantaged students. Tiered attendance plans typically involve varying levels of support and intervention based on the student's attendance patterns. According to a study by Balfanz and Byrnes (2012), such tiered systems are particularly beneficial for at-risk students, including those from disadvantaged backgrounds. They found that targeted interventions, which are a key component of tiered plans, help to address the specific barriers these students face, such as lack of transportation or parental support. **Scope:**		
1.9	**Action:** Field trips and educational enrichment opportunities **Need:** Students living in poverty experience decreased access to learning resources, enrichment experiences and sports activities as compared to students from higher income families (Bruce,2008; Rothstein, 2008; Pellino, 2007; Butler, 2006; Hampden-Thompson & Johnston, 2006; Evans, 2004) **Scope:** LEA-wide	This action will provide enriching learning experiences to SED, EL and Foster Youth, however all students will benefit from these activities so it will be implemented on a district-wide basis.	We would expect to see that all students have access to at least one educational/enrichment field trip each year which will contribute to increasing attendance rates, (metric 1.6)
1.10	**Action:**	SED, EL and Foster Youth students benefit from increased access to the arts, CTE and athletic and	We will monitor the number of students

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
	Broad Course of Study Percentage of students with access to Visual and Performing Arts, PE, and Music **Need:** A comprehensive curriculum, as outlined by the California PTA and CDE, ensures that all students have access to a diverse range of subject areas. This includes English language arts, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, and more, regardless of their school or geographical location. We are dedicated to providing equal opportunities to all students within our school system by utilizing our resources to offer extended opportunities in various areas. These include enhanced physical education programs, visual and performing arts initiatives, media arts, and agriculture/horticulture activities through our gardening units. Additionally, we offer unique programs such as podcasting, school newspaper/journalism, music lessons, and drama opportunities that enrich the educational experience for our entire school community. A study showed that individuals from a lower social class generally had less career-related self-efficacy when it came to vocational aspirations (Ali, McWhirter, & Chronister, 2005).	exploratory opportunities, however, all students will benefit from this instruction so it will be provided on a school-wide and/or district-wide basis.	participating in these courses/opportunities and we expect to see an increase in attendance because students will want to be in school. (metric 1.8 and 1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Specifically, out of school, children from lower SES families are less likely to participate in the arts (especially performing arts) or engage with culture (e.g. visiting an archive, museum or heritage site) outside of school. Given the well-documented evidence on the link between arts engagement and multiple social determinants of health (including child development and educational attainment) and wide-ranging mental and physical health outcomes, ensuring equality of access is an important topic in trying to help reduce social and health inequalities. (Mak, Fancourt, 2021) Children from socioeconomically (SES) disadvantaged backgrounds are often less likely to participate in physical activity (PA) relative to their SES advantaged peers (Frederick et al., 2014, Singh et al., 2008). Multiple studies have observed that school-based PA interventions and other strategies such as PE, mandatory classroom breaks, and active transport, were associated with increased minutes of MVPA (Bassett et al., 2013), improved health and educational outcomes (Centers for Disease Control and Prevention, 2013, Dobbins et al., 2013, Institute of Medicine, 2013, Kriemler et al., 2011, Lai et al., 2014, Physical Activity Guidelines Advisory Committee, 2018, Salmon et al., 2007, van Sluijs et al., 2007). **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.11	**Action:** PBIS Professional Development **Need:** Implementing Positive Behavioral Interventions and Supports (PBIS) in a school with a high percentage of socioeconomically disadvantaged students can yield significant benefits, as evidenced by various studies and real-world examples. Here's a response citing such evidence: "Research consistently demonstrates the importance of Positive Behavioral Interventions and Supports (PBIS) in schools, particularly those with a high percentage of socioeconomically disadvantaged students. Studies have shown that PBIS implementation leads to improvements in overall school climate, reduced disciplinary incidents, and increased academic engagement and achievement (Bradshaw, Waasdorp, & Leaf, 2012; McIntosh et al., 2013). In a study by Bradshaw et al. (2012), PBIS was found to be particularly effective in schools serving economically disadvantaged students, with significant reductions in disruptive behaviors and disciplinary referrals. Similarly, McIntosh et al. (2013) found that PBIS implementation was associated with improved academic outcomes, especially for	PBIS provides a proactive framework for addressing the social and emotional needs of students, which are often more pronounced in economically disadvantaged communities. By promoting a positive school culture, teaching behavioral expectations, and providing targeted interventions, PBIS equips schools with the tools necessary to support the success and well-being of all students, regardless of their socioeconomic background and will be implemented on a LEA-wide basis to address the needs of all students including unduplicated pupils.	We will track suspension rates as a measure to assess the effectiveness of implementing PBIS across the entire Local Education Agency (LEA) (metric 1.4).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students from low socioeconomic backgrounds. **Scope:**		
1.12	**Action:** Additional Transportation Support **Need:** Analysis of attendance data indicates that low income students experience lower attendance and/or higher rates of chronic absenteeism.CA School Dashboard reports that the Low Income student group is 35.2% chronically absent with an increase of 3.2% from the previous school year. Additional analysis and feedback from students, families, and staff identified access to reliable transportation as a barrier to regular school attendance for these students. Families reported challenges such as limited access to a vehicle, distance from school, inconsistent transportation, or difficulty accessing existing transportation routes. These conditions create a particular barrier in consistently accessing school and instructional time. **Scope:** LEA-wide	The LEA will provide additional transportation services designed to reduce transportation barriers experienced by low income students. The additional service will provide expanded routes, additional stops, transportation from identified neighborhoods, alternative transportation options, or increased service availability, with particular attention to students and families experiencing transportation-related barriers to regular attendance. This action increases services for low income students by providing additional access to transportation beyond the transportation services otherwise available to students. By reducing identified transportation barriers, students will have more consistent access to school and instructional time, which is expected to improve attendance because students who otherwise lack reliable transportation will have an additional means of getting to school regularly.	1.6, 1.7
2.1	**Action:** Professional Development	Professional development will build the capacity of our educators to determine supports and provide	Attendance at professional development opportunities will be monitored to ensure

