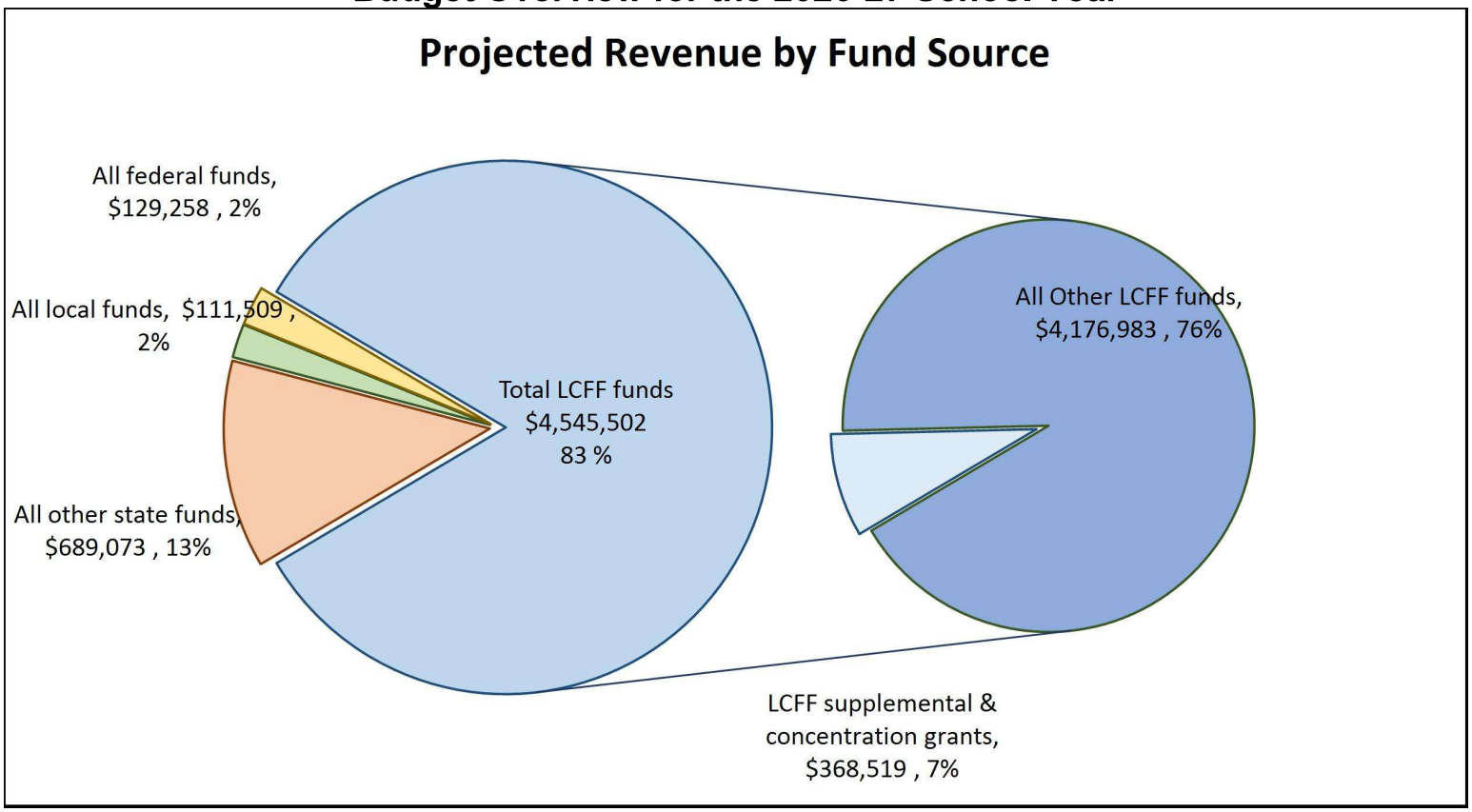
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lassen View Elementary School
CDS Code: 52-71563
School Year: 2026-27
LEA contact information:
Jerry Walker
Principal / Superintendent
Jerry Walker
(530)527-5162

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

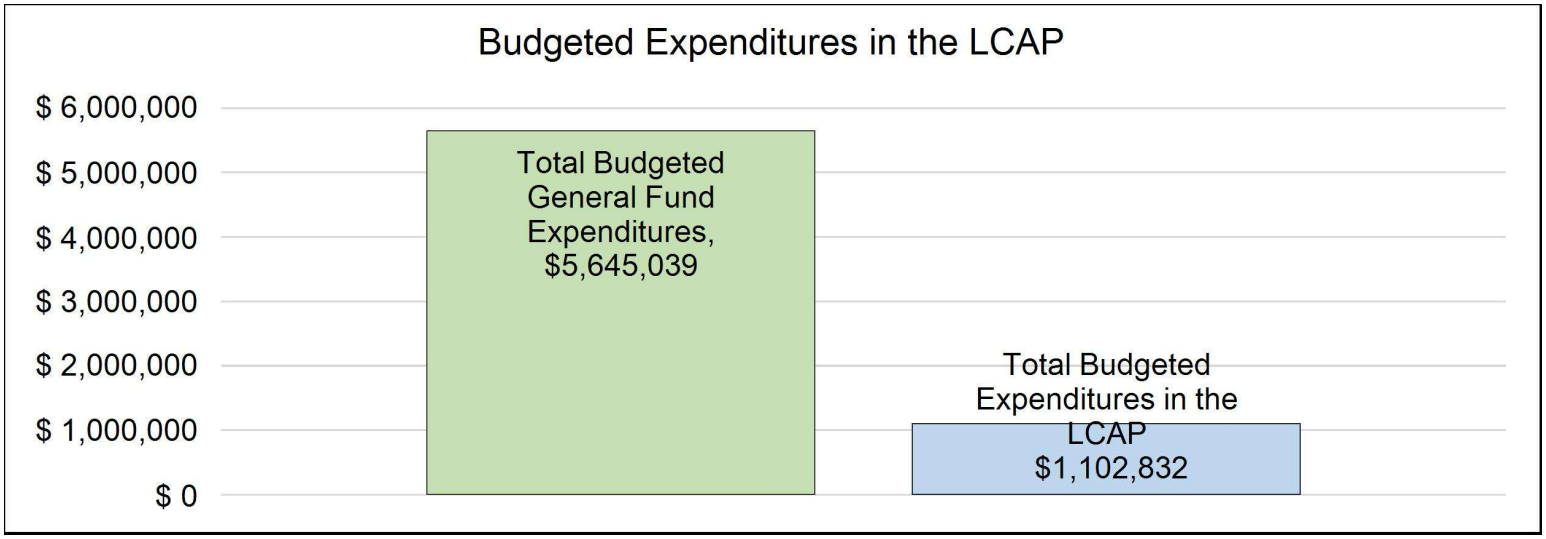


This chart shows the total general purpose revenue Lassen View Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lassen View Elementary School is $5,475,342, of which $4545502 is Local Control Funding Formula (LCFF), $689073 is other state funds, $111509 is local funds, and $129258 is federal funds. Of the $4545502 in LCFF Funds, $368519 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 Lassen View Elementary School 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: Lassen View Elementary School plans to spend $5645039 for the 2026-27 school year. Of that amount, $1102832 is tied to actions/services in the LCAP and $4,542,207 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

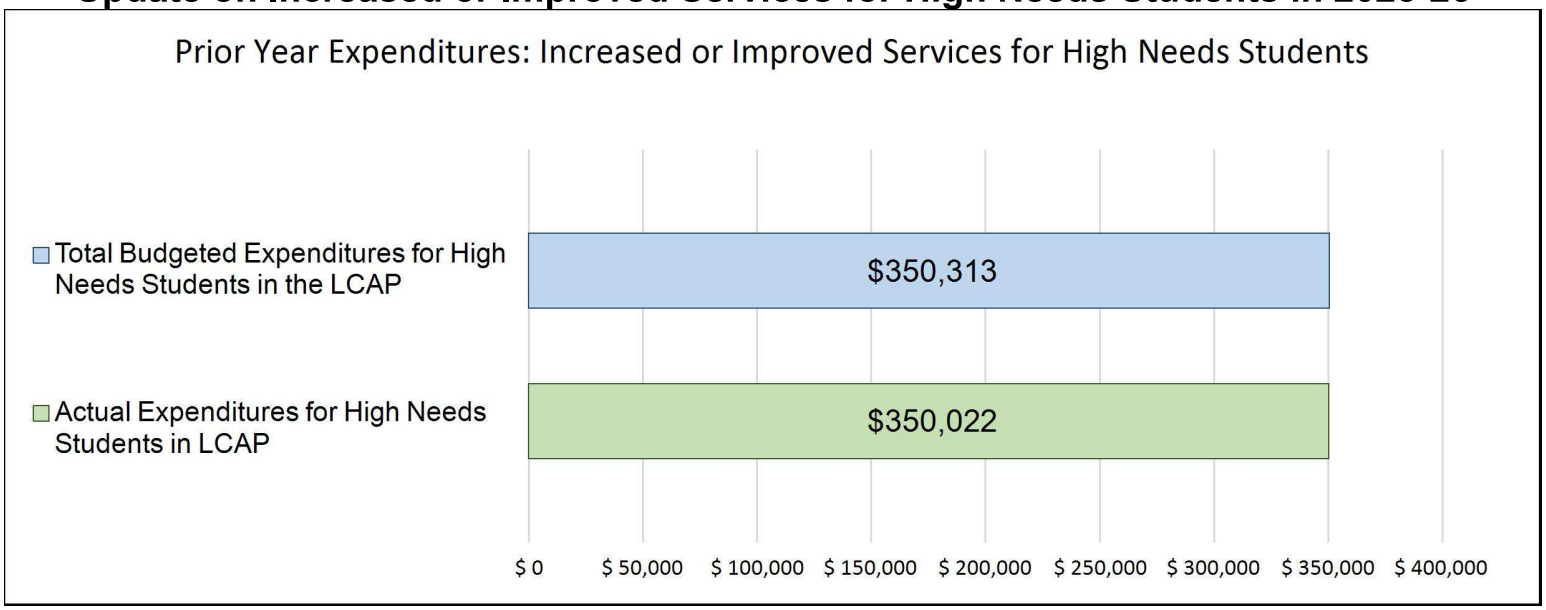
General Fund expenditures not included in the LCAP consist of the district's regular operating costs necessary to maintain educational programs and school operations. These expenditures include certificated and classified salaries and benefits not associated with specific LCAP actions, utilities, insurance, transportation, maintenance and operations, special education costs, debt service, routine instructional supplies, and other administrative and operational expenses that support the overall functioning of the district.

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

In 2026-27, Lassen View Elementary School is projecting it will receive $368519 based on the enrollment of foster youth, English learner, and low-income students. Lassen View Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Lassen View Elementary School plans to spend $917702 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 Lassen View Elementary School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lassen View Elementary School 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, Lassen View Elementary School's LCAP budgeted $350313 for planned actions to increase or improve services for high needs students. Lassen View Elementary School actually spent $350022 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $291 had the following impact on Lassen View Elementary School’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures for increased or improved services for high-needs students was minimal ($291) and did not have a meaningful impact on the implementation of planned actions and services. The district successfully implemented the intended supports for unduplicated students, and all planned services were provided. The slight variance was the result of normal year-end expenditure adjustments and did not reduce the overall level of services or the effectiveness of the district's programs for high-needs students.

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
Lassen View Elementary School	Jerry Walker Principal / Superintendent	jwalker@lassenview.org (530)527-5162

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.

Lassen View Elementary is located in Tehama County directly on Highway 99, Lassen View is 35 miles north of Chico and 40 miles south of Redding. The area around the school is largely agricultural with walnuts being the main crop in the area. Many Lassen View parents are employed in the farming industry. There has been very little housing growth over the last couple of decades so the population has remained fairly consistent.

Lassen View is a single school TK-8th grade elementary and middle school with approximately 365 students. We have fifteen general education teachers, a physical education specialist, a part-time music teacher, a part-time art teacher, and 1.6 FTE education specialists (4 days per week for two different education specialist teachers) who are Tehama County Department of Education school employees. Currently, we have 109 students who attend Lassen View on an interdistrict transfer with a waiting list of over 40 students. For state testing in English Language Arts, in 22-23, 54% of our students scored Advanced or Standard Met and in 23-24, 54% scored Advanced or Standard Met. For state testing in Math, in 22-23 52% of our students scored Advanced or Standard Met and in 23-24, 48% of our students scored Advanced or Standard Met.

Our student demographics are 71% White, 26% Hispanic, 1.65% African American, and 0.55% Multiethnic.

Reflections: Annual Performance

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

Reflections: Annual Performance
Lassen View Elementary School's 2025 Dashboard results indicate mixed progress across academic achievement and student engagement indicators. Our overall performance in English Language Arts (ELA) and Mathematics remains a critical area of focus.

Academic Achievement
In ELA, overall student performance is 17.5 points above standard, an increase in 11.2 points and elevating us into the Green category. Disaggregated subgroup data reveals significant growth among Hispanic students, who improved by 9.4 points to 0.1 points below standard (Yellow), and Socioeconomically Disadvantaged (SED) students, who maintained 2.5 points to 7.0 points below standard (Orange). White students increased 15.3 points to 26.2 points above standard and increased to the Blue from Green.

In Math, overall performance declined by 2.5 points, placing us at 6.3 points below standard and in the Yellow performance band. Our Hispanic students declined 15.8 points to 44.9 points below standard (Orange), and SED students declined 14.6 points to 26.8 points below standard (Orange). The White student subgroup saw a 4.1-point increase to 8.5 points above standard, maintaining Green status.

Overall, our Math scores were in the "Maintained" category.

Chronic Absenteeism
Chronic Absenteeism decreased by 6.8 percentage points to 6.8% Chronically Absent, placing our school in the Green category. All subgroups showed a decline in Chronic Absenteeism.

Suspension Rate
Our Suspension Rate decreased slightly by 0.3%, and places us in the Blue performance band overall. Subgroup analysis shows:

Hispanic students are in the Blue

Socioeconomically Disadvantaged and White students are in the Blue.

This suggests discipline supports for Lassen View have been effective in limiting suspensions.

Local Data

This data analysis for the Local Control and Accountability Plan (LCAP) is based on the most recent i-Ready Diagnostic results for Lassen View Elementary School for the 2025–2026 academic year. It highlights student performance in Reading and Math across grades K–8 to inform goal setting and resource allocation.
Reading Performance Analysis
The reading diagnostic assessed 341 students, showing a generally positive baseline with significant areas for targeted intervention in the upper grades

Overall Proficiency: 57% of students are currently performing at or above grade level (32% Mid/Above, 25% Early On Grade Level)
.
Tiered Support Needs:
27% of students are one grade level below, requiring strategic Tier 2 support

17% of students are two or more grade levels below, indicating a need for intensive Tier 3 intervention

Domain Strengths & Weaknesses:
Strengths: Phonological Awareness and Phonics show the highest levels of proficiency

Weaknesses: Vocabulary and Comprehension (both Literature and Informational Text) show higher percentages of students below grade level, which may impact performance in other subject areas

Grade-Level Trends: Proficiency is highest in Kindergarten (82%)
.However, a significant performance gap emerges in middle school; 33% of 7th graders and 35% of 8th graders are two or more grade levels behind

Mathematics Performance Analysis
The math diagnostic assessed 340 students, showing that while half the population is on track, a large "bubble" of students is just below proficiency

Overall Proficiency: 52% of students are at or above grade level (26% Mid/Above, 26% Early On Grade Level)

The "One Level Below" Challenge: A significant 37% of the student body is categorized as "One Grade Level Below"
. This is particularly pronounced in:
3rd Grade: 53% of students

7th Grade: 50% of students

Tier 3 Needs: Only 11% of students are two or more grade levels below, which is lower than the reading deficit, suggesting that intensive math intervention needs are more contained

Domain Performance: Number and Operations is the strongest domain, while Geometry shows the most room for growth across all grade levels
.
LCAP Recommendations & Priorities
Middle School Reading Intervention: Direct additional reading intervention specialists or resources to grades 7 and 8 to address the high percentage of students multiple years behind

Targeted Math "Bridge" Programs: Develop targeted support for 3rd and 7th-grade math to move the large percentage of students who are currently one year behind into the proficient category

Cross-Curricular Literacy: Focus on Vocabulary and Informational Text comprehension to support student success in non-ELA subjects

.

I have also created a detailed LCAP Data Analysis Report for you, which you can find in the studio tab. This report provides a more structured breakdown of these metrics for formal planning. Documenting these results will assist in tracking progress toward state-mandated academic goals.

LREBG Needs Assessment:
Through the review of California School Dashboard indicators, local i-Ready assessment data, MTSS implementation data, and educational partner feedback, Lassen View identified several areas requiring continued focus. While English Language Arts performance improved overall and chronic absenteeism remained low, Mathematics achievement continues to be an area of need, particularly among Hispanic students, socioeconomically disadvantaged students, and students performing below grade level. Local i-Ready data further identified ongoing unfinished learning in reading comprehension, vocabulary development, and mathematics, with increased intervention needs among upper elementary and middle school students.

Educational partner feedback from students, parents, and staff also highlighted the need to strengthen supports for students with disabilities, increase opportunities for student engagement and school connectedness, enhance family engagement efforts, and continue providing social-emotional and behavioral supports through the district's Multi-Tiered System of Supports (MTSS). These identified needs informed the development of the district's goals, actions, and services to support improved academic outcomes and student well-being.

LREBG Planned uses are included through Action 1 in Goal 9. The use of those funds will be to keep updated on current technology, specifically replacing student Chromebooks as they become outdated, in order to keep all our students 1-to-1 with Chromebooks.

Reflections: Technical Assistance

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

Technical Assistance and Support Received

Although Lassen View Union Elementary School District was not identified for Differentiated Assistance under the California School Dashboard, the LEA proactively sought technical assistance and support to strengthen continuous improvement efforts and address identified student needs. Throughout the year, the district collaborated closely with the Tehama County Department of Education in three primary areas:

School Attendance Review Board (SARB) Collaboration

Lassen View partnered with the county's School Attendance Review Board (SARB) team to examine chronic absenteeism trends and strengthen attendance practices. Through this collaboration, the district received guidance on refining tiered attendance interventions, enhancing family outreach efforts, and implementing a more structured follow-up process for students with attendance concerns. Particular attention was given to reducing chronic absenteeism among Students with Disabilities, a subgroup identified in the Red performance level on the California School Dashboard.

Multi-Tiered System of Supports (MTSS) Implementation

The district participated in ongoing technical assistance focused on strengthening its Multi-Tiered System of Supports (MTSS). County staff provided coaching and support related to integrating academic, behavioral, and social-emotional interventions within a cohesive framework. This work helped improve Tier 1 instructional practices, strengthen intervention systems, and support data-driven decision-making. Emphasis was placed on the early identification of students needing additional support, particularly in mathematics, where achievement gaps among student groups were evident.

Systems Alignment and Continuous Improvement Planning

Lassen View also engaged in county-facilitated planning sessions designed to improve alignment between Local Control and Accountability Plan (LCAP) goals, school improvement efforts, and MTSS implementation. These sessions supported the district in ensuring that budget allocations, actions, services, and metrics were strategically aligned to address student needs and promote equitable outcomes. As a result, the district strengthened coherence among its improvement initiatives and enhanced collaboration across departments and student support teams.

The technical assistance received throughout the year contributed to the development of responsive LCAP actions and services and increased the district's capacity to address both academic and non-academic barriers to student success. These collaborative efforts support Lassen View's commitment to continuous improvement and improved outcomes for all students.

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.

Lassen View is a one school district and we are not eligible.

Support for Identified Schools

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

Lassen View is a one school district and we are not eligible.

Monitoring and Evaluating Effectiveness

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

Lassen View is a one school district and we are not eligible.

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
Parents (School Site Council/PAC) with special education parents	This group meets 4-5 times a year. All parents are invited through the Sunday message by phone call, email, and Facebook posts. This group reviewed LCAP goals during their last meeting held in February and April. Parents were surveyed in May. The dates of the LCAP Public Input Meetings were 2/11/26, 4/29/26, and 5/12/26 at Open House. During Open House, administration conducted a review of our current LCAP goals, future plans, and asked for input from the attendees. We have had 2 LCAP public meetings this year as part of our School Site Council. The council is comprised of the principal, 3 teachers including representation of the teacher's union (LVTA), a classified representative, and five parents. On the weekly Sunday message which goes out by recorded voice phone call, an email to all parents, and a public Facebook post, parents and community members were invited to attend each meeting. If someone wanted to give input but could not attend a meeting, the principal's email address was included. Any parent or community member could email the principal and he would share that information during the LCAP input portion of the meeting. Site Council approved tto continue with the same goals.
Students	Student survey sent out in May to students in grades 4-8.
Staff (Admin, certificated, and classified)	Staff meetings held in April and May with feedback sought on LCAP.

Educational Partner(s)	Process for Engagement
Union (certificated only - no classified union)	A draft of the LCAP sent to certificated union president in June for feedback.

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

Student Survey Summary:
The student survey indicates several strengths, including the friendly and communicative nature of the staff, the emotional safety felt by many students, and the enjoyable learning environment in classrooms. Students feel recognized and included by the staff, which contributes to a positive school experience. There are areas for improvement, such as providing more consistent feedback to students and organizing more engagement activities to foster a stronger sense of community.

Parent/Community Engagement Survey Summary:
Parents and community members appreciate the personable and approachable staff at Lassen View, as well as the effective communication methods used, such as reminders and feedback. The support provided by the school in helping parents assist their children's learning is also valued. Parents have suggested the need for more consistent feedback and additional engagement activities to enhance their involvement. There is also room for improvement in ensuring that all children feel emotionally safe and included.

Staff Survey Summary:
Staff at Lassen View highlight the positive work environment, strong teamwork, and supportive dynamics among colleagues as significant strengths. The flexibility and autonomy in their roles are also appreciated. There are suggestions for more team-building activities to enhance collaboration, and a need for increased support for special education. Some staff members have also noted the variability in feedback mechanisms and expressed a desire for improvements in this area.

Overall Summary:
The surveys from students, parents, and staff at Lassen View reveal a generally positive atmosphere characterized by strong relationships, effective communication, and a supportive environment. There are common areas for improvement, such as the need for more consistent feedback, increased engagement activities, and better support for special education. Strengthening team collaboration and ensuring emotional safety and inclusion for all students are also highlighted as important areas to address.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will make academic progress in meeting state standards.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is an academic goal that is focused around state testing and state standards. This goal measures how many of our students are scoring at Standards Met or Standards Advanced each year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers appropriately assigned and credentialed as measured by Williams reporting.	23/24: 100% of teachers are credentialed.	24/25-18 out of our 19 teachers on-site are fully credentialed.	25/26- 19 out of 20 teachers are fully credentialed and the one teacher who wasn't became credentialed in January of 2026 so we ended the school year with all teachers fully credentialed.	100% of teachers are credentialed.	We went from all teachers being fully credentialed to one student not fully credentialed in the 23/24 school year.
1.2	Students have access to state adopted, standards-based	23/24: 100% of students have access to state adopted,	24/25: 100% of students have access to state adopted,	25/26- 100% of students have access to state adopted,	100% of students have access to state adopted,	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	curriculum as measured by Williams.	standards-based curriculum.	standards-based curriculum.	standards-based curriculum.	standards-based curriculum.	
1.3	EL and LTEL Students have access to state and EL standards as measured by Williams reporting	23/24: 100% of EL and LTEL students have access to state and EL standards.	24/25: 100% of EL and LTEL students have access to state and EL standards.	25/26- 100% of EL and LTEL students have access to state and EL standards.	100% of EL students have access to state and EL standards.	No change from baseline.
1.4	Student performance on statewide CAASP assessment in MA and ELA.	22/23: CAASP ELA Percentage: 54.79 22/23: CAASP MA Percentage: 53.67	23/24: ELA maintained and is 6.3 points above standard. 54% of students scored Standard Met or Standard Exceeded. 23/24 Math- Declined and scored at 3.8 points below standard. 48% of students scored at Standard Met or Standard Exceeded. CAASPP scores for 24-25 are mostly available but there has not been enough time to accurately present data	24/25- ELA increased 11.2 points to 17.5 points above standard. ELA is in the Green Performance Color Scale. 24/25- Math "Maintained" but declined 2.5 points to 6.3 points below standard. CAASPP scores for 25-26 are still being updated on the CAASPP website. We have less than half of our data as of 6/5/26.	CAASP ELA Percentage: 60% CAASP MA Percentage: 60%	Slight decline in CAASPP scores in the 23/24 school year in comparison to the 22/23 school year.
1.5	Percentage of students proficiency as measured by ELPAC data.	23/24: 27.78% of students progressed towards proficiency.	We had 9 EL students this year who could have been reclassified. None of them		35.0% of students progressed towards proficiency.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			were. But, 7 out of 9 of the students (78%), made progress towards proficiency.			
1.6	EL student reclassification as measured by RFEP data.	23/24: 3 students gained an RFEP score of 4 or more.	24/25 We had no students reclassified this year (9 total students were eligiible)	25/26: We had no students reclassified this year (8 total students were eligible)	2 or more students reclassified.	Decline from baseline as no students were eligible for reclassification compared to the 2023/24 school year.

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 Professional Development- There were no substantive differences.
1.2 Learning Lab Staffing- There were no substantive differences.
1.3 ELD Support-There were no substantive differences.
1.4 General Education Aides- There were no substantive differences.
1.5 Student Tutoring- There were no substantive differences.
1.6 SPED Support- To start the 23/24 school year, additional Education Specialist time was increased by 0.2. Due to unexpected circumstances, that ended in November and a waiver was signed by our other Education Specialist. For the 25/26 school year, we will be adding additional time and we will staff two Education Specialists at 0.8 FTE each for a total of 1.6 FTE.
1.7- Opportunity Class Teacher- There were no substantive differences.
1.8 Broad Course of Study- There were no substantive differences.

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

There were no big material differences.

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

1.1 Professional Development- Teaching staff received training in Magic School and Apptegy, our parent communication device. 5 staff members participated in and MTSS training through our county office of education. One teacher participated in a math collaborative offered by our county office of education. Two administrators, our counselor, two board members, and office staff attended a safety training at our County Office of Education.

1.2 Learning Lab Staff- Our Learning Lab staff continues to provide services for students with IEP's and for students who need remedial assistance, even if a student does not have an IEP. Due to our increasing numbers of students with IEP's, we added 0.6 FTE of Education Specialist support. In ELA, our students with disabilities grew 9.0 points and in Math, our SWD's declined 28.8 points.

1.3 ELD Support- Our bilingual aide provides push-in support to students with EL and LTEL needs. Our Hispanic population's academic improvements include a 9.4 point improvement in ELA on the 2025 CAASPP but declined 5.7 points in Math.

1.4 General Education Aides- Our paraprofessional staff are an important part of our school district. They provide support in general education classroom and most do some type of campus supervision during recess times. Most of our general education aides also run their own Reading Mastery group which allows us to lower the size of each group for more individualized support.

1.5 Student tutoring- Tutoring is provided by teaching staff and is a voluntary service. Teachers who tutor are paid $50 per hour with ELOP funds.

1.6 SPED Support- Due to an increased number of IEP's, Lassen View received an additional 0.6 FTE Education Specialist time so we have two Education Specialists on campus 4 days per week.

1.7 Opportunity Class Teacher- Our OC classroom is dedicated to providing academic and behavioral support for students. We implemented Restorative Practices and the Opportunity Class teacher most often facilitated those supports. The teacher communicates with parents and other staff members when resolving issues. The plan for next year is to change the name of the classroom from Opportunity Class to Student Support Center.

1.8 Broad Course of Study- Lassen View continues to employ 1.0 FTE for a Physical Education Teacher, 0.4 FTE for a Music Teacher, and 0.4 FTE for an art teacher. The funding is ending for the Art Teacher so it is highly likely that the last year for and Art Teacher will be the 26/27 school year.

1.9 Technology- As a school, we are 1:1 with Chromebooks so every one of our students has equal access to technology.

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.

Special Education Support- In our county, Lassen View is a non-program operator. This means we get our special education staff needs met through Tehama County Department of Education employees. As the number of IEP's continue to rise, a 0.4 Education Specialist was added to support students with IEP's. For next school year, Lassen View will receive a total of 1.6 FTE Education Specialist hours per week. There will be two Education Specialists who work 4 days at Lassen View and 1 day at another school site in the county. The plan for now is to divide the caseload with one teacher taking on the younger grades and one teacher supporting the older grades.

For the 26/27 school year, we are going to be analyzing the amount of time students spend on their Chromebooks. The goal is to reduce time while still using technology to support student learning. We will also be offering an alternative to Accelerated Reader for students who are more successful reading short articles and stories.

For the 26/27 school year, the teaching staff will participate in trainings regarding the Science of Reading and Data Analysis. With those trainings, we will also be discussing a Tiered level of support that is fluid to meet student needs.

In order to stay current with technology, we will be using LREBG funds in order to maintain a 1:1 status of Chromebooks and students. Goal 1.9 addresses this action.

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	Professional Development	Teachers will be provided opportunities for professional development in all core subjects and in subject areas that are taught by any individual teacher (Music, PE, Electives, etc) with focus on adopted academic standards. Professional learning provided for supporting EL students within the classroom All staff will have opportunities for training in Social-Emotional Learning. Paraprofessionals will be offered opportunities for professional development as available. All non-classroom staff will participate as needed and as available for	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		job description Our bus drivers will attend a 3-day training in July. All teachers will receive training in August on using data to make instructional decisions and the Science of Reading.		
1.2	Learning Lab Staff	Our Learning Lab is staffed by two Education Specialists (each 4 days per week for a total of 1.6FTE) and a full-time paraprofessional. Four other paraprofessionals spend part of their working hours assisting in the Learning Lab. The Learning Lab is designed to support students with IEP's and non-IEP students who need remedial support in core academics.	$40,351.00	Yes
1.3	ELD and LTEL Support	A bilingual aide will support ELD students in class and in the Learning Lab assisting with language acquisition.	$26,112.00	Yes
1.4	General Education Aides	Paraprofessional support provided to support unduplicated students in meeting academic standards with a focus on small group instruction using Reading Mastery.	$340,753.00	Yes
1.5	SpEd Supports	Paraprofessionals support the special education program.	$92,218.00	Yes
1.6	Student Tutoring	Tutoring services will be offered throughout the year. Some teachers will offer after school tutoring and we will have Saturday School four times during the 26/27 school year.	$40,000.00	No Yes
1.7	Opportunity Class	Opportunity Class is staffed by one credentialed teacher and one paraprofessional to support students with behavioral and/or academic needs. It is a classroom where students can go to catch up on missing assignments as well as a place to reset and reflect as needed.	$187,693.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Broad Course of Study	In addition to the core academic subjects, we will offer specialized instruction in Physical Education (all grade levels) staffed by a teacher with a Physical Education credential, music education provided by a music teacher (all grade levels), art taught by an art teacher and fieldtrips for all classes. Our music teacher oversees multiple performances including a Christmas Program, Grandparents Day, The Spring Sing, 8th Grade Graduation, and Kindergarten promotion. Each of the performances includes songs and skits that are performed by students of all grade levels.	$183,806.00	Yes
1.9	Technology	Lassen View is currently 1 to 1 for Chromebooks with all of our students. In order to maintain that status, we will purchase Chromebooks in a rotation as Chromebooks become outdated and get broken.	$40,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Lassen View will provide a safe and positive culture that addresses social, emotional, and academic needs of staff, students, and families.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student attendance as measured by Aeries reporting.	23/24: 95.1 attendance rate	24/25 96.76% Attendance Rate	25/26 95.16% Attendance Rate	Maintain 93 or higher.	
2.2	Student chronic absenteeism as measured by CALPADS reporting.	22/23: 12.7% chronic absenteeism rate	23/24 13.6% absenteeism rate	Chronic Absenteeism decreased 6.8 points to 6.8%	8% or lower	
2.3	Student suspension rates as measured by CALPADS reporting.	23/24: 1 suspension	2 suspensions	0.3 students suspended for at least one day	1 suspension	
2.4	Student expulsion rates as measured by school records.	23/24:0 expulsion	0 expulsion	0 expulsions	0 expulsion	
2.5	EdPartner Sense of safety and school	Parents Safety: 100%	N/A	Despite posting on our website, using	Parents	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	connectedness as measured by end-of-year surveys.	Connectedness: 100% Students Safety: 90% Connectedness: 91%		our All Call system to promote, making an all call over our speaker system during Open House, and having QR codes posted all around school from Open House to the end of the school year, we only had 24 responses. Here are the results: Safety- 79% of parents strongly agree and 13% agree that their child feels safe at school. Connected- 71% strongly agree and 25% agree that their child feels connected to adults at school. Students-124 responses from 4th-8th grade Safety- 37% strongly agree and 44% agree that they feel safe at school.	Safety: 95% or higher Connectedness: 95% or higher Students Safety: 90% or higher Connectedness: 90% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Connectedness- 38% strongly agree and 37% agree that they are proud to be at Lassen View and feel connected to the school.		
2.6	Level of parent input as measured by end-of-year surveys.	90% of parents expressed having input into school decisions.	N/A	42 % strongly agree and 25% agree that parents have been given opportunities to give input to the school.	90% or higher	
2.7	School facilities as measured by the annual FIT.	Rating: Good	Rating: Fair	Rating:Good	Rating: Good	

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.

There were no substantive differences in actions and implementations.

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.

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

2.1 Parent Participation and Input- Parent participation at Lassen View has been strong. We have had to change our Christmas Program to two nights due to the number of attendees. We also had to move our Grandparents Day program and Kindergarten promotion ceremony from the cafeteria to the gym due to the cafeteria being too small. Sporting events are highly attended and we have enough parent drivers

for away sporting events. Input is collected throughout the year as issues arise and a parent survey was available on our website and a QR code multiple places around the school for Open House. We had zero attendees or email input at our LCAP Meeting dates.

2.2- Counselor Services- Lassen View funds a 1.0 FTE counselor who deals with the day-to-day needs of students. We have additional counseling support offered through EHRMS on a referral basis.

2.3 SEL Curriculum- Our school adopted Character Strong for TK-8th grade. Lessons are provided weekly by general education staff. Training was provided at the beginning of the 24/25 school year for teaching staff.

2.4- MTSS Leadership Training- 6 staff members were part of MTSS Training during the 25/26 school year. The team identified additional needs for our school which included a more robust written plan of our supports and services. In addition, the team identified the need for more grade level data discussions throughout the school year.

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

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	Parent Participation and Input	Parent engagement and input will be supported through regular home-school communication, parent meetings held during the year, parent conferences, website, YouTube videos by Student Council, an annual survey, Text messages, and Sunday messages sent weekly. Parents of Sped students and those of unduplicated students will be encouraged, along with all parents, to participate within the school setting, and support their children through involvement on fieldtrips, activities and through home-based activities that support learning.		Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Counselor Services	Full time counselor employed to support the social, emotional, and behavioral needs of students.	$137,899.00	Yes
2.3	SEL Curriculum	Social and emotional curriculum has previously been purchased for all student/classes in grades K-8.	$4,000.00	Yes
2.4	MTSS Tier 2 Leadership Training	Training and facilitation of a Tier 2 leadership team focusing on building strong Tier 1 strategies that support all children socially, emotionally, and academically. Provide the substitute costs for the team to engage in the training and availability for coaching.	$5,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$368,519.00	$0

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
8.999%	0.560%	$21,994.00	9.559%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** Foster youth, English learners, LTELS, students with disabilities, and students from low socioeconomic backgrounds benefit from high-quality instruction and supportive learning environments. Providing comprehensive professional development (PD) for teachers,	To address these needs, LVUESD will implement the following strategies to provide comprehensive professional development opportunities: Professional Development for Teachers: Core Subjects and Individual Subjects: Offer PD opportunities in all core subjects (e.g., Math, ELA, Science, Social Studies) and in subjects taught by	Training opportunities often present themselves throughout the year. As of today, the following trainings have been planned and/or offered for the 26-27 school year:

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
	paraprofessionals, and non-classroom staff is essential to ensure they are equipped with the knowledge and skills to address the diverse needs of all students and to implement adopted academic standards effectively. **Scope:** LEA-wide	individual teachers (e.g., Music, PE, Electives) with a focus on adopted academic standards. EL Support: Provide specialized training for supporting English learners within the classroom, focusing on strategies for language development and differentiation as well as the Science of Reading training, specifically to second language learners Social-Emotional Learning (SEL) Training for All Staff: Offer training in SEL for all staff to help them support students' social-emotional needs, promote a positive school climate, and enhance students' overall well-being. Professional Development for Paraprofessionals: Provide PD opportunities for paraprofessionals as available, focusing on instructional support, classroom management, and specific strategies to support students with diverse learning needs. Professional Development for Non-Classroom Staff: Ensure that non-classroom staff (e.g., administrative staff, custodians, bus drivers) participate in PD relevant to their job descriptions and as needed to support the overall school environment. Research supports the importance of comprehensive PD in improving teacher effectiveness and student outcomes. According to	3 Day AVID Training for four primary teachers in Southern California Bus Driver training in Reno in July for 2 bus drivers SSDA Conference for Superintendent in July Science of Reading and Data Analysis training for all teaching staff and some paraprofessional staff in August led by our county office of education. All paraprofessionals have been invited to an Everyday BehaviorTools training on August 10-11 before school begins. The district will use approximately 2 of our 4 monthly minimum days for trainings in areas like Apptegy (our school communication tool), Character Strong, Artificial Intelligence, Math Curriculum adoption, Next Gen Math supplemental program, writing analysis. and other important topics

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
		the Learning Policy Institute, high-quality PD is linked to better teaching practices and improved student achievement (Darling-Hammond et al., 2017). The American Educational Research Association (AERA) highlights that PD focused on supporting English learners and SEL leads to significant gains in student performance and well-being (AERA, 2014; CASEL, 2019). By providing these professional development opportunities, LVUESD aims to enhance the capacity of all staff to support foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds, ensuring that they receive high-quality instruction and comprehensive support to succeed academically and socially.	that come up throughout the school year.
1.2	**Action:** Learning Lab Staff **Need:** Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require additional academic support to meet grade-level standards. Students with Individualized Education Programs (IEPs) and non-IEP students who need remedial support benefit from specialized instruction and targeted interventions to address learning gaps and enhance their academic performance. **Scope:** LEA-wide	To address these needs, the district will maintain and enhance the Learning Lab, staffed by two Education Specialists, a full-time paraprofessional, and part-time paraprofessionals. The Learning Lab is designed to provide targeted support for students with IEPs and non-IEP students requiring remedial assistance in core academic subjects. The district will implement the following strategies: Staffing and Support: Ensure the Learning Lab is staffed by a qualified Education Specialist who can provide specialized instruction and oversee the development and implementation of individualized learning plans. Employ a full-time paraprofessional to assist with daily operations, provide instructional support, and work with students individually or in small groups.	Our Education Specialist worked in the learning lab and supervised all students with assistance from paraprofessionals. Students received remedial support and general education push-in support. There are four paraprofessionals who assist in the Learning Lab. Minimum days will provide general education teachers and Education Specialists an opportunity

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
		Utilize part-time paraprofessionals to offer additional support, allowing for more personalized and intensive interventions. Targeted Interventions and Remedial Support: Provide targeted interventions and remedial support in core academic subjects such as reading, math, science, and social studies. Use evidence-based instructional strategies and materials to address learning gaps and promote academic growth. Individualized Instruction: Develop individualized learning plans for students with IEPs and tailor instruction to meet their specific needs and goals. Offer personalized support for non-IEP students who need remedial assistance, ensuring that all students receive the help they need to succeed. Collaboration and Monitoring: Collaborate with classroom teachers to align Learning Lab interventions with classroom instruction and ensure continuity of support. Regularly monitor student progress and adjust interventions as needed to maximize effectiveness. Research supports the importance of specialized instructional support and targeted interventions in	to collaborate and analyze data together. Local data collection including fluency checks and progress monitoring by subject will guide our decision making for students needing or no longer needing Tier 2 supports. Annual and Triennial IEP's are tested and conducted by our Education Specialist, a School Psychologist, a School Nurse, and any other necessary personnel based on the student's needs. Before the school year starts, all of our IEP's will be scheduled so staff and parents are aware of IEP dates when school begins.

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
		improving student outcomes. According to the Council for Exceptional Children (CEC), providing individualized instruction and support for students with disabilities leads to significant gains in academic performance and self-confidence (CEC, 2014). The National Center on Intensive Intervention (NCII) emphasizes that targeted interventions and regular progress monitoring are essential for addressing learning gaps and promoting academic success (NCII, 2017). By maintaining a well-staffed Learning Lab and providing targeted support for students with IEPs and non-IEP students needing remedial assistance, the district aims to enhance academic outcomes and ensure that all students, including foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds, have the support they need to succeed.	
1.3	**Action:** ELD and LTEL Support **Need:** **Scope:** LEA-wide	We have a small number of EL students who have not been reclassified. Our bilingual aide supports those students by pushing into class and supporting students in their classrooms.	ELPAC Assessment Data State Testing Local Data Progress Monitoring
1.4	**Action:** General Education Aides **Need:** Unduplicated students, including foster youth, English learners, LTELs, and students from	To address these needs, the district will implement the following strategies: Paraprofessional Support for Unduplicated Students:	All general education classrooms TK to 5th grade have paraprofessional support. The ratio in TK has been under 10:1 all year long.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low socioeconomic backgrounds, often require additional support to meet academic standards. Small group instruction using evidence-based programs like Reading Mastery can be particularly effective in addressing their unique learning needs and helping them achieve academic success. **Scope:** LEA-wide	Provide dedicated paraprofessional support to work with unduplicated students, focusing on helping them meet academic standards through targeted interventions and small group instruction. Implementation of Reading Mastery: Utilize the Reading Mastery program to deliver structured, systematic reading instruction. This evidence-based program is designed to improve reading skills, including phonemic awareness, decoding, fluency, vocabulary, and comprehension. Paraprofessionals will be trained in the Reading Mastery methodology to ensure effective delivery of the program. Small Group Instruction: Conduct small group sessions to provide more personalized and intensive instruction, allowing paraprofessionals to address the specific learning needs of each student. Focus on building foundational reading skills, providing additional practice, and reinforcing classroom instruction. Monitoring and Assessment: Regularly assess student progress to ensure that the instruction is effective and that students are making gains in their reading skills.	Reading Mastery was implemented 4 days per week using all teaching and paraprofessional staff in K-5th grade. Students were levelized and some moved up or down instructional levels depending on growth. Two teachers and three paraprofessionals took a 30 hour training course for OG-Plus remedial reading curriculum. Students were monitored every five lessons for progress in Reading Mastery.

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
		Use assessment data to adjust instruction as needed and to provide targeted support for students who are struggling. Research supports the effectiveness of small group instruction and the use of evidence-based programs like Reading Mastery in improving student outcomes. According to the National Reading Panel, systematic and explicit phonics instruction significantly improves reading skills, particularly for students at risk of reading difficulties (National Reading Panel, 2000). