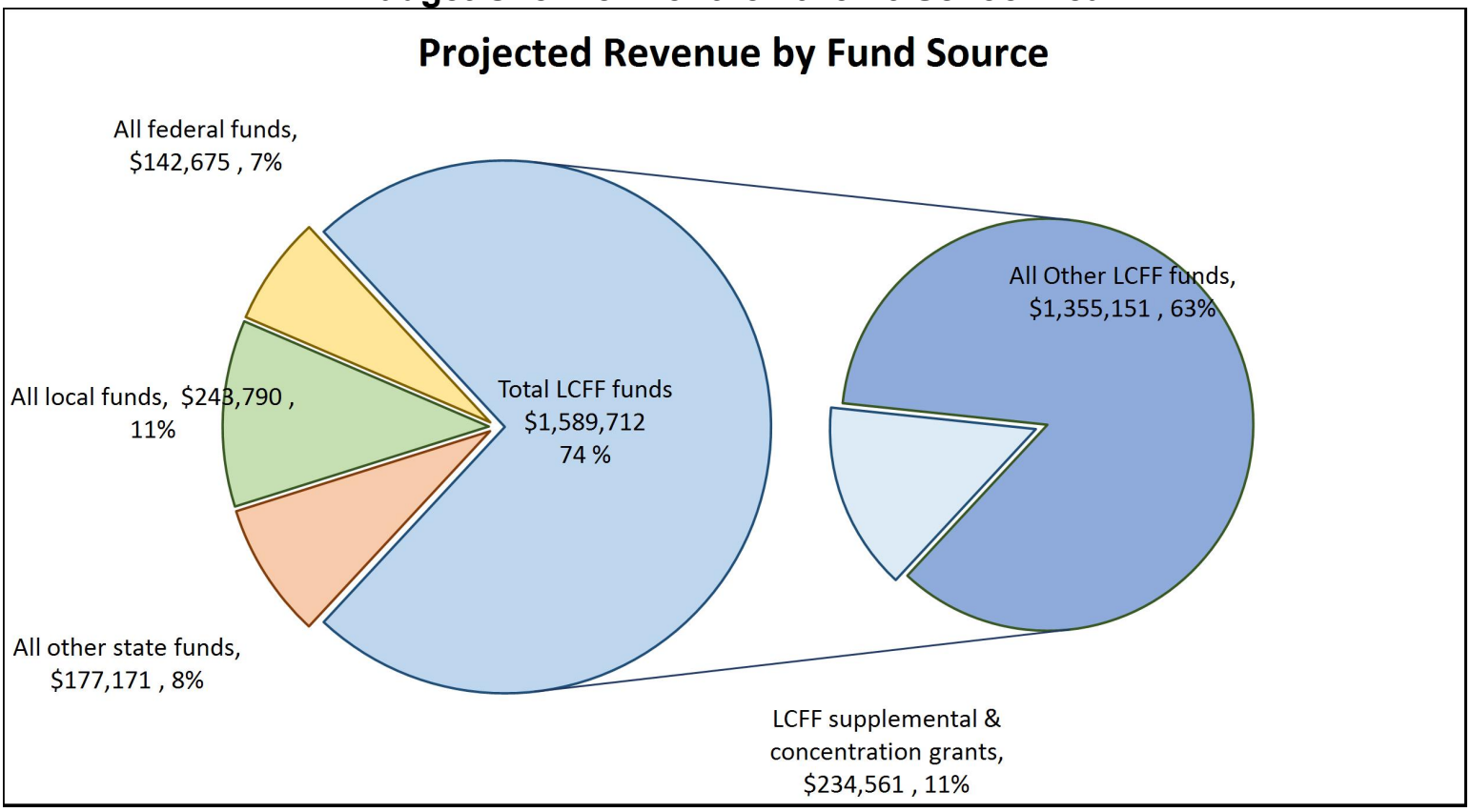
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain Union ESD
CDS Code: 45737000000000
School Year: 2025-26
LEA contact information:
Tony Moebes
Superintendent/Principal
tmoebes@muesd.org
5303376214

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

Budget Overview for the 2025-26 School Year

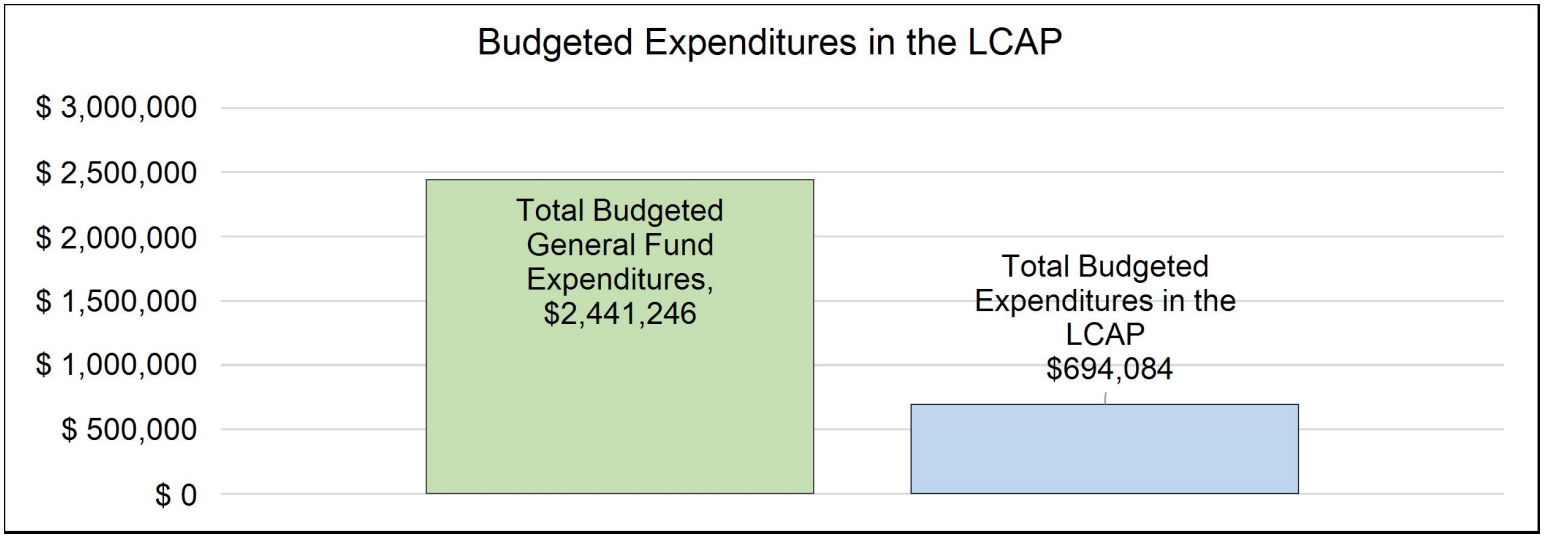


This chart shows the total general purpose revenue Mountain Union ESD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain Union ESD is $2,153,348, of which $1,589,712 is Local Control Funding Formula (LCFF), $177,171 is other state funds, $243,790 is local funds, and $142,675 is federal funds. Of the $1,589,712 in LCFF Funds, $234,561 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 Mountain Union ESD plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain Union ESD plans to spend $2,441,246 for the 2025-26 school year. Of that amount, $694,084 is tied to actions/services in the LCAP and $1,747,162 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

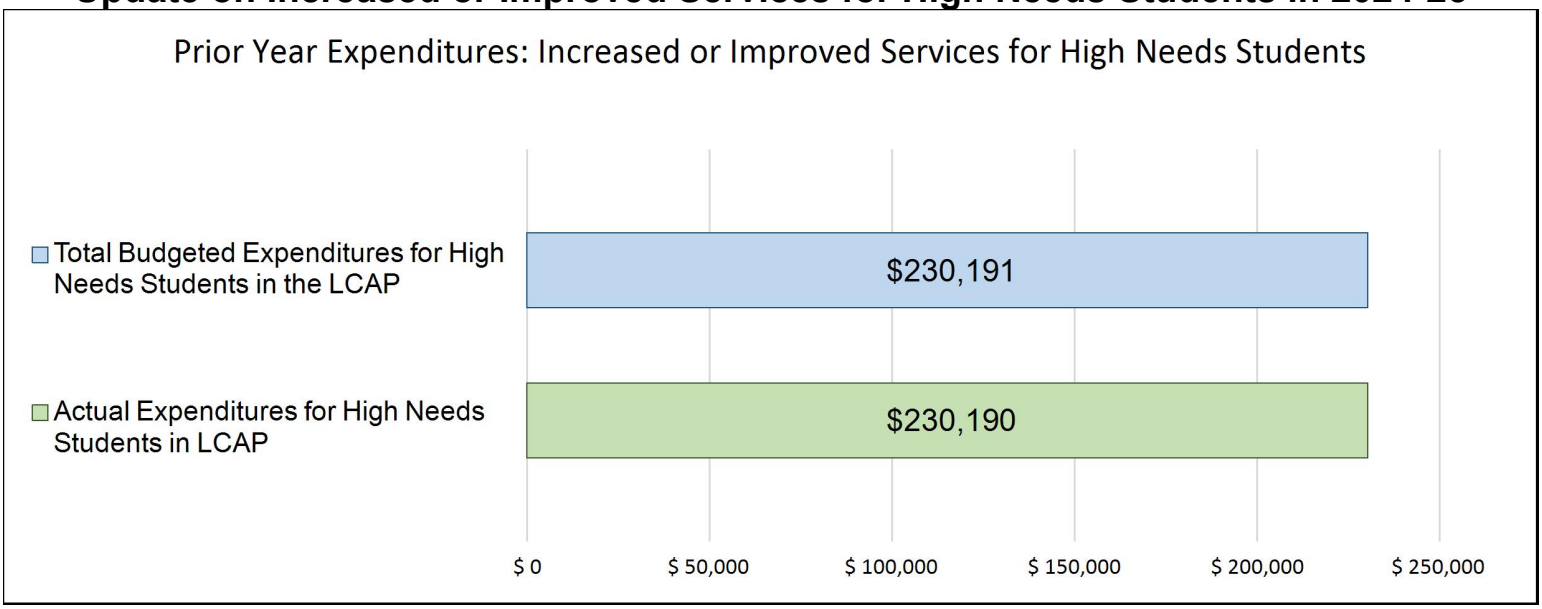
Expenditures for Admin & Maintenance/ Bus staff, Utilities and other basic needs are not included in these expenditures.

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

In 2025-26, Mountain Union ESD is projecting it will receive $234,561 based on the enrollment of foster youth, English learner, and low-income students. Mountain Union ESD must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain Union ESD plans to spend $234,561 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Mountain Union ESD's LCAP budgeted $230,191 for planned actions to increase or improve services for high needs students. Mountain Union ESD actually spent $230,190 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1 had the following impact on Mountain Union ESD’s ability to increase or improve services for high needs students:

The visual arts & love & logic programs were on hold for lack of teacher, but this did not affect the students needs. The cultural events & parent nights did not have any direct costs for the current year but activities were done.

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
Mountain Union ESD	Tony Moebes Superintendent/Principal	tmoebes@muesd.org 5303376214

Plan Summary [2025-26]

General Information

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

Welcome to Montgomery Creek Elementary School!

Located in the beautiful mountains of rural Northern California, Mountain Union Elementary School District and Montgomery Creek Elementary School serve students from preschool to grade 8. We are a basic aid district, representing a diverse community, rich in the traditions of the outdoors. Our rural location allows our students, staff, and community members to thrive in and explore the beauty of nature. To aid in this exploration, students have access to the latest technologies including individual Chromebooks, internet hotspots when needed for home use, a robust selection of digital platforms for intervention, exploration and/or enrichment, interactive classroom digital displays, and a menagerie of insects, amphibians, fish, and other animals living in classroom habitats designed for safe, humane, and successful exploration of the various lifecycles found in nature. Our students work with indigenous leaders from the north state to learn about the technologies and practices of the original peoples of this area and the benefits of these practices in meeting the challenges of today.

Our student population varies in number but usually averages 70 to 75 students. These students are a diverse group with approximately 20% identifying as Native American, 20% identifying as Multi-Ethnic (non Hispanic), 6% Hispanic, 50% Caucasian and 5% unknown. Free and reduced lunch count is approximately 84% of enrolled students. Our school staff has excelled in adapting to the unpredictable myriad of challenges they encountered over the last few years. Learning and teaching modalities of all kinds have been examined, adopted, and customized to meet the unique needs and challenges of our students and community. Methods of assessment have also been re-examined and updated at regular intervals as part of our continuous cycle of improvement - designed to provide our students, parents and teachers the feedback needed for the optimum learning experience. Teachers and staff have incorporated a strong Social Emotional Learning program

over the last several years focusing on building capacity among staff and students to understand what is needed to provide and engage in an effective learning environment. Growth mindset, emotional intelligence, Masters of the Skills of Independence, PAWS, weekly attendance incentives, Digital citizenship (Studies Weekly: Health and Wellness), self regulation skills, and restorative practices are just a few of the tools students and staff work on continuously while building a safe and harmonious school environment where learning occurs. Our students enjoy a focus on standards based learning where assessments and report cards are based on attainment and mastery of state standards. Problem based and experiential learning is a core principal our teaching staff continues to pursue. Our staff is aligned in the goal of helping our students prepare for their future by learning to be creative and collaborative thinkers who can work independently when needed.

As part of the plan, Montgomery Creek Elementary School will utilize the Equity Multiplier funds to help with our overall endeavor of continuous improvement, including adding more opportunities for professional development and materials that relate to building relationships and incorporating more restorative practices within our culture.

Our school community utilizes our after school program to provide additional school activities, academic programs, and the extra-curricular desires of the students. Our after school program is currently aligned with the Shasta County Office of Education SHARE program. Approximately 50% of our student enrollment are involved with the after school program. In addition, much of the funding received through Extended Learning Opportunities Grant allows for the district to offer these supports during some of our off-days during vacation weeks and throughout the majority of the summer weeks. Moreover, during the SHARE program, students continue to have access to intervention materials and programs, such as i-Ready, which helps with continuous academic improvement.

Our school services staff work very hard to ensure: efficient, timely, and safe, transportation is provided to students to and from school in mountain conditions; nutritious and appealing meals and snacks, based on and including scratch recipes are provided daily for students and staff: a clean, functioning, safe, and inviting school atmosphere is maintained and continuously enhanced for our students and community; safe, exciting, inclusive, and enjoyable recess and breaks occur on a regular basis for students; daily intervention and enrichment opportunities are available to students; and many other "behind the scenes" operations that keep the school moving forward.

Montgomery Creek Elementary School and Mountain Union Elementary School District students, staff, and community have proven to be adaptable, resourceful, resilient and loving people focused on making their community a better place - Montgomery Creek School is an exciting place to be!

Reflections: Annual Performance

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

Annual Performance and Data Reflections for spring of 2025:

Local data shows that the overall district enrollment has remained consistent from 2023-2024 school year to the 2024-2025 school year. This school year had several positive outcomes and results. Our local data surveys for students, parents, and staff had many positive data points. There has also been a culture shift with our students and staff. Parents and families report on surveys that they feel like school facilities are well-maintained and safe. Our district staff have developed and improved systems designed to identify and target specific students that need

extra support. Teachers were able to continue working on our periodical progress monitoring checkpoints through the guidance of our assessment matrix that was created a few short years ago. In addition, the district contracted with another LEA to provide a Curriculum and Instructional Coach to help enhance our efforts with PLCs, progress monitoring, use of data, coaching (especially for newer teachers), and curriculum updates. The survey results from this spring from our educational partners (staff and parents), Site Council, as well as our students, gives us some insight into some of our successes during the 24-25 school year.

The following are the key celebrations from this school year:
Culture/Climate (Surveys) - During the 2024–25 school year, the district experienced meaningful successes across school climate, instructional quality, student learning, and family engagement. A strong and positive school culture remains a key strength, with 96% of students reporting they feel a sense of belonging and that staff care about them. In addition, 93% of students stated they feel safe at school, and 91% said they enjoy being there. These results reflect the school's commitment to creating a caring, inclusive environment supported by consistent routines, daily SEL instruction, and strengthened PBIS systems. Student recognition efforts such as Wolverine Bucks, attendance incentives, and awards assemblies helped reinforce positive behavior and built stronger connections between school and families. The student survey shows high percentages in the affirmative for areas such as, students feel they belong at the school, they feel safe, like the school, all staff care and treat them well, and that they are treated fairly. Students feel that their teachers want them to be successful and are supported by them. Most staff agrees that our teachers hold our students to high expectations and help students develop positive relationships. Resources for our families are better, more staff are committed to academic excellence and teachers offer a variety of learning activities. Staff shared more positive feedback this year, especially around the condition of facilities, classroom environments, and how students are supported to reach their potential. There was also a strong increase in confidence that the staff is committed to academic success and that the school is doing a better job meeting students' academic needs. Staff feel that they are appreciated and are valued and that the teachers have high expectations and are respected by the students. The parent surveys reflected a very similar percentage in the affirmative for many of the same topics as the staff and students. Most parents strongly agree that they feel welcomed at the school. They mostly agree that their students enjoy going to school here. Families noted stronger feelings of safety, clearer communication of school policies, and an improvement in how discipline is handled. More parents also felt that the school is making progress in building trust and supporting positive relationships between students and teachers. The survey results noted that the teachers help develop positive relationships and recognize and encourage students to work to their full potential. Montgomery Creek Elementary School may have a small number of staff members, but everyone comes to work with a great attitude, a caring demeanor toward the students and others, and are always willing to lend a helping hand. Our staff strives to set good examples of character traits throughout the day. One of the greatest strengths of this school community is the strong sense of teamwork and support among the staff. New team members are welcomed with open arms, and there's a shared commitment to looking out for one another and working together productively. The students add to this positive atmosphere!

Professional Development - Mountain Union continued to work with Shasta County Office of Education, the MVJPA, and internally with the help of the Curriculum and Instructional Coach. The Instructional Coach was on campus 2 days per week. In addition and in conjunction with our i-Ready program, teachers participated in 3 after school sessions. All PD sessions focused on diagnostic results, comparison data, targeted instruction, and additional re-teaching materials related to groups or individual students. Likewise, there was one after school PD session for teachers that revolved around our new Studies Weekly: Health and Wellness SEL curriculum. At the beginning of the year, the entire staff participated in a Restorative Practices training facilitated by SCOE. The Instructional Coach was brought in to support the school one to two days per week, working closely with both new and experienced teachers. This included facilitating Professional Learning

Communities (PLCs), guiding curriculum adoption, co-planning and modeling standards-aligned lessons, and providing in-class support. The coach helped build teacher capacity, promoting evidence-based strategies, and fostering instructional coherence, all of which can contribute to stronger student outcomes. Additional professional learning opportunities further supported teacher growth and instructional improvement. As part of the district's i-Ready implementation, staff participated in a series of after-school training sessions and a full-day workshop. These sessions focused on understanding the platform, interpreting diagnostic results, planning targeted instruction, and using reteach tools for groups and individual students. Teachers gained confidence in using i-Ready data to drive instruction and differentiate support based on student needs.

Local assessment data from 2024–25 showed notable academic progress. i-Ready ELA results indicated that 39% of students were at or above grade level by Trimester 2—up from just 10% at the beginning of the year. Highlights include 80% of 3rd graders and 84% of kindergartners meeting or exceeding grade-level expectations. STAR Reading data confirmed these trends, with 100% of 3rd graders and over 70% of students in grades 5 and 7 meeting benchmarks by spring.

Star Reading - Almost 100% of the 3rd grade scored benchmark on the 3rd trimester assessment. 2nd and 4th grade doubled the number of students that scored benchmark compared to the beginning of the year. School-wide there was an positive growth in students scores, even if they did not reach benchmark.

In mathematics, 26% of students reached grade-level proficiency on the i-Ready diagnostic by Trimester 2, with an additional 56% approaching. Kindergarten and 3rd grade showed the most growth, and STAR Math results reflected similar trends, with 50–60% of students in grades 2–4 reaching benchmark by the end of the year. These results demonstrate the impact of targeted instruction, data-informed decision-making, and embedded professional learning.

Star Math - There was a 17% increase of students that scored benchmark from the beginning of the year to the end of the 3rd trimester (equivalent of 12 additional students). Overall the school scored 60% benchmark at the end of T3.

i-Ready ELA - 90% of K students scored benchmark and grade equivalency at T2. Over 80% of 3rd grade scored benchmark and grade equivalency at T2.

i-Ready Math - 66% of K students scored benchmark and grade equivalency at T2.

Hiring Qualified Personnel - All of our teachers were appropriately credentialed for the 24/25 school year. We were also able to hire enough classified staff this year, allowing for us to have 6 paraprofessionals helping to support our students and teachers in the classroom.

Facilities Upgrades - Our TK/K classroom at Cedar Creek was completed this school year. In the future, it will be used for the preschool. The district contracted with Zuri Alliance to analyze and complete a Facilities Master Plan, which will be presented to the board in June of 2025. Indian Springs Elementary School currently has completed the sealed bidding process, which there were no bids, and will move forward with advertising the property for sale on the open market. After the sell of ISS and the recommendations from Zuri Alliance, the district will continue to renovate the Cedar Creek campus in order to eventually move K-5 onto that campus within the next couple of years. In addition,

the district is currently working with Lozano-Smith and Whitmore Union Elementary School District on a reorganization into a brand new district with Whitmore. There have been several meetings with bargaining units, special board meetings, and community meetings to help with communication and getting feedback and input throughout the process. The previous demographic study from 2024 by School Works also helped with the decision making process, as facilities and other variables played a large role in deciding to move forward with a reorganization.

Enrichment - Our after school program (SHARE) has continued to be offered and several of our students attend the program, which includes gardening, dancing, summer program, and exploratory field trips.

PBIS - As part of our PBIS, the school continued with a weekly attendance incentive. The class with the highest attendance percentage each week wins a treat from the cafeteria. Additionally, the PAWS rubric was continued and communicated: P(positive attitude), A(act responsible and respectfully), W(wise choices), S(safety matters). The rubric was displayed in all classrooms, hallways, and common areas like the cafeteria. The rubric focuses on the PAWS character traits within the settings related to the cafeteria, hallway, playground, bathrooms, assemblies, and transportation. Students earn a "Wolverine Buck" from school staff for consistently modeling good PAWS behaviors and character. A weekly drawing is held for each grade level with students choosing prizes from the prize box. The Masters of Excellence continued in some classrooms and teachers gave out various classroom awards based on that criteria . Moreover, in order to help our SEL lessons, the master schedule was modified to incorporate daily SEL instruction time. The SEL curriculum, Studies Weekly: Health and Wellness (K-8) allowed the daily lessons alongside the SEL curriculum. The school contracted with Mr. Rick, who was on campus twice a week to work directly with our 4th-8th grade students on character trait building and peer-to-peer relations. We were able to schedule several awards assemblies that allowed for student recognition and parent involvement. This was a huge success!

The following are the key areas of needed improvement:

CAASPP results from the 2024 Dashboard indicate that students are still performing below standard: 31.8 points below in ELA (Yellow, with growth) and 84.9 points below in math (Orange, with a decline). Socioeconomically disadvantaged students—who make up over 80% of the student body—showed the widest gaps in math, with no measurable improvement.

Further declines in ELA scores for grades 4–8 were noted in the most recent 2024/25 CAASPP assessment score reports. One contributing factor was the use of core instructional time for small-group SEL sessions. Although these sessions supported peer relationships and behavior, they reduced access to critical academic instruction. Teachers also reported that students were not motivated during CAASPP testing, in part because the results do not affect classroom grades. To address this, the district plans to adjust SEL scheduling and explore incentives, goal-setting, and clearer communication to improve student engagement and assessment performance. In addition, the early results of the 25-26 CAASPP results indicate that our 4th-8th grades had a significant drop in ELA scores. This is possibly due to the implementation of SEL time with Mr. Rick for small group intervention that related around peer-to-peer relations and overall behavior. The time that students were with Mr. Rick was on Tuesday and Wednesday mornings, which is usually key core instruction time. His schedule only allowed for that time period. Another possible reason for this decline relates to incentives. The feedback from teachers showed that students actually want grades for their hard work and performance. They feel a once-a-year assessment from the state with no actual bearing on their academic grade in the class doesn't really mean much to them. So the challenge is coming up with some way to encourage

and engage students to find the value with the CAASPP assessment and possibly incentive it. This will need to be addressed for next school year.

Local Academic Data, such as STAR Math and i-Ready, indicate that our middle school grades are a major area of focus both academically and social-emotionally. A large percentage of students that are below grade level in math and reading tend to be in the middle school grades. Our local survey data for the last 2 years indicates that many of the students in the middle school grades struggle with peer-to-peer relationships. Additionally, our behavioral data from Aeries also indicates that the majority of discipline referrals are within the middle school grades. Middle school students continue to face academic and behavioral challenges. Survey and behavior data indicate ongoing needs around peer relationships and school connectedness. While progress has been made in developing a Multi-Tiered System of Supports (MTSS), the district has not yet implemented a fully integrated structure. Clearer protocols for SST, SART/SARB, and Tier I/II interventions are needed to ensure consistent and timely support for all learners.

The district also recognizes the need for more consistent and intentional implementation of social-emotional learning. This year, a schoolwide SEL curriculum was adopted, and work began to develop a common scope and sequence to ensure shared language and alignment across classrooms. This effort will continue next year to support student well-being and improve school climate.

At the end of the 22-23 school year, the district was informed by the Shasta County Office of Education, that it would be in Differentiated Assistance due to a high rate of suspensions and the percentage of students with excessive absences resulting in a high rate of chronic absenteeism. Continuing since the 23-24 school year, a concerted effort was put in place to help remedy these numbers. For example, the PBIS structure and incentives were updated and recreated. Within that structure, attendance incentives were created and implemented throughout the school year. This has been a positive addition to school climate; however, there are still areas within the incentive program to improve. The middle school grades are not as engaged with these incentives as the primary and intermediate grade levels are. Therefore, a separate incentive program will be created and implemented for the middle school grades and implemented for the 25-26 school year. In addition, students were recognized throughout each day for positive behavior by all faculty members. Students could receive Wolverine Bucks and place those in grade level boxes. Weekly prize drawings were initiated, as well as overall class prizes for attendance and behavior. Current data indicates that overall attendance numbers have increased and suspension rates are down. Although absenteeism improved, the rate remains high. Continued work is needed to reduce absences, particularly for socioeconomically disadvantaged and American Indian students. In addition, math growth data from the Dashboard show that students were, on average, 16 points below expected year-over-year progress. This underscores the need for stronger Tier 1 instruction and expanded intervention supports, particularly in grades 6–8. Moreover, the district identified key students or families that were in specific attendance bands from the 22-23 school year and tracked them over the last two school years: (the bands = 90%+, 80%-89%, 70%-79%, and 69% or less). Although the numbers and data indicate marked improvements in these bands, there are still a significant number of students below 80% attendance.

The importance of benchmark, summative, and formative data collection at predetermined intervals in order to impact learning was made clear and confirmed; however, this is still an area that can be substantially improved. Training, oversight, and consistency are ways to help in this area of need. The data collected from our multiple measures using the district assessment matrix was shared at each grading period to staff and the board of trustees. Although we have made strides in collecting the data, it has been difficult at times to use the data through out PLC process and make adjustments to lessons, pacing, and or groupings, although it is improving with the addition of an Instructional Coach. In addition, sharing assessment data or ongoing progress with parents and students often is another challenge, but we are making strides at communicating this better. Data chats were discussed during one professional development opportunity; however, the district needs to make

a formal plan/structure on when and how to fully implement this practice (this will be the 2nd year of working on this). Likewise, keeping digital grade books updated, formative assessment feedback, weekly progress check ins in order to help students develop and refine learning goals and to check on progress was attempted, but not fully implemented through all grade levels.

Looking ahead to 2025–26, the district has also prioritized science instruction as a key area for improvement. A new, NGSS-aligned K–5 science curriculum has been adopted for implementation, with the goal of increasing coherence, ensuring grade-level coverage of standards, and improving instructional consistency across classrooms and grade spans. Building on this year's momentum, the district is committed to improving academic outcomes, reducing chronic absenteeism, strengthening MTSS implementation, and ensuring that every student is supported, challenged, and connected to their learning.

"NOTE: We have expended our Learning Recovery Emergency Block Grant funds. In April of 2025, we completed a needs assessment should the Governor distribute more Learning Recovery Emergency Block Grant funds in the upcoming 2025-2026 budget."

Reflections: Technical Assistance

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

Reflections for DA as of spring 2025:
One of the most notable accomplishments this year was the district's removal from Differentiated Assistance status, which had been assigned at the end of the 2022–23 school year due to high suspension rates and chronic absenteeism. In response, the district implemented a revitalized PBIS framework and schoolwide systems for recognizing positive student behavior. Students received Wolverine Bucks from staff and participated in weekly prize drawings and classroom-based rewards. New attendance incentives and expanded family outreach helped improve engagement. These efforts contributed to a 19.1% decline in chronic absenteeism and a significant drop in suspension rates, moving the district out of targeted state support.