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Teacher professional learning is of increasing interest as one way to support the increasingly complex skills students need to learn in preparation for further education and work in the 21st century. Sophisticated forms of teaching are needed to develop student competencies such as deep mastery of challenging content, critical thinking, complex problem-solving, effective communication and collaboration, and self-direction. In turn, effective professional development (PD) is needed to help teachers learn and refine the pedagogies required to teach these skills. (Hammond, Gardner, Hyler, Espinoza, 2017). Given the assessment scores of our students in both state and local evaluations, coupled with their distinctive needs, ongoing professional development remains essential to effectively support both our students and families. **Scope:** LEA-wide	interventions for our SED, Foster and EL students and will be provided on a school wide basis.	all have access to valuable learning that will improve teacher effectiveness as measured by an increase in CAASPP scores (metric 2.4)
3.2	**Action:** Provide and maintain activities that connect families and community members to school **Need:**	This action will build positive relationships with parents/families and increase parent engagement of SED, EL and Foster Youth, however, all parents/families and students will benefit from these opportunities so they will be provided on a district-wide basis.	We expect to see an increase in the number of engagement opportunities offered to parents/families and increased participation

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
	Increase parental engagement and participation in the school community. Low income parents tend to volunteer less and lower attendance rates at school activities (Clewell & Campbell, 2007; Evans, 2004). The low levels of parent involvement are not due to lack of concern or caring on the part of the parent, but reflect the barriers that make it difficult to participate and engage in their child's education such as limited time and financial resources, cultural obstacles, and fewer educational skills (Florida State Legislature, 1997). **Scope:** LEA-wide		in those events. (metric 3.2)
3.3	**Action:** Provide Full Day Kindergarten program **Need:** Research consistently supports the benefits of full-day kindergarten programs. Here are some key findings: Academic Achievement: Several studies have shown that children who attend full-day kindergarten demonstrate higher academic achievement compared to those in half-day programs. For example, a meta-analysis conducted by Belfield and Levin (2007) found that full-day kindergarten attendees scored higher on standardized tests compared to their peers in half-day programs.	This action will benefit all students district wide but is needed for our SED students since research shows that full day kindergarten helps close the achievement gap for SED students.	We will monitor that every child has access to full day kindergarten and monitor our reading TK and Kindergarten assessments expecting to see student growth (metric 3.3)

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
	Long-Term Educational Success: Research suggests that participation in full-day kindergarten is associated with long-term educational success. A study by Ladd and Muschkin (2016) found that students who attended full-day kindergarten were more likely to graduate from high school and pursue postsecondary education. Social and Emotional Development: Full-day kindergarten provides more opportunities for socialization and emotional development. According to a study by Rimm-Kaufman and Pianta (2000), children in full-day kindergarten programs demonstrated greater social skills and fewer behavior problems compared to those in half-day programs. Closing Achievement Gaps: Full-day kindergarten has been shown to be particularly beneficial for children from disadvantaged backgrounds. Research suggests that it can help close the achievement gap between low-income and high-income students (Karweit & Wasik, 1996). Parental and Community Support: Many parents prefer full-day kindergarten because it aligns better with their work schedules and provides a more comprehensive learning environment for their children. Community support for full-day kindergarten programs has also been observed due to perceived benefits for children and families.		

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
	Overall, scientific research consistently highlights the advantages of full-day kindergarten in promoting academic achievement, social-emotional development, and long-term educational success for children. **Scope:** LEA-wide		
3.4	**Action:** Nursing Services **Need:** Low SES and exposure to adversity are linked to decreased educational success (McLaughlin & Sheridan, 2016). Such toxic stress in early childhood leads to lasting impacts on learning, behavior, and health (Committee on Psychosocial Aspects of Child and Family Health et al., 2012). Families, residing in our district, often have difficulty accessing medical care and screenings for their children. **Scope:** LEA-wide	This action will address the health needs of SED, EL and Foster Youth in order to increase school attendance and minimize the impact of this health needs so that students can successfully participate in learning activities and opportunities. All students will benefit from this resource so it is being provided on a district-wide basis.	We will monitor and ensure that 100% of all of our students have access to nursing services thus we expect that our attendance rates will improve (metric 3.5)
3.5	**Action:** Provide Meals for Students **Need:** Research proves that in order for students to be cognitively present and engaged in learning	By providing meals for all students, we are positively impacting their ability to engage in their learning and this action will benefit our SED, Foster and EL students directly.	We will closely monitor that every child is offered meals while at school thus students will be cognitively present and engaged in learning measured by

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
	their basic needs including hunger need to be met. Basic needs not being met, such as chronic hunger, can impact the development of a child physically and cognitively with lifelong consequences (Cook & Jeng, 2009). "Learning falls in a higher level of the hierarchy and the foundation or lower levels of the hierarchy (i.e. basic needs) need to be fulfilled before the higher levels can be achieved." (Prince & Howard, 2002) "If needs are not met, the student cannot be ready to learn because their efforts and attention are focused on survival and meeting the lower level needs." (Burleson & Thoron,2014; Dryfoos, 2002) **Scope:** LEA-wide		increased attendance (metric 3.5)
3.6	**Action:** Additional Custodial and Maintenance **Need:** Research consistently underscores the importance of providing a clean, stable, and welcoming environment for socioeconomically disadvantaged students. A study published in the Journal of Educational Psychology (Siddiqui et al., 2019) found that students who attend schools with well-maintained facilities and a positive atmosphere have higher academic achievement, improved attendance rates, and better overall well-being.	Additionally, a report by the Centers for Disease Control and Prevention (CDC, 2019) emphasizes the role of school environments in promoting students' physical and mental health. Schools that prioritize cleanliness, safety, and a welcoming atmosphere not only support academic achievement but also contribute to students' overall well-being and social-emotional development and this is why this action is provided on a LEA-wide basis but will directly impact our SED students this most based on the research cited.	We expect to see all aspects of the FIT survey ranking our school facilities as exemplary and we expect to see improved attendance rates (metric 3.5)

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
	Furthermore, research in the American Journal of Community Psychology (Dadvand et al., 2020) highlights the impact of environmental factors, such as cleanliness and safety, on students' mental health and cognitive development. Socioeconomically disadvantaged students often face additional stressors related to their living conditions, such as overcrowded or unsanitary housing, which can negatively affect their ability to focus and learn. Providing a clean and stable school environment can mitigate these stressors and create a conducive atmosphere for learning. **Scope:** LEA-wide		

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.

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.

Ensuring a safe, clean, and welcoming environment is crucial for the academic success of all students, part cularly those who are socioeconomically disadvantaged (Smith et al., 2020). To fulfill this commitment, we have decided to allocate $36,814.00 from the concentration grant funding to hire two operation technicians. Their role will be pivotal in maintaining our campus as a conducive space for learning, thereby promoting student attendance and well-being which is reflected in Action 3.6.

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		1 classified to 8 students
Staff-to-student ratio of certificated staff providing direct services to students		1 certificated to 10 students

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	1081740	276741	25.583%	0.000%	25.583%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$455,135.00	$133,498.00	$0.00	$96,927.00	$685,560.00	$336,788.00	$348,772.00

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	Additional Credentialed Teachers	All Students with Disabilities	No			All Schools	2024-2027	$6,226.00	$0.00	$0.00	$6,226.00			$6,226.00	
1	1.2	Paraeducators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$82,953.00	$0.00	$10,996.00			$71,957.00	$82,953.00	
1	1.3	Purchase supplemental materials, curriculum, and universal screeners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$35,000.00	$35,000.00				$35,000.00	
1	1.4	Academic Reassignment	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.5	Positive Behavior Intervention Support Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.6	Social Emotional Learning Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.7	Transportation	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$100,000.00	$100,000.00				$100,000.00	
1	1.8	Tiered Attendance Plan	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.9	Field trips and educational enrichment opportunities	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	

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
			Low Income			Low Income										
1	1.10	Broad Course of Study Percentage of students with access to Visual and Performing Arts, PE, and Music	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.11	PBIS Professional Development	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$0.00	$0.00				$0.00	
1	1.12	Additional Transportation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$53,055.00	$0.00	$53,055.00				$53,055.00	
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$5,000.00	$5,000.00			$0.00	$5,000.00	
2	2.2	Provide Support for New Teachers	All Students with Disabilities	No			All Schools	2024-2027	$13,514.00	$11,000.00	$13,514.00			$11,000.00	$24,514.00	
2	2.3	Purchase and maintain devices and Chromebooks	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.1	Maintain communications to families and educational partners	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$40,000.00	$40,000.00				$40,000.00	
3	3.2	Provide and maintain activities that connect families and community members to school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.3	Provide Full Day Kindergarten program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$92,741.00	$0.00	$92,741.00				$92,741.00	
3	3.4	Nursing Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$7,310.00	$7,310.00				$7,310.00	
3	3.5	Provide Meals for Students	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	3.6	Additional Custodial and Maintenance	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$61,027.00	$0.00	$61,027.00				$61,027.00	

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
			Low Income			Low Income										
3	3.7	Indirect Costs and Con App preparation	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$21,462.00	$7,492.00			$13,970.00	$21,462.00	
3	3.8	Mental Health Counselor / Wellness Coach	All	No			All Schools	2024-2027	$0.00	$100,000.00		$100,000.00			$100,000.00	
4	4.1	Paraeducator Support for Students Affected by Transiency/Nonstability	All	No			All Schools	2026-27	$27,272.00	$0.00		$27,272.00			$27,272.00	

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
1081740	276741	25.583%	0.000%	25.583%	$279,129.00	0.000%	25.804 %	**Total:**	$279,129.00
								LEA-wide Total:	$279,129.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Paraeducators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,996.00	
1	1.3	Purchase supplemental materials, curriculum, and universal screeners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
1	1.5	Positive Behavior Intervention Support Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
1	1.6	Social Emotional Learning Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
1	1.9	Field trips and educational enrichment opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
1	1.10	Broad Course of Study Percentage of students with access to Visual and	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

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 (%)
		Performing Arts, PE, and Music						
1	1.12	Additional Transportation Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,055.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.2	Provide and maintain activities that connect families and community members to school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	3.3	Provide Full Day Kindergarten program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,741.00	
3	3.4	Nursing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,310.00	
3	3.5	Provide Meals for Students	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,000.00	
3	3.6	Additional Custodial and Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,027.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$599,357.15	$509,650.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Add tional Credentialed Teachers	No	$0.00	$4,181
1	1.2	Paraeducators	Yes	$120,094.15	$78,091
1	1.3	Purchase supplemental materials, curriculum, and universal screeners	Yes	$25,000.00	$27,385
1	1.4	Academic Reassignment	No	$0.00	$0.00
1	1.5	Positive Behavior Intervention Support Program	Yes	$2,938.00	$500
1	1.6	Social Emotional Learning Curriculum	Yes	$3,000.00	$0.00
1	1.7	Transportation	No	$161,706.00	$144,309
1	1.8	Tiered Attendance Plan	No	$0.00	$0.00
1	1.9	Field trips and educational enrichment opportunities	Yes	$2,000.00	$1,000
1	1.10	Broad Course of Study Percentage of students with access to Visual and Performing Arts, PE, and Music	Yes	$5,000.00	$100

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	1.11	PBIS Professional Development	No	$0.00	$0.00
2	2.1	Professional Development	Yes	$5,000.00	$0.00
2	2.2	Provide Support for New Teachers	No	$8,028.00	$8,028
2	2.3	Purchase and maintain devices and Chromebooks	No Yes	$11,000.00	$11,214
3	3.1	Maintain communications to families and educational partners	No Yes	$25,000.00	$40,000
3	3.2	Provide and maintain activities that connect families and community members to school	Yes	$1,000.00	$1,000
3	3.3	Provide Full Day Kindergarten program	Yes	$82,631.00	$82,631
3	3.4	Nursing Services	Yes	$7,310.00	$7,310
3	3.5	Provide Meals for Students	Yes	$1,000.00	$0
3	3.6	Additional Custodial and Maintenance	Yes	$70,237.00	$50,538
3	3.7	Indirect Costs and Con App preparation	No	$24,728.00	$23,363
3	3.8	Mental Health Counselor	Yes	$43,685.00	$30,000

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)
253282	$298,332.00	$266,349.00	$31,983.00	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	1.2	Paraeducators	Yes	$24,390.00	12292		
1	1.3	Purchase supplemental materials, curriculum, and universal screeners	Yes	$35,000.00	35000		
1	1.5	Positive Behavior Intervention Support Program	Yes	$1,000.00	500		
1	1.6	Social Emotional Learning Curriculum	Yes	$3,000.00	0		
1	1.9	Field trips and educational enrichment opportunities	Yes	$2,000.00	1000		
1	1.10	Broad Course of Study Percentage of students with access to Visual and Performing Arts, PE, and Music	Yes	$5,000.00	100		
2	2.1	Professional Development	Yes	$5,000.00	0		
2	2.3	Purchase and maintain devices and Chromebooks	Yes	$11,000.00	11214		
3	3.1	Maintain communications to families and educational partners	Yes	$25,000.00	40000		
3	3.2	Provide and maintain activities that connect families and community members to school	Yes	$1,000.00	1000		

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)
3	3.3	Provide Full Day Kindergarten program	Yes	$82,631.00	82631		
3	3.4	Nursing Services	Yes	$7,310.00	7310		
3	3.5	Provide Meals for Students	Yes	$1,000.00	0		
3	3.6	Additional Custodial and Maintenance	Yes	$70,237.00	50538		
3	3.8	Mental Health Counselor	Yes	$24,764.00	24764		

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)
1076146	253282	0	23.536%	$266,349.00	0.000%	24.750%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(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 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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