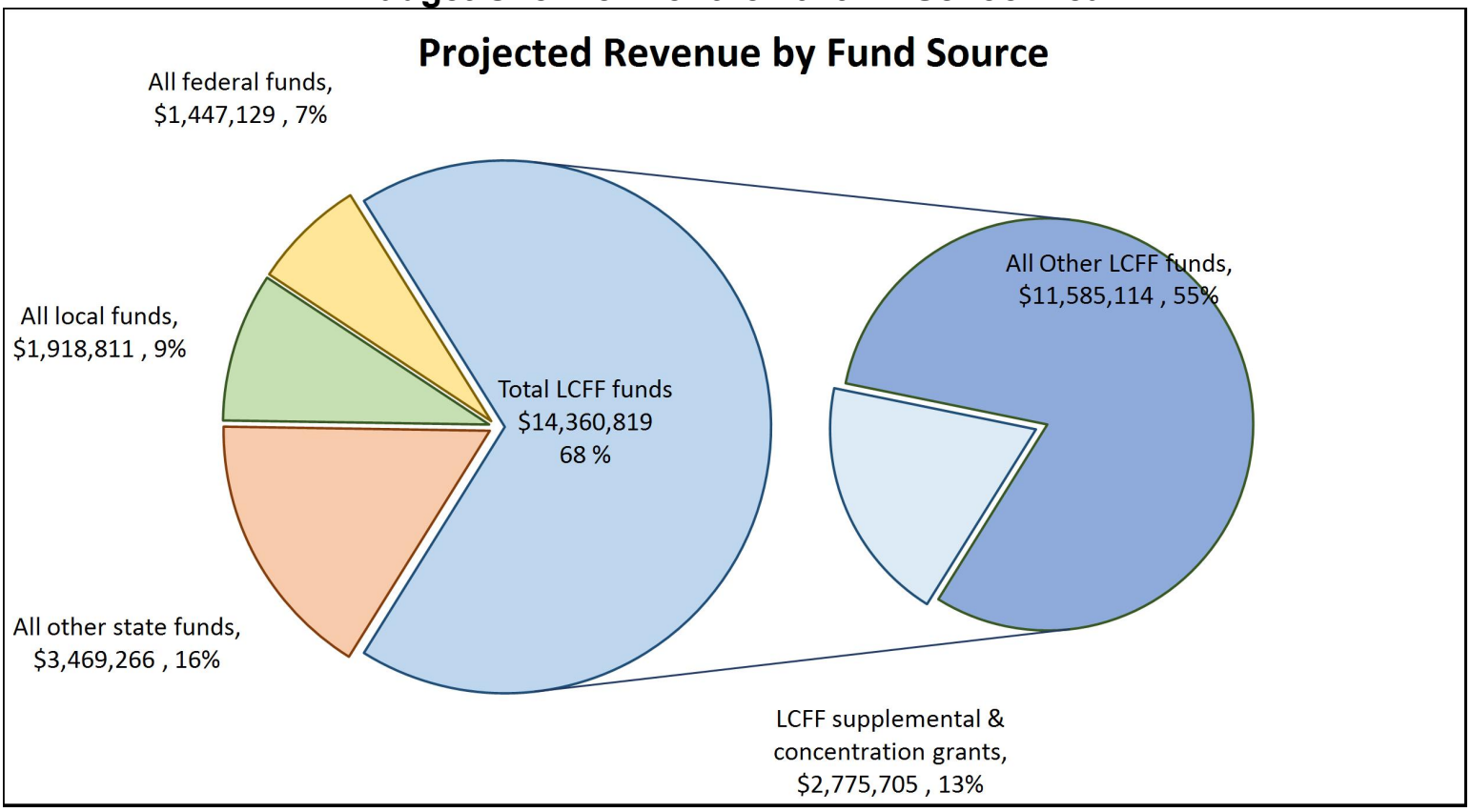
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Grass Valley School District
CDS Code: 29-66332
School Year: 2026-27
LEA contact information:
Andrew Withers
Superintendent
awithers@gvsd.us
(530) 273-4483

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

Budget Overview for the 2026-27 School Year

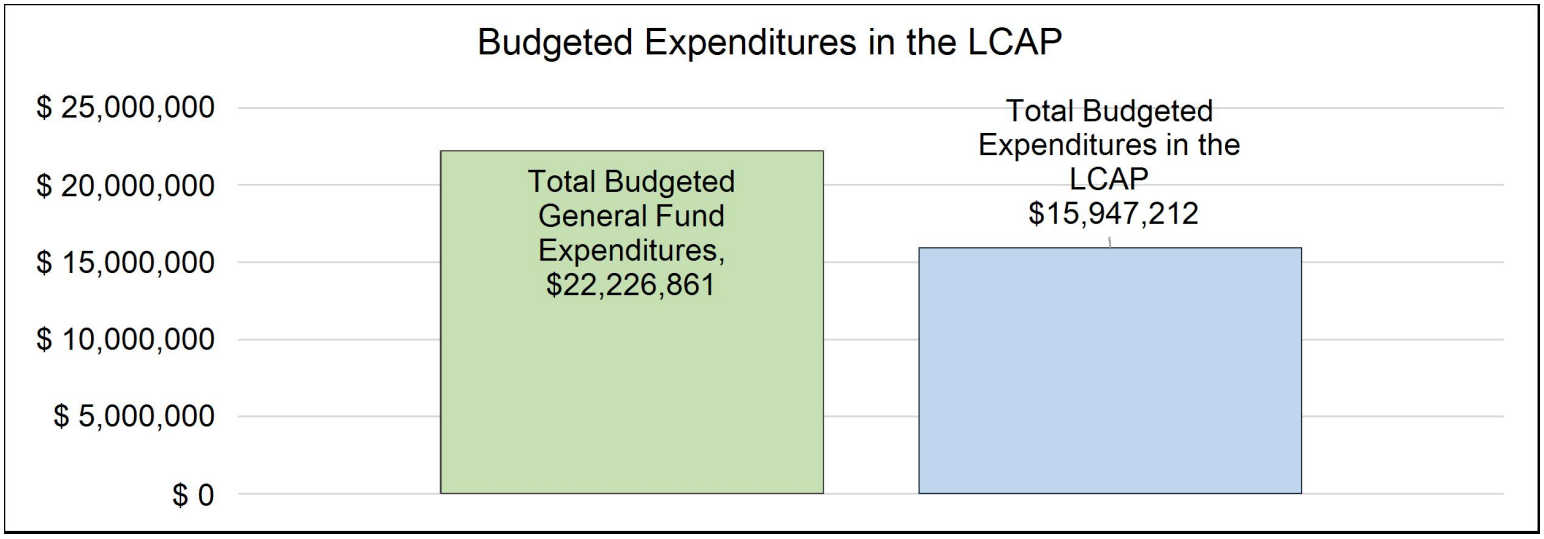


This chart shows the total general purpose revenue Grass Valley School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Grass Valley School District is $21,196,025, of which $14,360,819 is Local Control Funding Formula (LCFF), $3,469,266 is other state funds, $1,918,811 is local funds, and $1,447,129 is federal funds. Of the $14,360,819 in LCFF Funds, $2,775,705 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 Grass Valley School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Grass Valley School District plans to spend $22,226,861 for the 2026-27 school year. Of that amount, $15,947,212 is tied to actions/services in the LCAP and $6,279,649 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

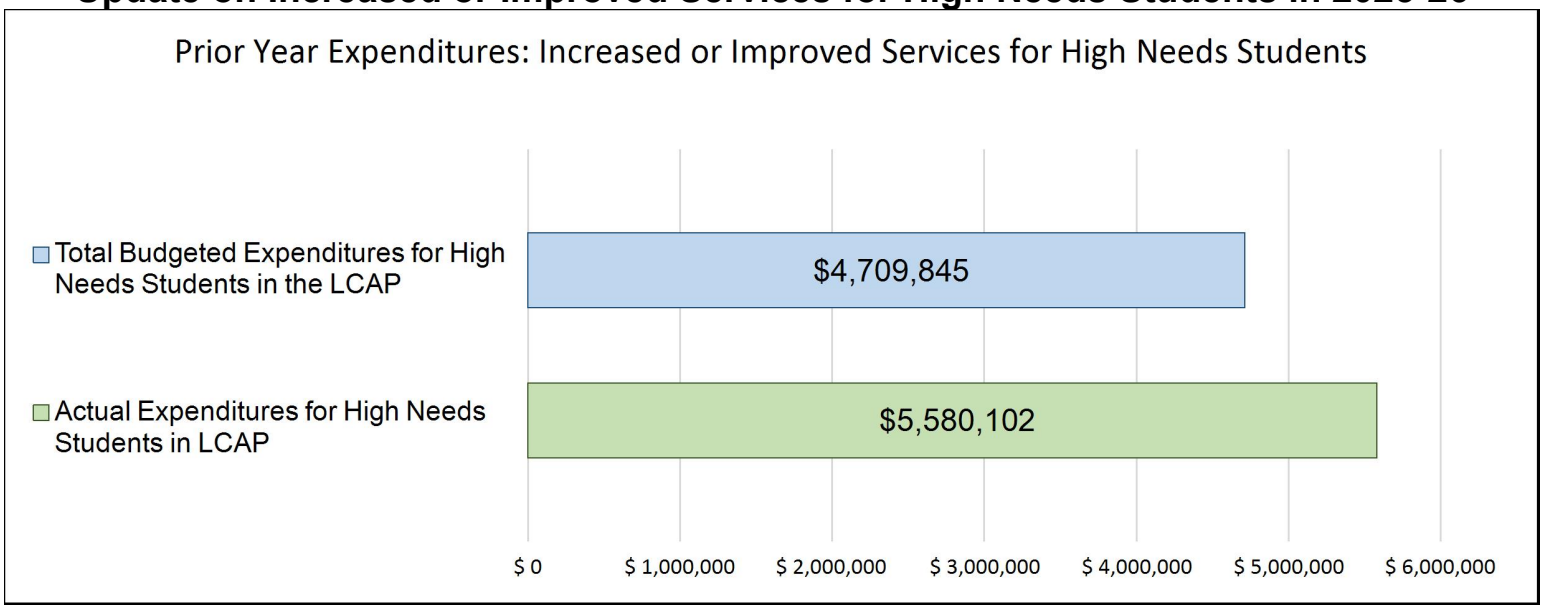
Specialized grant funding such as community schools funding is not included.

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

In 2026-27, Grass Valley School District is projecting it will receive $2,775,705 based on the enrollment of foster youth, English learner, and low-income students. Grass Valley School District must describe how it intends to increase or improve services for high needs students in the LCAP. Grass Valley School District plans to spend $4,709,845 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Grass Valley School District's LCAP budgeted $4,709,845 for planned actions to increase or improve services for high needs students. Grass Valley School District actually spent $5,580,102 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Grass Valley School District	Andrew Withers Superintendent	awithers@gvsd.us (530) 273-4483

Plan Summary [2026-27]

General Information

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

The Grass Valley School District serves approximately 1067 students (2025 CA Dashboard), Transitional Kindergarten through grade Eight (8), at three outstanding school sites. Our District includes two K-4 campuses and one 5-8 campus and the District also has a Kindergarten through grade Eight (8) Expeditionary Learning (EL) Charter School of approximately 550 students which is responsible for developing its own LCAP.

The following statistics apply to the student populations that attend the three non-charter programs in the District: 65.3% white, 25.9% Hispanic, 3.2% Two or More Races, 1.9% American Indian, 1.5% Asian, and remaining ethnicity groups under 1% per group. The student subgroup demographics are: 72.8% Economically Disadvantaged, 16.6% Students with Disabilities, 5% English Learners and 1% Foster Youth.

Reflections: Annual Performance

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

Please note: Below is the reflection data as presented in the 2023-24 LCAP. The LCAP guidelines ask for us to keep the annual reflection the same as the first year of the three year template. Updated annual reflection regarding 2025-26 LCAP are embedded throughout this plan.

Fall 2023 to Winter 2024 - Summative (iReady) assessments for K-8 students in ELA and Math

District
43% ELA with a 14% increase since the start of the school year
32% Math with a 16% increase since the start of the school year

Bell Hill
50% ELA with a 12% increase since the start of the school year
35% Math with a 11% increase since the start of the school year

Margaret Scotten
40% ELA with a 13% increase since the start of the school year
29% Math with a 21% increase since the start of the school year

Lyman Gilmore
32% ELA with a 5% increase since the start of the school year
20% Math with a 7% increase since the start of the school year
Student growth on our summative iReady assessments show a significant increase in student performance since the start of the 2023-24 school year. Overall the growth we have captured mid-year is above the pace of the last two years in our elementary grades however our middle school progress is not as significant.

2023 State CAASPP assessments for 3-8th students in ELA, Math and Science.
District
39% ELA with a +2% increase from 2022 scores
29% Math with a +3% increase from 2022 scores
27% Science with a -1% decrease from 2022 scores

Bell Hill
53% ELA with a 0% increase from 2022 scores
47% Math with an 11% increase from 2022 scores

Margaret Scotten
28% ELA with a 0% increase from 2022 scores
28% Math with a 3% increase from 2022 scores

Lyman Gilmore
40% ELA with a 2% increase from 2022 scores
26% Math with a 1% increase from 2022 scores
27% Science with a -1% decrease from 2022 scores
Overall on the CAASPP we see slight growth in most areas across the school district. We continue to focus on making systemwide improvements by working with our district and school site teams.

2023 Dashboard Data:
Chronic Absenteeism - Yellow - 41% Chronically Absent
Suspension Rate - Orange - 5% suspended at least one day
English Learner Progress - Orange - 53% making progress towards proficiency
English Language Arts - Yellow - 27 points below standard
Mathematics - Yellow - 53 points below standard

2023 Dashboard Indicators or Subgroups Listed in RED:
English Learners - RED in ELA and Mathematics
Socio-Economically Disadvantaged - RED in Suspension
Students with Disabilities - RED in Suspension

2023 Behavior Data:
We had 1 expulsion for the 2022-23 school year as reported in Ed Data.org.
We had a suspension rate of just under 5% of our students.

The goal of maintaining below a 1% Middle School Dropout rate was achieved, with no students dropping out.

We continue to examine State and Local Assessments to monitor and support student achievement. We believe that using multiple measures allows us see greater trends and areas of success and need. Our District focus will continue to be focus on our implementation the Multi Tiered Systems of Support (MTSS) Model so we can ensure the tools for students to succeed are present at all district school sites.

Reflections: Technical Assistance

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

We were identified for participation in Differentiated Assistant (DA) due to performance outcomes on the 2025 CA Dashboard. Specific areas are:
Priority 4 - Academic performance in ELA and Math for our Students with Disabilities subgroup
Priority 5 - Chronic absenteeism for our Homeless and Two or more races subgroup
Priority 6 - Suspension for our Students with disabilities, Two or more races, and Homeless subgroup

We are implementing district initiatives to support academic achievement in ELA and Math and we have chosen to focus our DA work on improving student Suspension rates across our sites and district.

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
We work to receive meaningful engagement from Parents, Students, Staff, and a variety of Engagement Partner Groups including; our District Advisory Committee (DAC), our District English Language Advisory Committee (DELAC), employee bargaining units including the certificated Grass Valley Teachers Association (GVTA) as well as our Classified School Employee Unit (CSEA). The Nevada County Superintendent of Schools Staff Team provides oversight and support for State required and recommended best practices. Our engagement work included participation from members who represent Margaret Scotten and Lyman Gilmore as these two school generate Equity Multiplier Funds.	We launched our 2026-2027 LCAP engagement work in January 2026. We worked closely as a District Advisory Committee (DAC) to align our questions to our context and we made adjustments to several of the questions to ensure the elicited the information we wanted. We had our survey open from January 26th, to February 13th, 2026. We received participation from 765 individuals and it included strong participation from parents, students, and staff. 534 - 3rd to 8th grade students participated, 149 - parents/families participated, and 82 - staff members participated. Our District LCAP survey continues to be a viable vehicle to engage the voice of our district learning community. We do our best to leverage the feedback, trends, and guidance from our survey and our District Advisory Committee (DAC) and our District English Language Advisory Committee (DELAC) to support and guide our district work. We also received helpful feedback from our DAC and DELAC engagement partner groups during our meetings and we value input from all parties and via multiple formats. We continue our dialogue with parents, students, teachers, administrative leaders, community groups, and advisory committees to ensure transparency. We work collaboratively with our bargaining units through the IBB and Classified Committee meetings and have included key

Educational Partner(s)	Process for Engagement
	representatives from our special education local plan area team to do our best to leverage and align resources across planning teams. We generally address the same topics throughout our engagement partner groups. One of the key data points is analyzing the differences and differences in perspective from each group. Our District Advisory Committee (DAC) met on 1/8/26, 3/12/26, and 5/7/26 this year. Our District English Language Advisory convened at separate meetings on 1/22/26, 2/26, and 4/30/26 this year.

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

We analyzed, reviewed and discussed the survey feedback and current context and needs of our learning environment across school district committees as well as with our DAC and DELAC. We continue to focus our needs on all areas of our MTSS system along with the continued need to strengthen our behavior and SEL resources which impact the overall learning environment.

Upon reviewing our previous LCAP actions and services and the results we received in the prior school year, our DAC, DELAC, and District teams discussed ways that we could strengthen and deepen the connection within many aspects of our work. We were able to launch new areas within our MTSS system in 2024-2025 however more support is needed. The key trends and feedback received highlighted requests to continue to increase and improve our food services work and the amount of behavior interventions and social emotional supports. Additional highlights were requests for additional counseling services, SEL curricular materials, and supporting low class sizes. Additionally it should be noted that the feedback from students and families was much higher in several areas versus the feedback we received from our staff. Specific District LCAP survey feedback is listed below. We continue to work with all of our engagement partner groups to support growth and development.

LCAP Survey participation levels were the following in 2026 - 765 participants
Students - 534 participants (3rd-8th graders)
Parents - 149 participants
Staff - 82 participants

Student Feedback:
I feel connected - 80% positive
I am involved in school - 66% positive
Safe at School - 84% positive
I feel emotionally safe at School - 72% positive
I feel I can learn in the behavioral environment - 90% positive

I have adults I can talk to - 86% positive
Encouraged to share Ideas - 73% positive
Teacher and staff help me when needed - 88% positive
Teachers and staff are kind - 90% positive
I would like to be academically challenged more - 46% agreed
I feel I need more help with my school work - 46% agreed
Presented with Healthy Food Options - 73%
Access to books, supplies and technology - 95% positive

Parent Feedback:
My family feels safe and connected to their school - 88% positive
Connected to school - 89% positive
Access to useful learning resources - 89% positive
Balanced and engaging learning environment - 89% positive
Effective Academic Interventions - 79% positive
SEL Support - 83% positive
District Facilities - 84% positive
Presented with Healthy Food Options - 83%
Promotes Good Attendance - 97% positive
Values Parent Participation - 86% positive
Effective Communication via newsletters - 94% positive
Contact with Staff - 93% positive

Staff Feedback:
Safe at my work site - 79% positive
Supported at my work site - 85% positive
Feel valued at my work site - 85% positive
Climate that is positive, supportive and encourages success - 85% positive
Engaging environment - 90% positive
Effective Academic Interventions - 84% positive
Tiered Behavior Interventions - 74% positive
SEL Support - 74% positive
Presented with Healthy Food Options - 83% positive
Supported Addressing Behavior - 77% positive
District Facilities - 56% positive
Promotes Good Attendance - 88% positive
Values Parent Participation - 78% positive