PBIS - As part of our PBIS, the school began a weekly attendance incentive. The class with the highest attendance percentage each week wins a treat from the cafeteria. Additionally, a new PAWS rubric was created: P(positive attitude), A(act responsible and respectfully), W(wise choices), S(safety matters). The rubric was displayed in all classrooms, hallways, and common areas like the cafeteria. The rubric focuses on the PAWS character traits within the settings related to the cafeteria, hallway, playground, bathrooms, assemblies, and transportation. Students earn a "Wolverine Buck" from school staff for consistently modeling good PAWS behaviors and character. A weekly drawing is held for each grade level with students choosing prizes from the prize box. The Masters of Excellence from the previous school year was reconstituted to each classroom and teachers give out various classroom awards based on that criteria . Moreover, in order to help our SEL lessons, the master schedule was modified to incorporate daily SEL instruction time. The purchase of a new SEL curriculum, Studies Weekly: Health and Wellness (K-8) allowed the daily lessons alongside the SEL curriculum 2nd Step. We were able to schedule several awards assemblies that allowed for student recognition and parent involvement. This was a huge success!

At the end of the 22-23 school year, the district was informed by the Shasta County Office of Education, that it would be in Differentiated Assistance due to a high rate of suspensions and the percentage of students with excessive absences resulting in a high rate of chronic absenteeism. Continuing since the 23-24 school year, a concerted effort was put in place to help remedy these numbers. For example, the

PBIS structure and incentives were updated and recreated. Within that structure, attendance incentives were created and implemented throughout the school year. This has been a positive addition to school climate; however, there are still areas within the incentive program to improve. The middle school grades are not as engaged with these incentives as the primary and intermediate grade levels are. Therefore, a separate incentive program will be created and implemented for the middle school grades and implemented for the 25-26 school year. In addition, students were recognized throughout each day for positive behavior by all faculty members. Students could receive Wolverine Bucks and place those in grade level boxes. Weekly prize drawings were initiated, as well as overall class prizes for attendance and behavior. Current data indicates that overall attendance numbers have increased and suspension rates are down. Although absenteeism improved, the rate remains high. Continued work is needed to reduce absences, particularly for socioeconomically disadvantaged and American Indian students. In addition, math growth data from the Dashboard show that students were, on average, 16 points below expected year-over-year progress. This underscores the need for stronger Tier 1 instruction and expanded intervention supports, particularly in grades 6–8. Moreover, the district identified key students or families that were in specific attendance bands from the 22-23 school year and tracked them over the last two school years: (the bands = 90%+, 80%-89%, 70%-79%, and 69% or less). Although the numbers and data indicate marked improvements in these bands, there are still a significant number of students below 80% attendance. In the spring of 2024, the data indicates that close to 80% of the students that were in the bottom 2 bands have improved their attendance to at least one band in the positive direction and the same is true again for the spring of 2025. These major improvements have helped the school to be exited from DA. Again, Montgomery Creek Elementary School will utilize Equity Multiplier funds to help with our overall PBIS and offer more professional development and training for all staff.

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
The Mountain Union Elementary School District believes that educational partners play a key role in identifying local needs, possible actions to address such needs, and in supporting improved student outcomes. For this reason, we strive to engage all educational partners in the process of developing and annually updating the LCAP. Additionally, we collaborate with our educational partners through meaningful engagement and shared decision-making, allowing for feedback and input to help support student successes and identify key areas of improvement.	
Faculty/Staff (certificated and classified):	Reviewed ongoing multiple measures and assessment data at each grading period. Reviewed periodical data related to behavior, PBIS, and school climate/culture. Surveyed staff to request input related to student needs, administration support, communication, and climate/culture (Feb/Mar 2024). Reviewed all survey data from all educational partners (spring 2025). Discussed Equity Multiplier funds and the required focus goal. Local bargaining groups met and discussed the survey data in order to give feedback and input.
Parents/Families/Guardians:	Reviewed ongoing multiple measures and assessment data at each grading period. Reviewed periodical data related to behavior, PBIS, and school climate/culture.

Educational Partner(s)	Process for Engagement
	Surveyed parents/families/guardians to request input related to student/parent needs, teacher and administration support, communication between the district/school and parents/families/guardians, and climate/culture (Feb/Mar 2025). Input and feedback was shared with staff and helped to formulate the focus goal related to the Equity Multiplier funds.
Students:	Surveyed students to request input related to their needs, teacher and administration support, communication, and climate/culture (PBIS/SEL) - in Feb/Mar 2025. Input and feedback was shared with staff and helped to formulate the focus goal related to the Equity Multiplier Funds.
School Site Council (certificated, classified, administration, parents, & community):	Reviewed ongoing multiple measures and assessment data at each grading period. Reviewed periodical data related to behavior, PBIS, and school climate/culture. Reviewed all survey data from all educational partners (spring 2025). Discussed Equity Multiplier funds and the required focus goal.
MVJPA Staff (Education Specialists):	Reviewed and discussed SWD goals and outcomes. Input and feedback was shared with staff and helped to formulate the focus goal related to the Equity Multiplier funds.
MUESD Board of Trustees:	Reviewed ongoing multiple measures and assessment data at each grading period. Reviewed periodical data related to behavior, PBIS, and school climate/culture. Reviewed all survey data from all educational partners (spring 2025). Discussed Equity Multiplier funds and the required focus goal.
SELPA	Submitted to SELPA in the Spring of 2025. Reviewed and discussed, then returned from SELPA in April of 2025.

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

In response to overall student academic growth in literacy and language proficiency and mathematics proficiency and based on the feedback by educational partners, the district will implement a broad ELA and Math goal:
-continue to identify students that are 1-2 years below grade level in ELA and/or Math and develop a strategic plan utilizing periodic assessments and the reading intervention teacher/paraprofessionals
-continue to identify students that are 2 or more years below grade level in ELA and/or Math and develop a strategic plan utilizing periodic assessments, the reading intervention teacher/paraprofessional, and more accurately use a multi-tiered system of supports to start a timely referral/request and initiate a SST sooner in the school year
-continue to work with the Shasta County Office of Education Curriculum and Instruction Department to receive strategic instructional coaching for mathematics.
-begin to analyze the K-8 science curriculum and assess the needs and/or gaps of the curriculum, as well as how to embed more science curriculum into the math instruction (cross-curricular)
-increase professional development opportunities and be more strategic and structured with teacher collaboration/PLC time, with the emphasis on data, data chats, re-teaching, and lesson planning
-increase professional development opportunities for high-quality instruction and utilizing evidence-based strategies
-maintain qualified and proper assignment of teachers

In response to the differentiated assistance (DA) qualification of suspension and chronic absenteeism rates, as well as other identified needs related to school connectedness, peer-to-peer relationships, anti-bullying and other SEL components and topics and based on the feedback from educational partners, the district will implement a focus goal, using Equity Multiplier Funds, that includes:
-increase the timing, ability, and ways that 2-way communication with parents/guardians is conducted and available, as well as the communication to help with that endeavor
-continue to increase opportunities for parent involvement
-connect with the Pit River Tribe, as well as continue to work with the Shasta County Office of Education, to offer and increase several Native American and Indigenous Peoples activities and lessons
-increase the number of anti-bullying sessions conducted by Mr. Rick
-continue and enhance the use of the community connect coordinator
-strategically map out the SEL lessons provided within the Studies Weekly: Health and Wellness curriculum and ensure that it is embedded in the daily teacher schedule
-enhance and implement the parts of PBIS that relate to the Wolverine Bucks by creating the monthly Great Kindness Challenge and Level Up contests and incentives
-implement student-led activities and clubs, like student council and yearbook club
-find ways to provide fine arts or visual arts opportunities for students, whether during the school day and/or in the SHARE program

In response to the supports that our Students With Disabilities need, and based on feedback from educational partners, the district will implement a focus goal related to SWD outcomes:
-continue to find ways to provide both mod/severe and mild/mod services through the use of a full-time education specialist
-continue to support the district's special education program with enough paraprofessionals

-offer and support both the education specialist and paraprofessional with professional development in the areas of CPI training, behavioral support interventions and strategies, and other relevant trainings specific to mod/severe students and students with autism
-support and purchase any equipment, materials, and/or supplies needed to help in the special education program
-analyze and revise the master schedule to help facilitate the most opportune time for students to receive specialized academic instruction utilizing both pull-out and push-in support models
-offer professional development for our general education teachers and paraprofessionals in the areas of research-based instruction, differentiated instruction, and requirements and rights of students with disabilities within the general education classroom

In response to the operational necessities, functionality, cost effectiveness, and aesthetics related to facilities with the district and their various uses, and based on the feedback of educational partners, the district will implement a focus goal related to current and future use of facilities:
-continue to score at a Fair or higher level on the FIT
-use the data (specifically future enrollment and local area developments) from the spring 2024 Demographic Study to determine future use of district-wide facilities
-contract with Sitelogic to conduct a full district-wide facilities assessment to help with determining the use of district facilities and which facilities upgrades and modernization projects should be implemented in a fiscally responsible way
-use FICMAT studies and/or data to establish a baseline of operational costs that will be fiscally responsible and most efficient to keep all district facilities functioning at optimal levels and maintaining high standards of cleanliness and upkeep.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth toward meeting or exceeding standards in English Language Arts (ELA) and Mathematics.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed with educational partners by conducting a thorough review and analysis of Dashboard and local assessment data.

The 22-23 Dashboard data for ELA showed a small decline for Met or Exceeded from 36% in 21/22 to 33%. This is a 3% decrease. However, the percentage of Not Met decreased from 44% in 21/22 to 37% in 22/23. 30% of our students of our students were in the Nearly Met range. Likewise, the data from the 22-23 Dashboard data for Math showed a substantial decline for Met or Exceeded from 31% in 21/22 to just 21%. This is a 10% decrease. The percentage of Not met remained the same at 42% from the previous year. Dashboard data coupled with the 23/24 i-Ready diagnostics and STAR results indicate that the district has a significant number of students that continue to perform below standard; although, throughout the 23/24 year, overall there was school-wide academic growth. Local Academic Data, such as STAR Math and i-Ready, indicate that our middle school grades are a major area of focus both academically and social-emotionally. A large percentage of students that are below grade level in math and reading tend to be in the middle school grades. With the input from our educational partners, some identified academic needs relate to the use of our reading intervention teacher and paraprofessionals, professional development focused on high-quality instruction and evidence-based strategies, continued development of our multi-tiered system of supports, instructional coaching, and using our teacher collaboration/PLC time to focus on data, data chats, re-teaching, and lesson planning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA - Percentage of students meeting or exceeding standard Data source: CAASPP Data year: 22-23 Grade levels: 3rd-8th	Overall - 40% SWD - 0% Native American - 17% English Learner - No ELs SED - 35% White - 44% Hispanic - 57% 3rd - 58% 4th - 40% 5th - 40% 6th - 45% 7th - 14% 8th - 40%	Overall - 35% SWD - 11% Native American - 18% English Learner - No ELs SED - 28% White - 39% Hispanic - 43% 3rd - 83% 4th - 17% 5th - 20% 6th - 20% 7th - 50% 8th - 29%		Overall - 80% SWD - 80% Native American - 80% English Learner - 80% SED - 80% White - 80% Hispanic - 80% 3rd - 80% 4th - 80% 5th - 80% 6th - 80% 7th - 80% 8th - 80%	Overall - 45% SWD - 69% Native American - 62% English Learner - No ELs SED - 52% White - 41% Hispanic - 37% 3rd - Met 4th - 63% 5th - 60% 6th - 60% 7th - 30% 8th - 51%
1.2	Math - Percentage of students meeting or exceeding standard Data source: CAASPP Data year: 22-23 Grade levels: 3rd-8th	Overall - 18% SWD - 0% Native American - 0% English Learner - No ELs SED - 17% White - 25% Hispanic - 29% 3rd - 42% 4th - 20% 5th - 27% 6th - 18% 7th - 0% 8th - 0%	Overall - 24% SWD - 0% Native American - 0% English Learner - No ELs SED - 16% White - 25% Hispanic - 57% 3rd - 50% 4th - 50% 5th - 0% 6th - 13% 7th - 30% 8th - 14%		Overall - 80% SWD - 80% Native American - 80% English Learner - 80% SED - 80% White - 80% Hispanic - 80% 3rd - 80% 4th - 80% 5th - 80% 6th - 80% 7th - 80% 8th - 80%	Overall - 56% SWD - 80% Native American - 80% English Learner - No ELs SED - 64% White - 55% Hispanic - 23% 3rd - 30% 4th - 30% 5th - 80% 6th - 13% 7th - 30% 8th - 14%
1.3	ELA - percentage of students at or above grade level Data source: i-Ready	T2 Overall - 47% K - 57% 1st - 28% 2nd - 66%	T2 Overall - 40% K - 83% 1st - 14% 2nd - 22%		Overall - 80% K - 80% 1st - 80% 2nd - 80% 3rd - 80%	Overall - 40% K - Met 1st - 66% 2nd - 58% 3rd - Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data year: Diagnostic #3 (end of T2) 23-24 Grade levels: K-8th	3rd - 83% 4th - 60% 5th - 42% 6th - 54% 7th - 13% 8th - 20%	3rd - 83% 4th - 50% 5th - 33% 6th - 27% 7th - 45% 8th - 20%		4th - 80% 5th - 80% 6th - 80% 7th - 80% 8th - 80%	4th - 30% 5th - 47% 6th - 53% 7th - 35% 8th - 60%
1.4	Math - percentage of students at or above grade level Data source: i-Ready Data year: Diagnostic #3 (end of T2) 23-24 Grade levels: K-8th	T2 Overall - 27% K - 28% 1st - 13% 2nd - 20% 3rd - 34% 4th - 40% 5th - 50% 6th - 46% 7th - 13% 8th - 0%	T2 Overall - 29% K - 66% 1st - 11% 2nd - 40% 3rd - 20% 4th - 33% 5th - 33% 6th - 25% 7th - 18% 8th - 20%		Overall - 80% K - 80% 1st - 80% 2nd - 80% 3rd - 80% 4th - 80% 5th - 80% 6th - 80% 7th - 80% 8th - 80%	Overall - 51% K - 18% 1st - 69% 2nd - 40% 3rd - 60% 4th - 47% 5th - 47% 6th - 55% 7th - 62% 8th - 60%
1.5	ELA - percentage of students at or above grade level Data source: STAR Reading Data year: end of T2 23-24 Grade levels: 1st-8th	EOY Overall - 59.6% 1st - 33% 2nd - 100% 3rd - 71% 4th - 60% 5th - 69% 6th - 45% 7th - 29% 8th - 70%	EOY Overall - 49% 1st - 25% 2nd - 36% 3rd - 83% 4th - 50% 5th - 66% 6th - 56% 7th - 45% 8th - 40%		Overall - 80% 1st - 80% 2nd - 80% 3rd - 80% 4th - 80% 5th - 80% 6th - 80% 7th - 80% 8th - 80%	Overall - 31% 1st - 55% 2nd - 44% 3rd - Met 4th - 30% 5th - 14% 6th - 24% 7th - 35% 8th - 40%
1.6	Math - percentage of students at or above grade level Data source: STAR Math Data year: end of T2 23-24 Grade levels: 1st-8th	EOY Overall - 62% 1st - 74% 2nd - 80% 3rd - 71% 4th - 40% 5th - 69%	EOY Overall - 56% 1st - 38% 2nd - 55% 3rd - 80% 4th - 66% 5th - 33%		Overall - 80% 1st - 80% 2nd - 80% 3rd - 80% 4th - 80% 5th - 80% 6th - 80%	Overall - 24% 1st - 42% 2nd - 25% 3rd - Met 4th - 14% 5th - 47% 6th - 24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6th - 82% 7th - 25% 8th - 55%	6th - 56% 7th - 73% 8th - 20%		7th - 80% 8th - 80%	7th - 7% 8th - 60%
1.7	English Learner: percentage of EL students making progress toward English Language Proficiency Data Source: ELPAC Data year: 22-23 Grade levels: 3rd-8th	There were no English Learners enrolled during the 22-23 school year.	There were no English Learners enrolled during the 24-25 school year.		Overall - 80%	N/A
1.8	ELA - percentage of students at or above grade level Data source: ESGI - Letter Sound Recognition Data year: EOY 2024	Letter Sound Recognition - 71%	100%		Letter Sound Recognition - 80%	Met
1.9	Percentage of total teach misassignments and vacant positions Data source: CALPADS Fall 2	Starting in 23-24 Misassignments: 0 Vacant Positions: 1 SPED teacher was filled through the MVJPA	Misassignments: 0 Vacant Positions: 0		Misassignments: 0 Vacant Positions: 0	Met
1.10	Percentage of teachers attending professional development offered throughout the year Data source: training offered from SCOE, MVJPA, LLN, MUESD Data year: 23-24	Overall - 100%	Overall - 100%		Overall - 100%	Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Percentage of paraprofessionals attending professional development offered throughout the year Data source: training offered from SCOE, MVJPA, LLN, MUESD Data year: 23-24	Overall - 50%	Overall - 100%		Overall - 100%	Met
1.12	Percentage of EL students being reclassified Data Source: ELPAC, CAASPP, Local Data Data Year: 23-24	There were no English Learners enrolled during the 23-24 school year.	There were no English Learners enrolled during the 24-25 school year.		All EL students continue moving forward with reclassification status.	N/A

Goal Analysis [2024-25]

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

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

All planned actions were fully implemented with some having slight modifications. Renaissance Place and i-Ready were purchased and used weekly, along with the data from the assessments of those programs in PLCs and helped to drive instruction. Our SHARE program ran smoothly with several of our students enrolled. The school adjusted the Wednesday bus route for dismissal in order to accommodate a tutoring time for ALL students. The addition of contracting with another LEA for a part-time Curriculum and Instruction Coach was a positive impact on our teachers and students. The school was able to use supplemental/concentration money to support and sustain the additional teachers and paraprofessionals on campus. There were several opportunities for ALL employees to participate in professional development, including an all staff PD session at the beginning of the school year that revolved around Restorative Practices. There were additional supplemental RTI reading programs, such as Read Live that were used throughout the school year. There were no real differences to what was originally planned and what was implemented throughout the school 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.

There were no material differences between what was budgeted and what was expended.

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

Action Item 1.1 - Both Renaissance Place and i-Ready were marginal in their overall effectiveness. Renaissance Place is mostly used for summative assessments at the end of each grading period. Many teachers don't use other components of the digital platform. The assessment data from Renaissance Place is always higher than other types of assessments for both ELA and Math. Therefore, the staff must take that into consideration of how accurate the data truly is. On the other hand, i-Ready data shows a decline in scores. The feedback from teachers is that they don't necessarily like it, struggle to have their students use it for the minimum amount of time each week, and are not accessing the reteaching and intervention materials that are offered through the digital platform. However, the correlation between the i-Ready data is more closely aligned and similar as the results of the CAASPP results. Therefore, the staff need to reassess how they are using all of the digital platforms in order to increase the effectiveness of each one.

Action Item 1.2 - Our SHARE program has been a success and very effective in the sense of offering students tutoring time and enrichment activities. The summer program is a huge success.

Action Item 1.3 - The addition of a Curriculum and Instructional Coach was both effective and ineffective. For the teachers that purposefully used the expertise and support from the Instructional Coach, they saw improvement in several key areas of student outcomes. However, we had some teachers that did not take advantage of the opportunity to utilize the Instructional Coach. The goal will be for all teachers and paraeducators to have a more intentional approach when it comes to working with the Curriculum and Instructional Coach.

Action Item 1.4 - The professional development that was offered throughout the year was very effective. All staff attended a Restorative Practices PD at the beginning of the year. During each monthly staff meeting, one staff member would share a lesson or strategy from the training that put into practice.

Action Item 1.5 - There was various professional development opportunities for teachers. This was effective.

Action Item 1.6 - Our Read Live program was utilized within our overall RTI program and was successful.

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

No major changes to the goal or any of the metrics, action items or target outcomes.

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	Supplemental Reading and Math Programs	Renew licenses for i-Ready and Renaissance Place. These reading and math programs support the core curriculum. Teachers will receive training as needed throughout the year in order to manage, monitor, and assign lessons accordingly based on data from both programs. During PLC time, teachers will use the data from the two programs to adjust teaching and discuss various ways to structure additional supports and lessons for targeted interventions.	$42,384.00	Yes
1.2	Extended School Days and Afterschool Program	Utilizing our ELOP funding and partnering with SCOE, students will have access to the after school program - SHARE. In addition, 30 more full days will be offered for students. These days will be during some school breaks and all weekdays during the months of July (academic bootcamp and enrichment) and June (continued academic support and enrichment), with the exceptions of the last week of the regular school year and Juneteenth.	$101,960.49	Yes
1.3	Curriculum and Instruction Coach	The district will contract with another LEA to have 2 days of a Curriculum and Instructional Coach. The Instructional Coach will work with all teachers through the PLC process and collaboration time. Together, they will use relevant data from ongoing progress monitoring and multiple measures associated with the school-wide assessment matrix. They will determine and adjust student targeted intervention groups. In addition, the Instructional Coach will be available to co-teach or partner teach with other teachers from time-to-time, as well as model lessons, help with lesson planning, and deliver various types of professional development. The Instructional Coach will help maintain the multiple measures data that will be shared to staff and the board of trustees. They will also attend any training or conferences as needed, including ones that relate to data collection for SCOE. The Curriculum and Instructional Coach will also help monitor all subject area curricula, including both adopted core subject-area curriculum and non-adopted supplemental curriculum in order to help the district with William's Act compliance.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Additional Teachers/Paraprofessionals and professional development	The district will utilize the Supplemental/Concentration and other funds to increase or maintain a higher number of paraprofessionals. Opportunities for professional development related to student outcomes and relationship building will be offered.	$357,312.00	Yes
1.5	Teacher Professional Development	By contracting with SCOE, MVJPA, and LLN, the district will help teachers to have access to many types of professional development. The professional development that will be offered will focus on relationship building, high-quality instruction, evidence-based strategies, data, data chats, and maximizing PLC time. In addition, the district will continue to contract with SCOE for specific instructional coaching opportunities structure around math and beginning teachers.	$22,847.92	No
1.6	Additional Reading Supplemental Materials and Programs	The district will purchase Read Live and additional reading support materials and supplies.	$2,496.72	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The district will make positive growth as it relates to chronic absenteeism and suspension rates.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed with educational partners by conducting a thorough review and analysis of Dashboard, local assessment data, and the student, staff, and parent survey data from spring of 2024.

The district qualified for differentiated assistance (DA) due to high suspension and chronic absenteeism rates from the 2021-2022 and 2022-2023 school years. In addition, data and responses from the spring of 2024 surveys identified needs related to school connectedness, peer-to-peer relationships, anti-bullying and other SEL components and topics. Some of the feedback from the survey data was that there is a need for increased parent communication and engagement. The district will continue to offer various evening events, such as family event nights featuring Native American culture. From the survey data, there is an on-going need to add in monthly anti-bullying and peer-to-peer relationship training with guest speakers and teaching our SEL curriculum with fidelity. Using the data collected from our Community Connect Coordinator, there is an on-going need for families related to services such as medical, dental, vision, and mental health. Also, the feedback from educational partners identified that the district should continue to try and find ways to give all students opportunities to participate in fine arts, visual arts, or performing arts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of Studies Weekly: Health and Wellness Lessons	Complete 2 lessons per week - 35%	Complete 2 lessons per week - 35%		Complete 2 lessons per week - 100%	Modified spring of 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	completed by each grade level Data source: Studies Weekly Admin Portal Data year: 23-24					
2.2	Number of evening cultural Native American events hosted throughout the school year Data source: Annual School Calendar Data year: 23-24	Total number - 0	Total number - 1 (Open House)		Total number - 4	3
2.3	Number of cultural Native American Lessons Data source: PLC/Collaboration Teams Data year: 23-24	Total number - 1	Total number - 30		Total number - 8	Met
2.4	Monthly guest speaker for anti-bullying and peer-to-peer relationships Data source: Annual School Calendar Data year: 23-24	Total number - 2	Total number - several (Mr. Rick)		Total number - 10	Met
2.5	Percentage of the identified enrollment/families that receive support from the Community Connect	Total annual - 20% Aug - 0% Sept - 2% Oct - 5% Nov - 7%	Total annual - 76% Aug - 100% Sept - 60% Oct - 75% Nov - 100%		Total annual - 100% Aug - 100% Sept - 100% Oct - 100%	Total annual - 24% Aug - Met Sept - 40% Oct - 25% Nov - Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Coordinator including parents of unduplicated pupils and students with exceptional needs Data source: Community Connect Coordinator tracking/reporting sheet Data year: 23-24	Dec - 10% Jan - 13% Feb - 15% Mar - 15% Apr - 20% May - 20%	Dec - 100% Jan - No referrals Feb - No referrals Mar - 50% Apr - 50% May - 100%		Nov - 100% Dec - 100% Jan - 100% Feb - 100% Mar - 100% Apr - 100% May - 100%	Dec - Met Jan - N/A Feb - N/A Mar - 50% Apr - 50% May - Met
2.6	Increase overall attendance Data Source: Aeries attendance Data year: 23-24	Total number of students - 79 90%+ - 54% 80-89% - 28% 70-79% - 15% 69% and below - 2%	Total number of students - 77 90%+ - 47% 80-89% - 40% 70-79% - 13% 69% and below - 0%		Total number of students - 90%+ - 100% 80-89% - 0% 70-79% - 0% 69% and below - 0%	Total number of students - TBD 90%+ - the remaining students below (approximately 41) 80-89% - roughly 31 students 70-79% - roughly 10 students 69% and below - Met
2.7	Decrease the percentage of the enrollment that is suspended or in-school suspended Data Source: Aeries Data year: 23-24	Total number - 3 K - 0% 1st - 0% 2nd - 0% 3rd - 0% 4th - 0% 5th - 0% 6th - 0% 7th - 7% (1 student) 8th - 15% (2 students)	Total number - 6 K - 0% 1st - 0% 2nd - 0% 3rd - 0% 4th - 0% 5th - 0% 6th - 6% (1 student) 7th - 18% (2 student) 8th - 43% (3 students)		Total number - 0% K - 0% 1st - 0% 2nd - 0% 3rd - 0% 4th - 0% 5th - 0% 6th - 0% 7th - 0% 8th - 0%	Total - 5 students K - Met 1st - Met 2nd - Met 3rd - Met 4th - Met 5th - Met 6th - 1 student 7th - 2 students 8th - 3 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Increase fine arts, visual arts, or performing arts opportunities for all students including unduplicated pupils and students with exceptional needs number of months offered Data source: Master Teacher Calendar, PSAs, Annual School Calendar Data year: 23-24	Overall (regular day and SHARE) - 7 Regular Day - 0 SHARE - 7	Overall (regular day and SHARE) - 10 Regular Day - 0 SHARE - 10		Overall (regular day and SHARE) - 10 Regular Day - 10 SHARE - 10	Overall (regular day and SHARE) - Met Regular Day - 10 (still working on hiring personnel) SHARE - Met
2.9	Increase grade level attendance Data Source: Aeries attendance Data year: 23-24 end of they year percentage	Overall - 89.14% K - 91.97% 1st - 87.74% 2nd - 87.87% 3rd - 88.73% 4th - 88.58% 5th - 89.45% 6th - 91.17% 7th - 89.10% 8th - 90.03%	Overall - 89.70% K - 90.34% 1st - 89.20% 2nd - 91.88% 3rd - 90.95% 4th - 91.43% 5th - 87.84% 6th - 90.50% 7th - 89.98% 8th - 86.69%		Overall - 94% K - 94% 1st - 94% 2nd - 94% 3rd - 94% 4th - 94% 5th - 94% 6th - 94% 7th - 94% 8th - 94%	Overall - 4+% K - 3+% 1st - 4+% 2nd - 2+% 3rd - 3+% 4th - 2+% 5th - 6+% 6th - 3+% 7th - 4+% 8th - 7+%
2.10	Number of students expelled Data Source: Aeries attendance Data year: 23-24	23-24 expulsions - 0	23-24 expulsions - 2		26-27 expulsions - 0	2
2.11	Annual survey data (parent, student, staff) with positive rating for safety and school connectedness.	Students - 72% Staff - 91% Parents - 66%	Students - 63% Staff - 91% Parents - 83%		Students - 90% Staff - 90% Parents - 90%	Students - 27% Staff - 9% Parents - 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Spring Surveys Data Year: 23-24					
2.12	Chronic Absenteeism Rate Data Source: Aeries attendance Data Year: 23-24 EOY	Overall % of students considered chronically absent is 45%	Overall % of students considered chronically absent is 53%		Overall no students are considered chronically absent.	47%
2.13	Middle School Drop Out Rate Data Source: Aeries attendance Data Year: 23-24	Number of students = 0	Number of students = 0		Number of students = 0	Met

Goal Analysis [2024-25]

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

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

Overall the goal met many of the metrics. Some of the baseline and measuring of those metrics will need to be slightly changed. For example: The Studies Weekly lessons will now be based on completing 2 lessons per week, or rather that the Social Studies teacher will teach 2 lessons per week. This will be easier to track instead of a % of overall lessons being taught. Also, the number of guest speakers or presenters related to anti-bullying was definitely something unattainable. It was very difficult to find anyone to come and present at the school. The goal will now reflect just 3 presentations, and the students may go to another venue, school, or district to achieve the goal. Online versions will be acceptable too. Outside of those two changes, everything was mostly met, especially the attendance rate. As for the suspension rate, there was one specific incident that included 3 students and with such a small enrollment, those numbers make it seem like it is a really high percentage, but in reality there was just 2 incidents that required any suspensions.

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

There were no material differences from the budgeted expenses to what was actually expended.

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

Action Item 2.1 - SEL Curriculum - This was slightly ineffective but mostly due to the schedule changes. For the older grades, Mr. Rick was added to help with anti-bullying and was on campus twice a week. However, that time was during core reading and math time, thus effecting overall student academic scores. In addition, there still needs to be more training and accountability on using the Studies Weekly: Health and Wellness curriculum. With the addition of the Social Studies version from Studies Weekly for our K-5 classes, it will be more imperative that the teachers learn how to navigate the online components of the curriculum. Hopefully, the training for the Social Studies will give the teachers more confidence in using the Health and Wellness curriculum because they are formatted the same. Overall, the school did not consistently use the SEL curriculum and will need to be modified and done with fidelity next school year.

Action Item 2.2 - Counseling - The school was able to hire a full-time counselor, although this wasn't until January of 2025. However, for the short period that the counselor was on campus, there was great successes and outcomes.

Action Item 2.3 - Visual, performing, and fine arts - This is still an overall struggle for the school, simply due to the distance from Redding and getting a larger pool of candidates. The school will continue to try and find ways to offer more enrichment activities in this area.

Action Item 2.4 - Community Connect/Love and Logic - The Community Connect program, along with the coordinator on campus, were hugely successful. There were several families that took advantage of the additional supports that were offered and connected with through this program.

Action Item 2.5 - Exploratory Field Trips - The school continued to take various field trips and was a success.

Action Item 2. 6 - PBIS Program - For the most part this was a success and definitely effective for attendance and behavior for the younger grades. However, it does need modified for the 6-8, as the incentive program seems to struggle engaging the older students.

Action Item 2.8 - Cultural Events and Parent Nights - There was one Native American event at Open House. There is already 4 events scheduled for next school year. There were good turnouts at other family and parent night events. Overall, we are making good progress in this area.

Action Item 2.9 - New action for 25-26.

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

The one major change is related to the SEL and anti-bullying actions. The school has contracted with 5 Peaks to help with providing mentors on a weekly basis with a specific program for different grade levels. They will work in conjunction with our school counselor. This action item as added.
There was a modification for the SEL lessons to just 2 lessons per week. It will be easier to track and verify how often students are completing the lessons and correlate that to other data points, such as attendance and discipline.

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	SEL Curriculum	Continue with the subscription for Studies Weekly: Health and Wellness. Staff will map out the lessons and there will be designated SEL teaching time as part of the weekly teaching schedule for all grade levels.	$18,826.21	Yes
2.2	Counseling	The district will continue to use various funds (LRBG, etc.) to help with hiring a full-time counselor. The counselor will help with PBIS and SEL programs, communicate with parents regularly, attend SSTs, SART, 504, and IEP meetings when needed. The counselor will help with the implementation of the 5 Peaks program and offer both individual check-in/check-out counseling and small group counseling when needed.	$9,000.00	Yes
2.3	Visual arts, performing, arts, & fine arts	The district will contract with vendors to come on campus or online to offer students of all grade levels various opportunities to participate and engage in visual arts, performing arts, and/or fine arts lessons.	$26,873.85	Yes
2.4	Community Connect/Love and Logic	Community Connector to work with agencies and organizations for student improvement toward overall attendance. The will be the liaison to resources and information for parents for things like counseling agencies, doctors, dentists, housing, and mental health services. Community Connect Coordinator will help to set up Love and Logic parent nights training and make a list of needed supplies, prizes, engagement resources, and guest speakers to coincide with the parent nights training.	$7,000.00	Yes
2.5	Exploratory Field Trips	The district will schedule various field trips to Coleman Fish Hatchery, Shasta Caverns, and Whiskeytown Environmental Camp.	$2,060.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	PBIS Program	Class competitions centered around attendance and positive behavior with both class and student recognitions: certificates, prizes from prize box (book marks, games, fidgets, etc.)	$9,589.40	Yes
2.8	Cultural Events & Parent Nights	The district will partner with SCOE and the Pit River Tribe to offer more evening and school day Native American cultural events. The district will purchase resources and materials necessary for families based on need & parent engagement for the activity nights Supplies, materials, games, equipment, prizes, engagement resources can be set up with drawings and giveaways for incentives for both students and parents.	$6,000.00	No
2.9	5 Peaks Program	The district will contract with 5 Peaks Youth Solutions. They will provide weekly mentors that will work alongside our counselor to provide K-8 mentorship within their program. The program will help with student well-being and is a trauma-informed approach.	$14,466.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The district will continue to improve services and supports related to Students with Disabilities. The focus of the goal is to provide appropriate services for all SWD on-site.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed with educational partners by conducting a thorough review and analysis of Dashboard, local assessment data, and the student, staff, and parent survey data from spring of 2024.

In response to the supports that our Students With Disabilities need, and based on feedback from educational partners, the district will implement a focus goal related to SWD outcomes. Over the last few year, the support systems available at the school site have been minimal. Some of the reasons relate to a shortage of employees and/or applicants to fill vacancies, such as an education specialist teaching position, as well as a lack of training for personnel on de-escalating strategies, mindful activities, and restorative practices. The district will continue to find ways to provide both mod/severe and mild/mod services through the use of a full-time education specialist and paraprofessionals. There will be professional development offered for personnel that work more closely with our SWD, especially with the mod/severe students with autism. Some of the professional development will be in the areas of ProAct training, behavioral support interventions and strategies, and other relevant trainings specific to mod/severe students and students with autism. The district will support and purchase any equipment, materials, and/or supplies needed to help in the special education program. In addition, the district will analyze and revise the master schedule to help facilitate the most opportune time for students to receive specialized academic instruction utilizing both pull-out and push-in support models. The district will find ways to offer professional development for our general education teachers and paraprofessionals in the areas of research-based instruction, differentiated instruction, and requirements and rights of students with disabilities within the general education classroom, as well as work on school-wide restorative practices and mindful activities.

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 a full-time SPED teacher (as needed) and full-time special education paraeducator (as needed) Data Source: Aeries and CALPADS Data Year: 22/23	Overall - 2 employees	Overall - 2 employees		Overall - 2 employees as needed	Met
3.2	Percentage of staff members attending professional development related to special education and/or SEL Data Source: Tracking Sheet from Admin Data Year: 22/23	Overall ratio of employees to positions - 2:2 Ratio of teachers - 1:1 Ratio of paraprofessionals - 1:1	Overall ratio of employees to positions - 2:2 Ratio of teachers - 1:1 Ratio of paraprofessionals - 1:1		Overall ratio of employees to positions - 100% Ratio of teachers - 100% Ratio of paraprofessionals - 100%	Met

Goal Analysis [2024-25]

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

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

The school was able to hire a special education teacher through the MVJPA and retain a special education paraeducator/instructional aide. No changes.

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.

No material differences from the budgeted expenditures compared to the actual expenses.

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

Action Item 3.1 and 3.2 - Having both the special education teacher and the special education paraeducator allowed for our SPED program to be very successful and effective. Each employee attended various training and professional development focused on special education.

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

No planned changes to the goal, metrics, or action items.

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	Outsource special education services as needed	The district will solicit and/or contract with the MVJPA, SCOE, or other vendor to help fill vacancies or small roles for services needed based up on-going information and data related to such needs or support within IEPs. This could be positions or services related to education specialist, school psychologist, speech and language, occupational therapy, or behavioral services.	$860.50	No
3.2	Teachers and paraprofessionals to attend professional development: ProAct Restorative Practices	The district will help facilitate and offer on-going professional development to all teachers and paraprofessionals as it relates to ProAct training, restorative practices, and other evidence-based strategies for classroom management and behavioral interventions. Some training could be Capturing Kids' Hearts, Love and Logic, Fred Jones, and restorative practices PD offered through SCOE.	$20,900.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The district will maintain FIT scores in the "Good" category and continue with upgrades and modernizations projects.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed with educational partners by conducting a thorough review and analysis of Dashboard, local assessment data, and the student, staff, and parent survey data from spring of 2024.

In response to the operational necessities, functionality, cost effectiveness, and aesthetics related to facilities with the district and their various uses, and based on the feedback of educational partners, the district will implement a focus goal related to current and future use of facilities. The FIT report helped to determine the need of this goal. The district will focus on maintaining a "Good" report in all categories on the annual report. The district used data (specifically future enrollment and local area developments) from the recent spring 2024 Demographic Study to determine future use of district-wide facilities. There will be contact with a facilities assessment company, such as Sitelogic, to conduct a full district-wide facilities assessment to help with determining the use of district facilities and which facilities upgrades and modernization projects should be implemented in a fiscally responsible way. The district will focus more on the use of FICMAT studies and/or data to establish a baseline of operational costs that will be fiscally responsible and most efficient to keep all district facilities functioning at optimal levels and maintaining high standards of cleanliness and upkeep.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Overall "Good" rating on FIT report Data source: FIT report Data year: 23/24	Overall - Good	Overall - Good		Overall - Good	Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Percentage of positive ratings/feedback from Educational Partners including parents of unduplicated pupils and students with exceptional needs Data source: Annual Spring Surveys Data year: 23/24	Overall (all surveys combined) - 82% Parents - 88% Staff - 76%	Overall (all surveys combined) - 93% Parents - 93% Staff - 93%		Overall (all surveys combined) - 80% positive Parents - 80% positive Staff - 80% positive	Met

Goal Analysis [2024-25]

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

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

Overall implementation of routine maintenance was a priority for the school and it shows a positive growth based on the reflective survey data.

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.

No material differences from the budgeted expenditures to the actual expenses.

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

Action Item 4.1 - The effectiveness of some personnel schedule and duty changes allowed for the school to be kept up on a more routine and regular basis. This proved to be very effective.

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

No changes to the goal, metrics, or action items.

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	Routine Maintenance	The district will continue to assess and utilize funds to upgrade and modernize existing buildings and maintenance schedules. The district will seek guidance and contract with specific vendors and/or companies that can help analyze and prioritize the needs of the district in relation to modernization and maintenance.	$51,507.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$234,561	$34309

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
20.834%	35.871%	$101,344.33	56.705%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental Reading and Math Programs **Need:** Increase reading and math skills **Scope:** LEA-wide Schoolwide	The programs support the core curriculum with targeted interventions and instruction to help fill gaps in student learning. Both certificated and paraprofessionals will use the support programs to identify and help students that are below grade level. The data derived from the programs will help direct specific instruction and lessons for students.	CAASPP i-Ready ELA/Math STAR ELA/Math Other Local Assessment Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Extended School Days and Afterschool Program **Need:** Academic progress and learning gaps. **Scope:** LEA-wide Schoolwide	The additional time after school each day and the additional extended school year days (summer school, etc.), will allow staff to focus on student academic outcomes, such as reading, literacy, and math skills.	CAASPP ELA/Math STAR ELA/Math i-Ready ELA/Math ELPAC
1.3	**Action:** Curriculum and Instruction Coach **Need:** Reading and Language Arts skills **Scope:** LEA-wide Schoolwide	The Reading Intervention Teacher will support the overall reading program and core ELA curriculum alongside general education teachers. In addition, the Reading Intervention Teacher will utilize additional supplemental reading programs for targeted student groups that relate to the needs of our unduplicated pupils.	CAASPP, i-Ready, Renaissance Place (STAR), other local indicators and assessments
1.4	**Action:** Additional Teachers/Paraprofessionals and professional development **Need:** Social-emotional learning **Scope:** LEA-wide Schoolwide	Utilize additional funds to hire more paraeducators. Use additional funds to provide professional development for paraeducators. Use additional funds to focus professional development on Social-emotional All students will benefit from additional staff support for social emotional learning.	Attendance Discipline Referrals Number staff that attend PD Spring Survey Results
1.6	**Action:**	The programs support the core curriculum with targeted interventions and instruction to help fill	CAASPP i-Ready ELA/Math

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
	Additional Reading Supplemental Materials and Programs **Need:** Increase reading and math skills **Scope:** LEA-wide Schoolwide	gaps in student learning. Both certificated and paraprofessionals will use the support programs to identify and help students that are below grade level. The data derived from the programs will help direct specific instruction and lessons for students.	STAR ELA/Math Other Local Assessment Data
2.1	**Action:** SEL Curriculum **Need:** Continued support in the area of social-emotional learning. **Scope:** LEA-wide Schoolwide	All students will benefit from the additional support of teaching thematic units related to social-emotional learning. The consistent daily lessons (K-8) will help our EL, FY, and SED students throughout the school year with social-emotional learning and building resiliency and perseverance.	Attendance Discipline referrals Number of presentations Spring Survey Results
2.2	**Action:** Counseling **Need:** Support for peer-to-peer relationships **Scope:** LEA-wide Schoolwide	All students will benefit from the presentations given by guest speakers, with a focus on helping our FY, EL, and SED students with peer-to-peer relationships.	Attendance Discipline referrals Number of presentations Spring Survey Results
2.3	**Action:** Visual arts, performing, arts, & fine arts	All students will benefit from participating in visual, performing, and/or fine arts programs, lessons, and classes.	Attendance Discipline referrals

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: Access to extracurricular activities **Scope:** LEA-wide Schoolwide		Number of lessons provided Spring Survey Results
2.4	**Action:** Community Connect/Love and Logic **Need:** Supports for dental, medical, mental health, housing, food, etc. **Scope:** LEA-wide Schoolwide	The Community Connect Coordinator helps to make contact and communication with families to verify if there are needs. Once needs are identified, the coordinator helps to find agencies, companies, or programs that can help the family.	Attendance Discipline Referrals Number of Community Connect Referrals/Contacts Spring Survey Results
2.6	**Action:** PBIS Program **Need:** Pupil engagement and recognition **Scope:** LEA-wide Schoolwide	All students will benefit from a school-wide incentive program centered on our PBIS, with attendance and academic incentives. Our ESL, SED, and FY students will have many opportunities to be recognized for their continued successes and progress in a positive manner.	CAASPP ELA/Math STAR ELA/Math i-Ready ELA/Math ELPAC Attendance Discipline referrals Spring Survey Results
2.9	**Action:** 5 Peaks Program **Need:** Support for peer-to-peer relationships	All students will benefit from the presentations given by guest speakers, with a focus on helping our FY, EL, and SED students with peer-to-peer relationships.	Attendance Discipline referrals Number of presentations Spring Survey Results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
3.2	**Action:** Teachers and paraprofessionals to attend professional development: ProAct Restorative Practices **Need:** research-based and evidence-based strategies related to SEL **Scope:** LEA-wide Schoolwide	Training for all personnel will help all students, including the targeted unduplicated pupils, with social social skills and training needed to help with attendance and behavior.	suspension data, attendance data, survey results

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,125,877	234,561	20.834%	35.871%	56.705%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$284,067.91	$166,066.55	$114,671.91	$129,277.72	$694,084.09	$376,493.40	$317,590.69

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	Supplemental Reading and Math Programs	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$42,384.00	$27,500.00			$14,884.00	$42,384.00	
1	1.2	Extended School Days and Afterschool Program	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$101,960.49		$0.00	$41,960.49	$60,000.00	$101,960.49	
1	1.3	Curriculum and Instruction Coach	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.4	Additional Teachers/Paraprofessionals and professional development	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$357,312.00	$0.00	$165,362.00	$135,950.00	$30,000.00	$26,000.00	$357,312.00	
1	1.5	Teacher Professional Development	All	No			All Schools		$0.00	$22,847.92			$9,850.92	$12,997.00	$22,847.92	
1	1.6	Additional Reading Supplemental Materials and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,496.72				$2,496.72	$2,496.72	
2	2.1	SEL Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$18,826.21	$18,826.21				$18,826.21	
2	2.2	Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$9,000.00	$9,000.00				$9,000.00	

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
2	2.3	Visual arts, performing, arts, & fine arts	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$19,181.40	$7,692.45	$2,000.00	$24,873.85			$26,873.85	
2	2.4	Community Connect/Love and Logic	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$7,000.00	$2,000.00		$5,000.00		$7,000.00	
2	2.5	Exploratory Field Trips	All	No			All Schools	Ongoing	$0.00	$2,060.00		$2,060.00			$2,060.00	
2	2.6	PBIS Program	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$9,589.40	$2,406.70	$3,182.70	$4,000.00		$9,589.40	
2	2.8	Cultural Events & Parent Nights	All	No			All Schools	Ongoing	$0.00	$6,000.00			$6,000.00		$6,000.00	
2	2.9	5 Peaks Program	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$14,466.00	$5,466.00			$9,000.00	$14,466.00	
3	3.1	Outsource special education services as needed	Students with Disabilities	No			All Schools		$0.00	$860.50			$860.50		$860.50	
3	3.2	Teachers and paraprofessionals to attend professional development: ProAct Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$20,900.00	$2,000.00		$15,000.00	$3,900.00	$20,900.00	
4	4.1	Routine Maintenance	All	No			All Schools	Ongoing	$0.00	$51,507.00	$49,507.00		$2,000.00		$51,507.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,125,877	234,561	20.834%	35.871%	56.705%	$234,560.91	0.000%	20.834 %	**Total:**	$234,560.91
								LEA-wide Total:	$234,560.91
								Limited Total:	$0.00
								Schoolwide Total:	$234,560.91

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Supplemental Reading and Math Programs	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$27,500.00	
1	**1.2**	Extended School Days and Afterschool Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	**1.3**	Curriculum and Instruction Coach	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.4**	Additional Teachers/Paraprofessionals and professional development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$165,362.00	
1	**1.6**	Additional Reading Supplemental Materials and Programs	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	**2.1**	SEL Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$18,826.21	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Counseling	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
2	2.3	Visual arts, performing, arts, & fine arts	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	2.4	Community Connect/Love and Logic	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	2.6	PBIS Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,406.70	
2	2.9	5 Peaks Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,466.00	
3	3.2	Teachers and paraprofessionals to attend professional development: ProAct Restorative Practices	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$639,370.76	$732,515.99

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**	Supplemental Reading and Math Programs	Yes	$20,025.74	39,670
1	**1.2**	Extended School Days and Afterschool Program	No	$101,960.49	101,960.49
1	**1.3**	Reading Intervention Teacher	Yes	$40,380.55	45,913.5
1	**1.4**	Additional Teacher, Paraprofessionals and professional development	Yes	$315,550.00	457617
1	**1.5**	Teacher Professional Development	No	$22,847.92	29,295
1	**1.6**	Additional Reading Supplemental Materials and Programs	No	$2,496.72	780
2	**2.1**	SEL Curriculum	Yes	$4,440.29	1007
2	**2.2**	Anti-bullying speaker/presentations	Yes	$9,000.00	19529
2	**2.3**	Visual arts, performing, arts, & fine arts	Yes	$26,873.85	0
2	**2.4**	Community Connect/Love and Logic	Yes	$7,000.00	0
2	**2.5**	Exploratory Field Trips	No	$2,060.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	PBIS Program	Yes	$7,467.70	1300
2	**2.8**	Cultural Events & Parent Nights	No	$6,000.00	0
3	**3.1**	Outsource special education services as needed	No	$860.50	10,562
3	**3.2**	Teachers and paraprofessionals to attend professional development: ProAct Restorative Practices	Yes	$20,900.00	2,935
4	**4.1**	Routine Maintenance	No	$51,507.00	21,947

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
282,522	$230,190.50	$230,189.59	$0.91	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental Reading and Math Programs	Yes	$9,134.74	9,526.80		
1	1.3	Reading Intervention Teacher	Yes	$40,380.55	100,766		
1	1.4	Additional Teacher, Paraprofessionals and professional development	Yes	$171,049.92	114556.5		
2	2.1	SEL Curriculum	Yes	$4,440.29	4,440.29		
2	2.2	Anti-bullying speaker/presentations	Yes	$900.00	900		
2	2.3	Visual arts, performing, arts, & fine arts	Yes	$0.00	0		
2	2.4	Community Connect/Love and Logic	Yes	$0.00	0		
2	2.6	PBIS Program	Yes	$2,285.00	0		
3	3.2	Teachers and paraprofessionals to attend professional development: ProAct Restorative Practices	Yes	$2,000.00	0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
282522	282,522	17.348	117.348%	$230,189.59	0.000%	81.477%	$101,344.33	35.871%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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