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Grass Valley District Students will receive high quality instruction and support in core academic subject areas following state standards and guidelines which will increase overall student proficiency as measured by state and local assessments.	Broad 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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to ensure a focus on our key academic programming. Based on an analysis of our local and state assessments we see a need to ensure a high quality Tier-1 program to ensure we can support the success of all students and sub groups. We need to guarantee a high quality instructional system that gives students what they need to grow, learn, and achieve success. We chose to include each of the above state priorities because we believe they help us see the impact of our work to improve academic outcomes for our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School Site ELA CAASPP results	2023 CAASPP At or Above Grade Level Bell Hill Academy - 53% Margaret Scotten - 28% Lyman Gilmore - 40%	2024 CAASPP At or Above Grade Level Bell Hill Academy - 60% Margaret Scotten - 38%	2025 CAASPP At or Above Grade Level Bell Hill Academy - 56% Margaret Scotten - 34%	Overall proficiency will increase by 10% from the 2023 baseline to 2026 performance.	2025 CAASPP At or Above Grade Level Bell Hill Academy +3% points Margaret Scotten +6% points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Lyman Gilmore - 36%	Lyman Gilmore - 37%		Lyman Gilmore - 3% points Goal not accomplished as we didn't reach a 10% points increase in performance.
1.2	School Site Math CAASPP results	2023 CAASPP At or Above Grade Level Bell Hill Academy - 47% Margaret Scotten - 28% Lyman Gilmore - 26%	2024 CAASPP At or Above Grade Level Bell Hill Academy - 49% Margaret Scotten - 30% Lyman Gilmore - 22%	2025 CAASPP At or Above Grade Level Bell Hill Academy - 59% Margaret Scotten - 36% Lyman Gilmore - 24%	Overall proficiency will increase by 10% from the 2023 baseline to 2026 performance.	2025 CAASPP At or Above Grade Level Bell Hill Academy +12% points Margaret Scotten +8% points Lyman Gilmore - 2% points Goal partially accomplished as we reached a 10% points increase in performance in some areas.
1.3	Lyman Gilmore Science CAASPP results	2023 CAASPP At or Above Grade Level Lyman Gilmore - 27%	2024 CAASPP At or Above Grade Level Lyman Gilmore - 19%	2024 CAASPP At or Above Grade Level Lyman Gilmore - 32%	Overall proficiency will increase by 10% from the 2023 baseline to 2026 performance.	2025 CAASPP At or Above Grade Level Lyman Gilmore +5% points Goal not accomplished as we didn't reach a 10% points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						increase in performance.
1.4	School Site ELA Local Summative Assessments	2023-24 iReady Diagnostic 2 ELA Projected CAASPP Proficiency Bell Hill Academy 53% Margaret Scotten 45% Lyman Gilmore 43% Lyman Gilmore 45%	2024-25 iReady Diagnostic 2 ELA Projected CAASPP Proficiency Bell Hill Academy 54% Margaret Scotten 44% Lyman Gilmore 45%	2025-26 iReady Diagnostic 2 ELA Projected CAASPP Proficiency Bell Hill Academy 40% Margaret Scotten 30% Lyman Gilmore 50%	Overall proficiency will increase by 10% from the 2023-24 baseline to 2026-27 performance.	2025-26 iReady Diagnostic 2 ELA Projected CAASPP Proficiency Bell Hill Academy -13% points Margaret Scotten -13% points Lyman Gilmore +5% points Goal not accomplished as we didn't reach a 10% points increase in performance.
1.5	School Site Math Local Summative Assessments	2023-24 iReady Diagnostic 2 Math Projected CAASPP Proficiency Bell Hill Academy 48% Margaret Scotten 41% Lyman Gilmore 24% Lyman Gilmore - 20%	2024-25 iReady Diagnostic 2 Math Projected CAASPP Proficiency Bell Hill Academy 56% Margaret Scotten 43% Lyman Gilmore 22%	2025-26 iReady Diagnostic 2 Math Projected CAASPP Proficiency Bell Hill Academy 49% Margaret Scotten 38% Lyman Gilmore 26%	Overall proficiency will increase by 10% from the 2023-24 baseline to 2026-27 performance.	2025-26 iReady Diagnostic 2 Math Projected CAASPP Proficiency Bell Hill Academy +1% points Margaret Scotten -3% points Lyman Gilmore +6% points Goal not accomplished as we didn't reach a 10% points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						increase in performance.
1.6	Districtwide - Fully Credentialed and Appropriately assigned teachers	2021-22 CDE Data Quest Total FTE 65.6 Clear 84.5% Out of Field 3.8% Intern .2% Ineffective 6.3% Incomplete 5.2%	2022-23 CDE Data Quest Total FTE 60.6 Clear 87.6% Out of Field 2.2% Intern 0% Ineffective 9% Incomplete 1.2%	2023-24 CDE Data Quest Total FTE 58.1 Clear 91.5% Out of Field 4.9% Intern 1.4% Ineffective 1.1% Incomplete 1.0%	2026-27 Improve our outreach and engagement so we can eliminate any hiring of "ineffective" teachers.	2023-24 CDE Data Quest Clear +7.0% points Out of Field +1.1% points Intern +1.2% points Ineffective -5.2% points Incomplete 4.2% points Goal partially accomplished as we made progress on some but not all areas of performance.
1.7	Districtwide - Every Pupil has access to standards-aligned instructional materials	2023-24 100% of our pupils have access to standards-aligned instructional materials.	2024-25 100% of our pupils have access to standards-aligned instructional materials.	2025-26 100% of our pupils have access to standards-aligned instructional materials.	2026-27 Maintain 100% of our pupils that have access to standards-aligned instructional materials.	Maintained 100% access Goal Accomplished
1.8	Districtwide - Broad Course of Study All students, including the district's unduplicated pupils, and individuals with exceptional needs, will have access to a broad course of study as measured by the annual	2023-24 100% of our pupils have access to a broad course of study.	2024-25 100% of our pupils have access to a broad course of study.	2025-26 100% of our pupils have access to a broad course of study.	2026-27 Maintain 100% of our pupils that have access to a broad course of study.	Maintained 100% access Goal Accomplished

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCAP progress report and surveys.					
1.9	Districtwide - Provide ongoing opportunities for input and communications with engagement partners with an emphasis on parent engagement to support unduplicated pupils and students with exceptional needs.	2023-24 District Level Parent Engagement Meetings: DAC - 3 meetings DELAC - 3 meetings School Sites - 10+ site specific events that engage families and provide connection to our school sites and district.	2024-25 District Level Parent Engagement Meetings: DAC - 3 meetings DELAC - 3 meetings School Sites - 10+ site specific events that engage families and provide connection to our school sites and district. - Met	2025-26 Planned District Level Parent Engagement: DAC - 3 meetings DELAC - 3 meetings School Sites - 10+ site specific events that engage families and provide connection to our school sites and district. - Met	2026-27 Maintain or Increase District Level Parent Engagement Meetings: DAC - 3 meetings DELAC - 3 meetings School Sites - 10+ site specific events that engage families and provide connection to our school sites and district.	We met our goals and objectives with 3 DAC and 3 DELAC meetings. We also continued to offer 10+ site specific events for families. Goal Accomplished
1.10	Districtwide - A clearly established English Language Development (ELD) Schedule will be created, reviewed, and shared annually at school sites to ensure access to the CCSS and ELD standards.	2023-24 An established ELD instructional schedule with access to the CCSS and ELD standards.	2024-25 An established ELD instructional schedule with access to the CCSS and ELD standards.	2025-26 An established ELD instructional schedule with access to the CCSS and ELD standards.	2026-27 Maintain an established ELD instructional schedule with access to the CCSS and ELD standards.	We met our goals and objectives of providing ELD for students. Goal Accomplished
1.11	School Site English Learner Progress - The percentage of pupils who make progress toward English proficiency as certified by the state board will show a growth rate of 50% or more	2022-23 25/56 students improved by one level or more = 44.6%	2024 Dashboard 39 students total 69.2% made progress	2025 Dashboard 47 students total 63.8% made progress	2025-26 50% or more of students will increase at least one level on the ELPAC annually.	Met met our goal of over 50%. We also made significant progress with an overall increase of nearly +15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	annually for all English Learner students.					points from prior year. Goal Accomplished
1.12	School Site English Learner Reclassification - The English Learner Reclassification rate will show annual progress as evidence of our support for English language acquisition.	2022-23 9/56 students were reclassified = 16%	2023-24 13/56 were reclassified = 23.21%.	2024-25 16/68 were reclassified = 24%	2025-26 The English Learner Reclassification rate will reach 15% or more of the total EL population.	Met met our goal of reaching beyond 15%. We made a +7% increase overall from prior year. Goal Accomplished
1.13	Districtwide - The State Standards will be addressed and implemented in all classrooms.	2023-24 District and School Site Instructional schedules will provide access to the Common Core State Standards.	2024-25 District and School Site Instructional schedules will provide access to the Common Core State Standards.	2025-26 District and School Site Instructional schedules provide access to the Common Core State Standards.	2026-27 Maintain an established instructional schedule with access to the CCSS.	We met our goal of having an established instructional schedule that supports the Common Core State Standards (CCSS). Goal Accomplished
1.14	District Dual Immersion Offering for K-8 Students				2026-27 Maintain a K-8 Dual Immersion instructional program for students families.	This is a newly added metric to ensure we monitoring program success.

Goal Analysis [2025-26]

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

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

1.1 - We continue to allocate access to quality and standards aligned instructional materials across the school district.
1.2 - We continue to operate our district programs and services to maintain a broad course of study.
1.3 - Staff professional development provided was focused on our District MTSS and Professional Learning Community needs. This work has allowed us to monitor and support the academic, behavioral and social emotional needs of our district. We continue to see overall positive trends in as well as input from staff.
1.4 - Technology resources were provided and allocated to sites along with access to support through our school site and district technology specialists.
1.5 - We continue to working to adjust and modify our program supports to assist the individual needs of our district's students as we implement research based practices.
1.6 - Districtwide we continue to allocate language instructional assistance for school sites based upon student needs. We work to connect closely with our EL students and families and we also offer a Dual Immersion learning offering for families based upon their request. Data from both programs show student progress.
1.7 - Ongoing work with our staff is done to ensure we are providing materials that best foster and support student success.

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.

1.1 - We spent approximately $9,000 less than the funding that what was allocated. We will work to improve communications with PLCs teams to ensure they are able to access the funding we have available.
1.2 - We spent approximately $300,000 more than the funding that was allocated. This was done to support access to a Broad Course of Study.
1.3 - N/A no funding was allocated to this goal for 2025-26.
1.4 - We spent approximately $350,000 less than the funding that was allocated. Funds were reduced here due to a delayed technology refresh. We are moving forward in the upcoming year with a full technology refresh to support our instructional work.
1.5 - No notable differences in spending.
1.6 - No notable differences in spending.
1.7 - We spent approximately $9,000 less than the funding that what was allocated. We will work to improve communications with staff teams to ensure they are able to access the funding we have available.

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

1.1 - This action was effective to staff to help support the professional learning of our staff so we can support students. We saw a one year decline in ELA performance on CAASPP at our elementary sites with a one year increase at our middle school sites. From baseline we continue to show an increase in performance at the elementary sites with a slight decrease at our middle school. The focus on high quality instruction and PLC practices remain our focus.
1.2 - This action was effective as we continue to ensure a broad corse of study.

1.3 - This action was effective as we received extremely positive survey input from staff regarding the professional development supports we provided this year with +75% positive feedback across employee groups for our January 2026 Professional Development.
1.4 - This action was effective and will continue as we need to ensure technology resources and supports for staff and students. Our District LCAP survey feedback also showed +75% positive feedback regarding technology across staff, students, and parents.
1.5 - This action was not effective as we have allocated substantial resources to help provide individualized learning support for our special education students. Unfortunately the 2025 CA Dashboard shows SPED subgroup with RED performance in their suspension rate, ELA performance, Math performance, and Science Performance. Our team will work hard to target and address these ares of need.
1.6 - This action was somewhat effective as we reaching our goal of a 15% or higher reclassification rate however the 2025 CA Dashboard also shows that the EL reclassification rate declined by 6.4%.
1.7 - This action was somewhat effective as we have updated some of our ELD instructional materials after a review of needs with staff. The 2025 CA Dashboard also shows EL subgroup performance in RED in the area of ELA.

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.

1.1 - Our District Advisory Committee recommends we ensure staff access to PLC funds.
1.2 - No changes planned.
1.3 - We plan to make changes to this goal. We will be adding our Title II fund spending and we will be including our district's focus on mathematics improvement.
1.4 - We will continue to allocate support for technology tools and resources. We are moving forward with the upcoming staff technology refresh for next school year.
1.5 - We will continue to track and monitor the progress and individualized support needs of our SPED students in an effort to close the existing gap in achievement.
1.6 - After piloting materials, we have gathered positive input to allow us to scale resources districtwide
1.7 - No changes planned.

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	Quality Standards Aligned Instructional Materials	To support student achievement and success we will ensure that all students will be provided with standards aligned Mathematics and English Language Arts/English Language Development textbooks and materials. Support for currently adopted curriculum. Money for future textbook adoptions. Additional funding will be provided to school sites to purchase resources or materials to ensure a high-quality standards aligned Mathematics and	$16,000.00	No

Action #	Title	Description	Total Funds	Contributing
		English Language Arts/English Language Development instruction. These materials will be provided above the base adopted program. $1,000 per grade level PLC per school site TK-8.		
1.2	Access to a Broad Course of Study	To support student achievement and success students will be provided access to broad course of study and accelerated/enhanced learning experiences during and outside of school hours to prepare them for college and/or career. Employ appropriate certificated and classified staff. Allocate financial resources to provide instructional aide and recess duty supports for TK-4 classrooms. Continue to offer a Dual Immersion (DI) Program to families to support student success. Ensure the DI program model is aligned to our Master Plan and includes input from staff, students, and families.	$6,874,912.00	No
1.3	Staff Professional Development	District staff will participate in professional development and collaboration to support the implementation of the GVSD multi-tiered system of support (MTSS) focused on mathematics and ELA/ELD including time to develop benchmark assessments, analyze student data, and guide instruction. Support for professional development outside of the contracted work days to assist with the development of high quality instructional supports. This will include a focus on topics including; Math or ELA/ELD curricular needs, Social Emotional Learning Learning Needs. This work will support our district's multi-year commitment to mathematics improvement. Support weekly early release collaboration/staff development days that provide additional time for teacher and staff development. Title II (Professional Development) Allocation.		No

Action #	Title	Description	Total Funds	Contributing
1.4	Technology support including hardware, software, and staffing	To support student achievement and success students will continue to be provided with technology hardware, applications, software, and connectivity to enhance a blended learning model. Technology hardware, software, and applications will be provided that support the district's technology plan. Technology connectivity will be provided for our district campuses Technology Staff will be provided to support high quality instructional services	$791,906.00	Yes
1.5	Centralized Support Programs for Student Success	Students with disabilities will continue to participate in general education to the maximum extent possible. Educational needs in Mathematics, Language Arts, and Science are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs that require specialized services. Best practice training and professional development will be provided to special education and general education staff to support the continuous improvement process.	$1,236,030.00	No
1.6	English Language Development (ELD) Support	To support student achievement and success students who are identified as English Learners (EL)s will receive high quality English Language Development instruction and intervention services. This service will deepen students' access and success in all aspects of learning. Continue to provide curriculum for EL students and other students that qualify based upon assessments. Continue to provide ELD training for both certificated and classified staff, supporting effective instructional strategies and utilization of the ELA/ELD instructional materials. Continue to provide English Learner (EL) support staff.	$286,038.00	Yes
1.7	Standards Aligned ELD Materials	Additional curriculum for and instructional resources to support ELL students and other students who need additional intervention based upon	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assessments. Additional materials will align with the 2012 ELD standards. $5,000 per school site.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Grass Valley District Students will receive additional academic, social-emotional and behavior intervention, based on need, which will result in improved student outcomes as measured by state and local assessments and intervention success rates.	Broad 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 support aligns to our district's Tier-2 needs and is an essential to ensuring students have additional supports for reteaching, targeted instruction, and intervention. These actions when considered together will help our district maintain a focus on intervention and Tier-2 services. From our state and local data analysis it is evident that we need to ensure quality Tier-2 services are offered for students to improve performance and success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	District Developed LCAP Survey	January to February 2024 LCAP Survey Percent (%) positive feedback regarding school climate and connectedness: Parents - 86% positive regarding feelings of safety and connected to school.	January to February 2025 LCAP Survey Percent (%) positive feedback regarding school climate and connectedness: Parents - 91% positive regarding feelings of safety	January to February 2026 LCAP Survey Percent (%) positive feedback regarding school climate and connectedness: Parents - 89% positive regarding feelings of safety	Results will increase annually by 5% until they reach 70% or greater positive feedback regarding district climate and connectedness from each engagement partner group.	January to February 2026 LCAP Survey Percent (%) positive feedback regarding school climate and connectedness: Parents +3% points positive regarding feelings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Staff - 74% positive regarding climate that is positive, supportive and encourages student success. Students - 73% positive regarding I feel connected to my school. Elementary Student Detailed Responses TK-4 Connected to School 87% Involved 83% Safe 93% Feel Respected by students 80% Learning Environment 88% Adults to talk to 91% Encouraged to Share Ideas 84% Teachers help me when needed 90% Teachers are kind 92% Work is appropriately Challenging 92% Health food 71% Access to Technology 97% Middle School Student Detailed Responses 5-8	and connected to school. Staff - 85% positive regarding climate that is positive, supportive and encourages student success. Students - 79% positive regarding I feel connected to my school. Elementary Student Detailed Responses TK-4 Connected to School 84% Involved 72% Safe 86% Feel Respected by students 71% Learning Environment 82% Adults to talk to 89% Encouraged to Share Ideas 77% Teachers help me when needed 93% Teachers are kind 93%	and connected to school. Staff - 85% positive regarding climate that is positive, supportive and encourages student success. Students - 80% positive regarding I feel connected to my school. Elementary Student Detailed Responses TK-4 Connected to School 84% Involved 75% N/A question changed Physically Safe 89% Emotionally Safe 67% N/A - Question changed Respected by students Learning Environment 93%		of safety and connected to school. Staff +11% points positive regarding climate that is positive, supportive and encourages student success. Students +7% points positive regarding I feel connected to my school. Elementary Student Detailed Responses TK-4 Connected to School -3% points Involved -8% points N/A question Changed Safe N/A question Changed Feel Respected by students Learning Environment +5% points Adults to talk to -3% points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Connected to School 66% Involved 46% Safe 69% Feel Respected by students 54% Learning Environment 73% Adults to talk to 80% Encouraged to Share Ideas 60% Teachers help me 73% Teachers are kind 84% Work is appropriately Challenging 80% Health food 51% Access to Technology 87%	Appropriately Challenging 61% I feel I need more help 42% Health food 76% Access to Technology 95% Middle School Student Detailed Responses 5-8 Connected to School 75% Involved 72% Safe 80% Feel Respected by students 65% Learning Environment 85% Adults to talk to 84% Encouraged to Share Ideas 75% Teacher help me 89% Teachers are kind 92% Appropriately Challenging 36% I feel I need more help 44% Health food 61% Access to Technology 92%	Adults to talk to 88% Encouraged to Share Ideas 84% Teachers help me when needed 90% Teachers are kind 91% Appropriately Challenging 50% I feel I need more help 48% Health food 81% Access to Technology 96% Middle School Student Detailed Responses 5-8 Connected to School 75% Involved 71% N/A question changed Physically Safe 84% Emotionally Safe 71% N/A - Question changed Respected by students Learning Environment 87% Adults to talk to 85%		Encouraged to Share Ideas +0% points Teachers help me when needed -2% points Teachers are kind -1% points Work is appropriately Challenging -42% points I feel I need more help +6% points Healthy food +10% points Access to Technology -1% points Middle School Student Detailed Responses 5-8 Connected to School +9% points Involved +25% points N/A question changed to Physically Safe 84% Emotionally Safe 71% N/A - Question changed Respected by students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Encouraged to Share Ideas 73% Teachers help me 87% Teachers are kind 89% Appropriately Challenging 41% I feel I need more help 47% Health food 67% Access to Technology 96%		Learning Environment +14% points Adults to talk to +5% points Encouraged to Share Ideas +13% points Teachers help me +14% points Teachers are kind +5% points Work is appropriately Challenging -39% points I feel I need more help +3% points Health food +16% points Access to Technology +9% points Goal partially accomplished as some areas did see an increase of 5% points or greater.
2.2	Parent responses to the California Healthy Kids Survey	2023-2024 - Parent Results Active Partner - 54% Student Learning Environment - 36%	2024-2025 - Parent Results Active Partner 49% Student Learning Environment 34%	2025-2026 - Parent Results Active Partner 44% Student Learning Environment 29%	Results will increase annually by 5% until they reach or exceed 60%.	2025-2026 - Parent Results Active Partner - 10% points Student Learning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Advice and Resources to support SEL - 64%	Advice and Resources to support SEL 55%	Advice and Resources to support SEL 69%		Environment -7% points Advice and Resources to support SEL +5% points Goal partially accomplished as some areas did see an increase of 5% points or greater.
2.3	Staff responses to the California Healthy Kids Survey	2023-2024 - Staff Results Social Emotional Supports - 25% Elementary and Middle Promotion of Parent Involvement - 25% Elementary and Middle	2024-2025 - Staff Results Social Emotional Supports 32% Elementary and Middle Promotion of Parent Involvement 39% Elementary and Middle	2025-2026 - Staff Results Social Emotional Supports 57% Elementary and Middle Promotion of Parent Involvement 23% Elementary and Middle	Results will increase annually by 5% until they reach or exceed 60%.	2025-2026 - Staff Results Social Emotional Supports +32% points Elementary and Middle Promotion of Parent Involvement -2% points Elementary and Middle Goal partially accomplished as some areas did see an increase of 5% points or greater however we did not reach

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						our target threshold of 60%.
2.4	Student responses to the California Healthy Kids Survey	2023-2024 California Heathy Kids Survey student data. Responses to the following questions: School connectedness 42% Academic motivation 52% Meaningful participation 24% High expectations from adults in school 63% Promotion of parent involvement in school 40%	2024-2025 California Heathy Kids Survey student data. Responses to the following questions: School connectedness 62% Academic motivation 64% Meaningful participation 38% High expectations from adults in school 75% Promotion of parent involvement in school 57%	2025-2026 California Heathy Kids Survey student data. Responses to the following questions: School connectedness 41% Academic motivation 61% Meaningful participation 39% High expectations from adults in school 68% Promotion of parent involvement in school 46%	Results will increase annually by 5% until they reach or exceed 60%.	2025-2026 California Heathy Kids Survey student data. Responses to the following questions: School connectedness - 1% points Academic motivation +37% points Meaningful participation +15% points High expectations from adults in school +5% points Promotion of parent involvement in school +6% points Goal partially accomplished as some areas did see an increase of 5% points or greater.
2.5	Unduplicated pupils (Foster Youth, Homeless, English language learners) will	2023-2024 Mid Year iReady Summative Assessment Results	2024-2025 Mid Year iReady Summative	2025-2026 Mid Year iReady Summative	Results will increase annually by 5% until they	2025-2026 Mid Year iReady Summative

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	be provided additional targeted instructional opportunities based on data and need through the school site MTSS system.	Bell Hill ELA - 46% at or above grade level Math - 29% at or above grade level Margaret Scotten ELA - 41% at or above grade level Math - 28% at or above grade level Lyman Gilmore ELA - 32% at or above grade level Math - 20% at or above grade level	Assessment Results Bell Hill ELA - 49% at or above grade level Math - 32% at or above grade level Margaret Scotten ELA - 37% at or above grade level Math - 22% at or above grade level Lyman Gilmore ELA - 33% at or above grade level Math - 23% at or above grade level	Assessment Results Bell Hill ELA - 40% at or above Math - 26% at or above Margaret Scotten ELA - 32% at or above Math - 18% at or above Lyman Gilmore ELA - 37% at or above Math - 25% at or above	reach or exceed 50%.	Assessment Results Bell Hill ELA -6% points at or above grade level Math -3% points at or above grade level Margaret Scotten ELA -9% points at or above grade level Math -10% points at or above grade level Lyman Gilmore ELA +5% points at or above grade level Math +5% points at or above grade level Goal partially accomplished as some areas did see an increase of 5% points or greater.

Goal Analysis [2025-26]

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

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

2.1 - Behavioral support materials were allocated across the school district through our work with Safe and Civil Schools with the implementation of the CHAMPS and FOUNDATIONS programs.
2.2 - Site and District support resources were allocated across the school district.
2.3 - Targeted intervention services and support staff were allocated to school sites.
2.4 - Coordination and communication with the county office was conducted to ensure success for our Foster Youth students.
2.5 - Daily transportation services were provided to families with customized routes throughout our district boundaries.
2.6 - MTSS resources including support for our academic screener were provided to provide tools for monitoring and addressing our student's academic needs.
2.7 - Extended day programming and supports were offered to enhance the learning environment.

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

2.1 - No material differences in spending
2.2 - No material differences in spending
2.3 - No material differences in spending
2.4 - None of the approximate $4,000 was spent on this action.
2.5 - Approximately $350,000 in additional resources were provided to support this goal area. This was needed to ensure transportation services could be provided.
2.6 - No material differences in spending
2.7 - Approximately $180,000 in additional resources were provided to support this goal area to support our work with Before and After School programs.

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

2.1 and 2.2 - These actions were effective as we facilitated site and district teams focused on improving our district's behavioral support needs. Additional site and district tools and strategies as well as site-specific and individualized coaching sessions were provided. Our LCAP survey data also shows a positive increase of +5% to +11% in staff responses regarding the overall safety of the campus environment. It should be noted however for 2.2 that we are not able to allocate the desired behavior support aide structures due to limitations within our budget.
2.3 - This action was effective as we allocated resources to each site to support targeted intervention. The 2024 CAASPP data also shows a positive 3-year trend in progress which supports this work.
2.4 - This was partially effective as support for Foster Youth took place however none of our allocated funding was utilized.
2.5 - This was effective as transportation services were provided districtwide. Our chronic absenteeism data also reports positive growth overtime.

2.6 - This action was effective as we allocated resources to support our MTSS system. Site specific committees were formed along with a district oversight structure to help support coherence.
2.7 - This action was effective as we significantly increased resources to ensure students had positive and engaging activities to choose from after school.

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.

2.1 - We plan to continue to support the CHAMPS and Foundations work at our school sites with the internal capacity we have built within our team. We will continue to adjust our coaching model based on staff input and needs. We are not planning to continue with a Safe and Civil Schools outside contract.
2.2 - We plan to continue to implement and provide academic and behavior intervention resources. We are unable to provide the desired behavior support aide allocations by site but will continue to provide access to materials and resources available while shifting resources where needed to ensure support.
2.3 - We plan to continue to implement and provide staff and tools to support RTI and PLC practices on sites.
2.4 - We plan to continue to provide resources to this action to help ensure support.
2.5 - We plan to continue to provide Transportation services for our community. We will need to examine our budget allocation in light of the increase costs.
2.6 -We plan to continue to implement and provide MTSS resources and supports.
2.7 - We plan to continue this work and no major changes are planned unless additional financial resources are provided within the state budget.

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	Positive Behavior Intervention and Support (PBIS)	To support student achievement and success we will continue to implement and support PBIS at all school sites. $2,000 in additional funding will be provided per site to provide support materials.	$13,477.00	No
2.2	Academic and Behavior Interventions	To support student achievement and success students will be provided academic and behavior intervention support by intervention staff and supplemental materials. Response to Intervention (RTI) period will continue to be provided for grades 5-8	$2,726,035.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide Classified and Certificated Intervention staff based on site plan allocations (T1 and other) Classified Behavior Support Aides will be provided based on site enrollment/needs. The desired goal is (1-BHA, 2-Gilmore, 2-Scotten) however the staffing provided will be based upon budget resources as well as site needs.		
2.3	Targeted Intervention Services	Students with significant academic deficiencies and/or significant behavior issues will be provided targeted intervention services. Provide SPED staff based on student and program need. School Counselors/Psychologist/Nurse - Based on site enrollment/needs Ongoing current/best-practice trainings provided to assist staff with their work with students. Continue to provide support for students who struggle with social relationships and behavior during recess. Other needed contracted services to support these actions.	$1,218,248.00	Yes
2.4	Foster and Homeless Youth Support	Provide additional supports for Homeless and Foster Youth. Coordinate with the county office to ensure that a Foster Youth Toolkit is provided to each school site. Ensure essential instructional materials and supplies are provided to Homeless and Foster Youth Students.	$3,891.00	Yes
2.5	Transportation Services	Students will receive transportation services that support a school start time that is optimal for student learning, a release time that reduces student wait time, and flexibility to provide early release collaboration days for teachers. GVSD will provide dedicated buses for the district, to ensure that students are provided a start time that is optimal for learning, less time students wait after school, thus reducing negative behaviors, and providing flexibility for early release collaboration days for teachers. GVSD will provide bussing for Summer School and After School Tutoring.	$480,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	MTSS Implementation	A universal screener (i-Ready) assessment and intervention tool will be provided to support Mathematics and English Language Arts. Trainings and curricular resources (Character Strong) will be provided to support SEL best practices. Best practice training and professional development will be provided to support the district MTSS initiative and the continuous improvement process. We will continue to refine and implement a consistent SEL program to support students and the classroom and school environments.	$33,859.44	Yes
2.7	Before and After School Programs	Offer extended day programing to leverage student success and connect across school sites to provide quality learning, engagement and support and enrichment opportunities for students. Coherent program connections between school age programing using our before and after school expanded learning programs to include: ASES programs, and ELO-P programs.	$573,602.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Grass Valley District Students and Families will be provided a school climate that is safe, welcoming, caring, and conducive to learning which will result in improved student attendance and suspension/expulsion rates.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This support aligns to our district's Tier-2 and 3 needs and is an essential to ensuring students experience a school climate that is safe, welcoming, caring and conducive to learning. Based on an analysis of our data including school climate surveys, students who feel safe, valued, and supported have improved attendance and behavior. Together the metrics and actions below will result in improved student attendance and behavior.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Attendance Rate	2023-2024 P-2 Attendance Rates as reported using District AERIES Data Bell Hill Academy - 92.80% Margaret Scotten - 91.27% Lyman Gilmore - 91.37%	2024-2025 P-2 Attendance Rates as reported using District AERIES Data Bell Hill Academy 93.75% Margaret Scotten 92.00% Lyman Gilmore 92.50%	2025-2026 P-2 Attendance Rates as reported using District AERIES Data Bell Hill Academy 92.85% Margaret Scotten 92.00% Lyman Gilmore 92.05%	Student Attendance Rates will reach 94% or higher as measured separately by school site.	2024-2025 P-2 Attendance Rates as reported using District AERIES Data Bell Hill Academy +.05% points Margaret Scotten +.73% points Lyman Gilmore +.68% points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				These numbers do not include the district's implementation of Attendance Recovery which remains in progress through the end of the school year.		Goal not accomplished as our rates did not reach 94% or greater for attendance.
3.2	Student Chronic Absenteeism Rate	2022-23 Chronic Absenteeism Rate as reported by the 2023 CA Dashboard Bell Hill Academy - 33.2% Margaret Scotten - 41.8% Lyman Gilmore - 41.9% RED Indicators Margaret Scotten - Hispanic Subgroup - 56.3% chronically absent - increased by 3%.	2023-24 Chronic Absenteeism Rate as reported by the 2024 CA Dashboard Bell Hill Academy - 25.8% Margaret Scotten - 29.8% Lyman Gilmore - 31.1% RED Indicators District - 37.8% Two or More Races is RED for Chronic Absenteeism - increase of 1.1%	2024-25 Chronic Absenteeism Rate as reported by the 2025 CA Dashboard Bell Hill Academy - 20% Margaret Scotten - 30.1% Lyman Gilmore - 26.7% RED Indicators District 47.9% Two or More Races is RED for Chronic Absenteeism - increase of 10.1% 54.2% Homeless is RED for Chronic Absenteeism - increase of 7%	Student Chronic Absenteeism Rates will reach a rate of 20% or lower as measured separately by school site. No subgroups will be rated as RED for chronic absenteeism	2024-25 Chronic Absenteeism Rate as reported by the 2025 CA Dashboard Rates improved Bell Hill Academy Improved 13.2% points Margaret Scotten Improved 11.1% points Lyman Gilmore Improved 15.2% points RED Indicators Update: The Hispanic Sub Group Indicator for Chronic Absenteeism at Margaret Scotten

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				RED Indicators Margaret Scotten 34.9% - Socio-Economically Challenged • increase of 1.7% 30.2% Students with Disabilities - increase of -.3% 29.3% - White - increase of 1.4%		improved to ORANGE RED Indicators District - 18.6% Two or More Races is RED for Chronic Absenteeism - increase of 1.1% points Goal partially accomplished as we reduced our chronic absenteeism rates below 20% however we did not accomplish our goal of eliminating any RED Chronic Absenteeism sub group rates.
3.3	Student Suspension Rate	2022-23 Suspension Rate as measured by the 2023 CA Dashboard Bell Hill Academy - 0.4% Margaret Scotten - 8.9% Lyman Gilmore - 3.8% RED Indicators	2023-24 Suspension Rate as measured by the 2024 CA Dashboard Bell Hill Academy - 1.1% Margaret Scotten - 3.6% Lyman Gilmore - 8.5%	2024-25 Suspension Rate as measured by the 2025 CA Dashboard Bell Hill Academy - 1.9% Margaret Scotten - 4.1% Lyman Gilmore - 9.2%	Overall Student Suspension Rates will be 5% or lower as measured by school site.	2024-25 Suspension Rate as measured by the 2024 CA Dashboard Bell Hill Academy +1.5% points Margaret Scotten - 5.8% points Lyman Gilmore +5.4% points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Margaret Scotten - SPED - 7.4% suspended at least one day - increased by 3.8% Lyman Gilmore - Socioeconomically Disadvantaged 10.1% - increased 4.7% SPED - 17.3% - increased 5.6%	RED Indicators Margaret Scotten - SPED - 7.5% suspended at least one day - Maintained .2% Lyman Gilmore - No RED indicators	RED Indicators Margaret Scotten - SPED - 9.4% suspended at least one day - increased 1.9% Lyman Gilmore - SPED - 22.3% increase of 5.7%		RED Indicators Margaret Scotten - SPED suspended at least one day - Maintained +2% points Lyman Gilmore SPED +5% points increase in the suspension rate Our goal was not accomplished as rates did not decrease by 5%
3.4	Student Expulsion Rate	2022-23 Expulsion Rate is as measured by CDE DataQuest Bell Hill Academy - 0.00% Margaret Scotten - 0.00% Lyman Gilmore - 0.20%	2023-24 Expulsion Rate is as measured by CDE DataQuest Bell Hill Academy 0.00% Margaret Scotten 0.00% Lyman Gilmore 0.3%	2024-25 Expulsion Rate is as measured by CDE DataQuest Bell Hill Academy 0.00% Margaret Scotten 0.00% Lyman Gilmore 0.00%	Student Expulsion Rates will be 1% or lower as measured by school site.	2024-25 Expulsion Rate is as measured by CDE DataQuest Bell Hill Academy no change Margaret Scotten no change Lyman Gilmore - .20% points Goal accomplished
3.5	Middle School Drop Out Rate	2016-2017 Drop Out Rate as measured using CDE DataQuest - 2016-17 is	No new data has been reported or shared by CDE.	No new data has been reported or shared by CDE.	The middle school drop out rate will maintain a level of 1% or below.	No new data has been reported or shared by CDE.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the most recent year of reporting Lyman Gilmore - 0.00%				
3.6	Facilities FIT Report	2022-2023 FIT Report - Fair 2023-2024 Parent responses to the LCAP survey regarding the status of school district facilities showed: District - 76.2% positive	2023-2024 FIT Report - All sites rated as Fair 2024-2025 Parent responses to the LCAP survey regarding the status of school district facilities showed: District - 87% positive	2024-2025 FIT Report - All sites rated as Fair 2025-2026 Parent responses to the LCAP survey regarding the status of school district facilities showed: District - 84% positive	FIT Report - Maintain FIT Status of Good or Exemplary Positive parent responses regarding school district facilities will increase by 5% each year until they meet or exceed 70% positive.	2024-2025 FIT Report - All sites rated as Fair. 2024-2025 Parent responses to the LCAP survey regarding the status of school district facilities showed: District +8% positive. We accomplished our goal with an increase of 5% points or greater. Goal partially accomplished as our LCAP survey responses increased however we did not move our school site FIT results to Good or Exemplary.

Goal Analysis [2025-26]

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

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

3.1 - We continued to support staff with internal and external resources from Safe and Civil Schools organization including their CHAMPS and Foundations programs. District Learning Recovery Block Grant Resources were also utilized to support this action area.
3.2 - With this action we have further developed parent resource centers at each campus.
3.3 - We continued to support high-quality communications across our district.
3.4 - We continued to work with our staff and provide trainings and resources to support equity and inclusion within our district.

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.

3.1 - No numerically significant changes in spending however our District's Learning Recovery Block Grant Resources were also utilized to support this action area. These funds were used to provide a district School Resource Officer as well as to improve the fire/safety system at Lyman Gilmore. A total of $73,834 were spent on these two additional actions.
3.2 - We spent approximately $14,900 less than the funding that what was allocated however high quality communications and services were provided to sites.
3.3 - n/a no funding allocated
3.4 - We spent approximately $40,000 less than the funding that what was allocated however we continue to provide training and support for staff through district initiatives and early release time.

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

3.1 - This action was partially effective as we continued to provide site and district coaching to support the behavioral environment at our sites. Feedback on our LCAP survey shows we are making progress with responses regarding physical and emotional safety on our campuses however we continue to have high levels of student suspension and disregulated behaviors.
3.2 - This action was effective as do have impactful parent resource centers at our campuses. Our LCAP feedback from parents also supports our success as communications from sites, district, and teaching staff were rated extremely high.
3.3 - This action was partially effective as we provide embedded district tools to facilitate communications despite not expending all of our resources. Our LCAP feedback from parents also supports our success as communications from sites, district, and teaching staff were rated extremely high.
3.4 - This action was partially effective as we continued to provide district trainings and coaching despite not expending all of our resources. A targeted district training on empathy and inclusion was not provided while feedback on our LCAP survey shows we are making progress to support our learning environment.

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.

3.1 - No major changes are planned with this action. No additional Learning Recovery Block Grant Funding is available.

3.2 - Resources will be reduced to match the $2,500 per site allocation.
3.3 - We are adding financial resources to fund the $5,000 per site allocation.
3.4 - No major changes are planned however we plan to increase our spending in this area to support success.

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	Safe and Conducive Learning Environment	This action has been created to help address high levels of suspension rates districtwide. To address this our district will be provide support for Tier 1 and Tier 2+ needs. This work will happen through our Foundations and CHAMPS programs supported by our Staff as well as through our district behavior support and MTSS work. Students will be provided with a safe and conducive learning environment. Provide Maintenance and Custodial Staff to keep facilities and grounds clean and in good repair. Provide Supervisory Aides and Crossing Guards for district campuses based on need. Funding for this action is also included within goals 2.1, 2.2, 2.3, and 2.6.	$1,566,714.00	No
3.2	High-Quality Communications	Ensure high quality parent/school/district communication to support student learning. Provide resources for each school site to develop their own unique parent resource center where materials and assistance are provided. $2,500 per school site. Provide district level support and training for parents to prepare them to support their children in pursuing college and career options. Engage with parents through the parent resource center to provide outreach and assistance when support is needed. Training/Support offerings provided by the district counseling and administrative team such as Love and Logic parenting courses.	$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Safe and Quality School Facilities	Enhance school facilities to support student learning and provide a safe school environment. Provide additional playground resources for students to support their success. $5,000 per school site.	$15,000.00	No
3.4	Training and Support for staff and stakeholders	Staff and students will continue to be provided trainings to promote a school culture of caring, a better understanding and appreciation of diversity, empathy and safety.	$46,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Grass Valley School District Special Education Students (SPED) and unduplicated pupil sub groups (Foster Youth, Homeless, English Learners) will receive personalized and targeted instruction and support which will increase their performance and success. When the CA Dashboard is released it with show no areas of RED performance by content or student subgroup districtwide.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This is a focus goal to address the prolonged low performance with our School District's Special Education Student (SPED) and unduplicated pupil (Foster Youth, Homeless, English Learner, and Socio-economic Disadvantaged) sub groups. To address and ensure support we will actively measure and monitor student growth in all academic, attendance, and behavior areas. We will then hold District and school site data review and support meetings at least twice throughout the school year. We will utilize District and State assessments as well as personalized support through the Individualized Education Plan (IEP) processes to ensure we are impacting the areas of need. From this work we will ensure the curricular tools and school site instructional, behavioral, and social emotional supports are accessible to close the achievement gap between our SPED and unduplicated pupils and the All Student groups. Focusing specifically on these student groups throughout the school year will support success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA Dashboard SPED Subgroup Performance Status - ELA	2022-23 The SPED subgroup ELA performance rate is rated as Orange and is listed at 112.9 points below standard on the 2023 CA Dashboard.	2023-24 The SPED subgroup ELA performance rate is rated as Orange and is listed at 87.8 points	2024-25 The SPED subgroup ELA performance rate is rated as Red and is listed at 86.2 points	SPED subgroup growth in ELA will increase as reported on the CA Dashboard. We will see a 10pt or greater reduction in the gap between performance and	2024-25 The SPED subgroup ELA performance rate improved by +26.7 points on the 2025 CA Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall ELA performance is rated as Yellow and is listed as 27 points below standard on the 2023 CA Dashboard. The overall gap in 2023 is 85.9.	below standard on the 2024 CA Dashboard. Overall ELA performance is rated as Orange and is listed as 25 points below standard on the 2024 CA Dashboard. The overall gap in 2024 is 62.5.	below standard on the 2025 CA Dashboard. Overall ELA performance is rated as Orange and is listed as 25.6 points below standard on the 2025 CA Dashboard. The overall gap in 2025 is 60.6.	grade level standards.	Overall ELA performance improved by +1.4% on the 2025 CA Dashboard. The overall gap was reduced by -25.5 points Goal accomplished as we reduced the gap in ELA student achievement for SPED vs. All Students by greater than 10%
4.2	CA Dashboard SPED Subgroup Performance Status - Math	2022-23 The SPED subgroup Math performance rate is rated as Orange and is listed at 137.3 points below standard on the 2023 CA Dashboard. Overall Math performance is rated as Yellow and is listed as 52.9 points below standard on the 2023 CA Dashboard. The overall gap in 2023 is 84.4.	2023-24 The SPED subgroup Math performance rate is rated as Orange and is listed at 109.9 points below standard on the 2024 CA Dashboard. Overall Math performance is rated as Orange and is listed as 56.7 points below standard on the 2024 CA Dashboard.	2024-25 The SPED subgroup Math performance rate is rated as Red and is listed at 122 points below standard on the 2025 CA Dashboard. Overall Math performance is rated as Orange and is listed as 54.2 points below	SPED subgroup growth in Math will increase as reported on the CA Dashboard. We will see a 10pt or greater reduction in the gap between performance and grade level standards.	2024-25 The SPED subgroup Math performance rate improved by +14.3 points on the 2024 CA Dashboard. Overall Math performance improved by +1.3% points on the 2024 CA Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			The overall gap in 2024 is 53.2.	standard on the 2025 CA Dashboard. The overall gap in 2025 is 67.8.		The overall gap was reduced by -16.6 points Goal accomplished as we reduced the gap in Math student achievement for SPED vs. All Students by greater than 10%
4.3	CA Dashboard SPED Subgroup Performance Status - Chronic Absenteeism	2022-23 The SPED subgroup chronic absenteeism rate is rated as Yellow and is listed at 56.8% on the 2023 CA Dashboard	2023-24 The SPED subgroup chronic absenteeism rate is rated as Yellow and is listed at 38% on the 2024 CA Dashboard	2024-25 The SPED subgroup chronic absenteeism rate is rated as Yellow and is listed at 33.1% on the 2025 CA Dashboard	SPED subgroup growth will maintain performance at Yellow or higher on the CA Dashboard.	2024-25 The SPED subgroup chronic absenteeism rate improved by +23.7% points Goal accomplished as we reduced the chronic absenteeism rate by more than 10%.
4.4	CA Dashboard SPED Subgroup Performance Status - Suspension Rate	2022-23 The SPED subgroup suspension rate is rated as RED and is listed at 10.4% on the 2023 CA Dashboard	2023-24 The SPED subgroup suspension rate is rated as Orange and is listed at 9.6% on the 2024 CA Dashboard	2024-25 The SPED subgroup suspension rate is rated as Red and is listed at 13.5% on the 2025 CA Dashboard	SPED subgroup growth improve to Yellow or higher on the CA Dashboard.	2024-25 The SPED subgroup suspension rate increased by +3.1% points Goal not accomplished as we increased the suspension rate of SPED students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						and moved from Yellow to Red on the CA Dashboard.
4.5	CA Dashboard Unduplicated Subgroup Performance Status - ELA, Math, Chronic Absenteeism and Suspension Rate	2022-23 Listed below are areas where our unduplicated pupils (Foster Youth, Homeless, English Learners, Socio-Economically Disadvantaged) performance is rated in RED. Homeless - none Foster Youth - none English Learners - ELA, Math Socio-Economic Disadvantaged - Suspension Rate	2023-24 Listed below are the areas where our unduplicated pupils (Foster Youth, Homeless, English Learners, SocioEconomically Disadvantaged) performance is rated in RED. Homeless - none Foster Youth - none English Learners - none Socio-Economic Disadvantaged - none White - Suspension Rate Two or more races - Chronic Absenteeism	2024-25 Listed below are the areas where our unduplicated pupils (Foster Youth, Homeless, English Learners, SocioEconomically Disadvantaged) performance is rated in RED. Homeless - Chronic Absenteeism, Suspension Rate Foster Youth - N/A English Learners - ELA Socio-Economic Disadvantaged - Suspension Rate White - Suspension Rate Two or more races - Chronic Absenteeism, Suspension Rate	All unduplicated pupil subgroups will show growth and progress with none rated as RED on the CA Dashboard.	2024-25 CA Dashboard - We have unduplicated sub groups with performance areas that remain in RED. Homeless - Chronic Absenteeism, Suspension Rate Foster Youth - N/A English Learners - ELA Socio-Economic Disadvantaged - Suspension Rate White - Suspension Rate Two or more races - Chronic Absenteeism, Suspension Rate Goal not accomplished as we have unduplicated sub groups rated as Red on the CA Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	2023 District iReady Summative 2 Assessments - ELA - On or Above Grade Level Percentage	Mid-Year ELA Results - January SPED - 23% Non SPED - 47% The overall gap is 24 points.	Mid-Year ELA Results - January 2025 SPED - 20% Non SPED - 48% The overall gap is 28 points.	Mid-Year ELA Results - January 2026 SPED 16% Non SPED 50% The overall gap is 34 points.	SPED subgroup growth in ELA will increase as reported by iReady Summative Assessments. We will see a 5pt or greater reduction in the gap between SPED and non SPED students.	Mid-Year ELA Results - January 2026 SPED -7% Non SPED +3% The overall gap increased by 10 points. Goal not accomplished as we increased the gap in assessment performance for our SPED students on the iReady ELA Diagnostic.
4.7	2023 District iReady Summative 2 Assessments - MATH- On or Above Grade Level Percentage	Mid-Year Math Results - January SPED - 17% Non SPED - 34% The overall gap is 20 points.	Mid-Year Math Results - January 2025 SPED - 13% Non SPED - 34% The overall gap is 21 points.	Mid-Year Math Results - January 2026 SPED - 11% Non SPED - 33% The overall gap is 22 points.	SPED subgroup growth in Math will increase as reported on the CA Dashboard. We will see a 5pt or greater reduction in the gap between SPED and non SPED students.	Mid-Year Math Results - January 2026 SPED -6% Non SPED -1% The overall gap increased by 2 points Goal not accomplished as we increased the gap in assessment performance for our SPED students on the iReady Math Diagnostic.

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

Goal Analysis [2025-26]

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

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

4.1 - Special education staffing was allocated to school sites to support student success. No major differences occurred between planned actions and implementation.
4.2 - Trainings were offered to staff from within the district and through partnership with our county office. Data dive reviews took place within our site MTSS and intervention teams to support targeted student success.
4.3 - We were able to leverage the mental health grant and California Community Schools resources to ensure additional mental health resources were provided to Lyman Gilmore with an emphasis on special education students.

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.

4.1 - n/a - Funding to support the actions listed within 4.1 are embedded within action 1.5.
4.2 - While targeted supports were provided to our staff, most of the funds allocated to this action area were not utilized.
4.3 - n/a - no funding allocation.

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

4.1, 4.2 and 4.3 - This work was not effective as the number of the Red performance areas for the SPED subgroup increased on the 2025 Ca Dashboard. While we have developed more program structures and we have increased our service model delivery, we need to continue to improve our program delivery for special education students.

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.

4.1 and 4.2 - Our district work to support SPED student and program success will continue. We are in the midst of district work to improve ELA and Math and we are including and supporting our SPED staff to ensure our impact reaches students. We have created a staff SPED handbook this year and are adjusting our service model at the elementary and middle schools to create more student success.
4.3 - is being removed as no funding was allocated to this area. This work will be incorporated within action 4.2.

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	SPED Staffing and Support	Students with disabilities will continue to participate in general education to the maximum extent possible. Educational needs in Mathematics, Language Arts, Social Studies, and Science will be driven by IEP goals for each student. Centralized programs will remain available for the placement of students with severe special needs that require more specialized services. The District and School Site SPED Student to Staff Ratios will meet or exceed the state guidelines of 28 to 1 for resource specialists. Best practice training and professional development will be provided to special education and general education staff to support their continuous improvement and their retention and success with the school district. Additional funding to support the actions listed within 4.1 is embedded within 1.5.		No
4.2	Targeted Professional Development and Support	Best practice trainings and professional development will be provided to drive SPED student success. Training and support options will include District, County, and quality conference learning opportunities. District and school site data dive and intervention meetings will be conducted at least twice annually to ensure student growth and the alignment of resources to address needs. Districtwide SPED suspension rates and academic performance rates will continue to be monitored to support action and success. Districtwide SPED support and Trauma trainings will be provided to address the needs of all learners with a focus on our SPED student needs.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3				

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,775,705	$1,208,527

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
26.750%	0.000%	$0.00	26.750%

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
1.4	**Action:** Technology support including hardware, software, and staffing **Need:** Maintaining access to technology resources and tools for or unduplicated pupils is necessary as we utilize digital learning resources and tools across most grade levels and classroom to ensure access and best practices.	Support materials and services will be provided by students to ensure targeted and personalized learning needs can be supported.	We will see maintain a 100% Level on our Broad Course of Study

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		
1.6	**Action:** English Language Development (ELD) Support **Need:** We need to increase the language acquisition rate as measured by the ELPAC **Scope:** LEA-wide	Support materials and services will be provided by staff to support our EL student learning needs.	We will continue to see an increase in the ELPAC performance of our students.
1.7	**Action:** Standards Aligned ELD Materials **Need:** We need to increase the language acquisition rate as measured by the ELPAC **Scope:** LEA-wide	Support materials and services will be provided by staff to support our EL student learning needs.	We will see an increase in the ELPAC performance of our students.
2.2	**Action:** Academic and Behavior Interventions **Need:** We have a high level of disruptive student behaviors which lead to suspensions. **Scope:**	This is being implemented LEA-wide to support the success for all students and student groups as well as to impact our nearly 70% unduplicated student group.	A positive reduction in overall suspensions will be achieved at each school site as documented by local data a color notation on the CA Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	**Action:** Targeted Intervention Services **Need:** We have a high level of disruptive student behaviors which lead to suspensions. **Scope:** LEA-wide	This is being implemented LEA-wide to support the success for all students and student groups as well as to impact our nearly 70% unduplicated student group.	A positive reduction in overall suspensions will be achieved at each school site as documented by local data a color notation on the CA Dashboard.
2.4	**Action:** Foster and Homeless Youth Support **Need:** While our Foster Youth numbers are low, FY students do traditionally require additional resources. As well our low income students need additional support to maintain success in our learning environment. **Scope:** LEA-wide	This is being implemented LEA-wide to support the success for our FY and Low Income students.	A positive reduction in overall suspensions will be achieved at each school site as documented by local data a color notation on the CA Dashboard.
2.5	**Action:** Transportation Services **Need:** As a rural county with nearly 70% unduplicated pupils, it is important that we provide daily access to school through district provided transportation.	Transportation services will be provided free of charge across our LEA.	Student chronic attendance rates will improve as measured by local assessment and the color indicator on the CA Dashboard.

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		
2.6	**Action:** MTSS Implementation **Need:** As a rural county with nearly 70% unduplicated pupils, it is important that we provide daily access to school through district provided transportation. **Scope:** LEA-wide	Needs based intervention services and supports will be accessible to students to support their needs.	The student suspension rate and chronic attendance rate will improve as measured by local assessment and the color indicator on the CA Dashboard.
2.7	**Action:** Before and After School Programs **Need:** As a rural county with nearly 70% unduplicated pupils, it is important that we provide daily access to school through district provided transportation. **Scope:** LEA-wide	Care and needs based intervention services and supports will be accessible to students to support their needs.	The student suspension rate and chronic attendance rate will improve as measured by local assessment and the color indicator on the CA Dashboard.
3.2	**Action:** High-Quality Communications **Need:** Student chronic absenteeism rates are high. **Scope:**	This is being implemented LEA-wide to support the success for all students and student groups as well as to impact our nearly 70% unduplicated student group.	A positive reduction in student chronic absenteeism.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

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.

Concentration supplemental funding is provided to support foster youth, English learners, and low income students. This staffing includes an EL Coordinator, English Learner instructional aides as well as additional academic and social emotional support staff. These staff provide small group instruction in the areas of academics, language acquisition, and social emotional needs of identified students.The tight job market as well as high inflation which are making our entry level support positions very challenging to fill. We are working to best utilize our resources to make salary improvements to ensure we remain competitive. We know that staff are the difference makers within our district work therefore we work extensively to ensure we can find the best. To that extent additional classified staffing has been hired at schools with greater that 55% as indicated below

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	20.1:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	14.9:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10,376,275	2,775,705	26.750%	0.000%	26.750%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,072,477.00	$864,840.00	$1,570,438.00	$446,957.44	$15,954,712.44	$14,374,533.44	$1,580,179.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Quality Standards Aligned Instructional Materials	All	No			All Schools		$0.00	$16,000.00			$16,000.00		$16,000.00	
1	1.2	Access to a Broad Course of Study	All	No			All Schools		$6,874,912.00	$0.00	$6,295,374.00	$526,621.00		$52,917.00	$6,874,912.00	
1	1.3	Staff Professional Development	All	No			All Schools									
1	1.4	Technology support including hardware, software, and staffing		Yes	LEA-wide		All Schools		$367,929.00	$423,977.00	$333,697.00	$9,029.00	$423,977.00	$25,203.00	$791,906.00	
1	1.5	Centralized Support Programs for Student Success	All	No			All Schools		$1,236,030.00	$0.00	$1,133,682.00	$41,644.00		$60,704.00	$1,236,030.00	
1	1.6	English Language Development (ELD) Support	English Learners	Yes	LEA-wide	English Learners	All Schools		$286,038.00	$0.00	$247,209.00	$4,083.00		$34,746.00	$286,038.00	
1	1.7	Standards Aligned ELD Materials	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$15,000.00			$15,000.00		$15,000.00	
2	2.1	Positive Behavior Intervention and Support (PBIS)	All	No			All Schools		$0.00	$13,477.00			$13,477.00		$13,477.00	
2	2.2	Academic and Behavior Interventions		Yes	LEA-wide		All Schools		$2,726,035.00	$0.00	$2,487,615.00	$199,902.00		$38,518.00	$2,726,035.00	
2	2.3	Targeted Intervention Services		Yes	LEA-wide		All Schools		$1,218,248.00	$0.00	$1,127,430.00	$20,227.00	$9,150.00	$61,441.00	$1,218,248.00	
2	2.4	Foster and Homeless Youth Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income			$0.00	$3,891.00				$3,891.00	$3,891.00	
2	2.5	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$480,000.00			$480,000.00		$480,000.00	
2	2.6	MTSS Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$18,109.44	$15,750.00	$17,299.00	$803.00	$15,750.00	$7.44	$33,859.44	

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	2.7	Before and After School Programs		Yes	LEA-wide		All Schools		$573,602.00	$0.00	$496,595.00	$34,711.00		$42,296.00	$573,602.00	
3	3.1	Safe and Conducive Learning Environment	All	No			All Schools		$1,073,630.00	$493,084.00	$933,576.00	$12,820.00	$493,084.00	$127,234.00	$1,566,714.00	
3	3.2	High-Quality Communications		Yes	LEA-wide		All Schools		$0.00	$7,500.00			$7,500.00		$7,500.00	
3	3.3	Safe and Quality School Facilities	All	No			All Schools		$0.00	$15,000.00		$15,000.00			$15,000.00	
3	3.4	Training and Support for staff and stakeholders	All	No			All Schools		$0.00	$46,500.00			$46,500.00		$46,500.00	
4	4.1	SPED Staffing and Support	All	No			All Schools									
4	4.2	Targeted Professional Development and Support	All	No			All Schools		$0.00	$50,000.00			$50,000.00		$50,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10,376,275	2,775,705	26.750%	0.000%	26.750%	$4,709,845.00	0.000%	45.391 %	**Total:**	$4,709,845.00
								LEA-wide Total:	$4,709,845.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Technology support including hardware, software, and staffing	Yes	LEA-wide		All Schools	$333,697.00	
1	**1.6**	English Language Development (ELD) Support	Yes	LEA-wide	English Learners	All Schools	$247,209.00	
1	**1.7**	Standards Aligned ELD Materials	Yes	LEA-wide	English Learners	All Schools		
2	**2.2**	Academic and Behavior Interventions	Yes	LEA-wide		All Schools	$2,487,615.00	
2	**2.3**	Targeted Intervention Services	Yes	LEA-wide		All Schools	$1,127,430.00	
2	**2.4**	Foster and Homeless Youth Support	Yes	LEA-wide	Foster Youth Low Income			
2	**2.5**	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	**2.6**	MTSS Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,299.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.7**	Before and After School Programs	Yes	LEA-wide		All Schools	$496,595.00	
3	**3.2**	High-Quality Communications	Yes	LEA-wide		All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,947,212.44	$16,126,182.62

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**	Quality Standards Aligned Instructional Materials	No	$16,000.00	$6,408
1	**1.2**	Access to a Broad Course of Study	No	$6,874,912.00	$7,183,926
1	**1.3**	Staff Professional Development	No		
1	**1.4**	Technology support including hardware, software, and staffing	Yes	$791,906.00	$441,455
1	**1.5**	Centralized Support Programs for Student Success	No	$1,236,030.00	$1,323,679
1	**1.6**	English Language Development (ELD) Support	Yes	$286,038.00	$295.623
1	**1.7**	Standards Aligned ELD Materials	Yes	$15,000.00	$5,899
2	**2.1**	Positive Behavior Intervention and Support (PBIS)	No	$13,477.00	$10,649
2	**2.2**	Academic and Behavior Interventions	Yes	$2,726,035.00	$2,754,723
2	**2.3**	Targeted Intervention Services	Yes	$1,218,248.00	$1,307,733
2	**2.4**	Foster and Homeless Youth Support	Yes	$3,891.00	$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	**2.5**	Transportation Services	Yes	$480,000.00	$830,427
2	**2.6**	Implement MTSS Action Plan	Yes	$33,859.44	$28,919
2	**2.7**	Before and After School Programs	Yes	$573,602.00	$751,649
3	**3.1**	Safe and Conducive Learning Environment	No	$1,566,714.00	$1,473,433
3	**3.2**	High-Quality Communications	Yes	$15,000.00	$140
3	**3.3**	Safe and Quality School Facilities	No		
3	**3.4**	Training and Support for staff and stakeholders	No	$46,500.00	$6,847
4	**4.1**	SPED Staffing and Support	No		
4	**4.2**	Targeted Professional Development and Support	No	$50,000.00	0
4	**4.4**				

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,761,439	$4,709,845.00	$5,580,102.00	($870,257.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Technology support including hardware, software, and staffing	Yes	$333,697.00	$441,455		
1	1.6	English Language Development (ELD) Support	Yes	$247,209.00	$295,623		
1	1.7	Standards Aligned ELD Materials	Yes				
2	2.2	Academic and Behavior Interventions	Yes	$2,487,615.00	$2,754,723		
2	2.3	Targeted Intervention Services	Yes	$1,127,430.00	$1,307,733		
2	2.4	Foster and Homeless Youth Support	Yes				
2	2.5	Transportation Services	Yes				
2	2.6	Implement MTSS Action Plan	Yes	$17,299.00	$28,919		
2	2.7	Before and After School Programs	Yes	$496,595.00	$751,649		
3	3.2	High-Quality Communications	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$10,286,779	$2,761,439	7.248	34.093%	$5,580,102.00	0.000%	54.245%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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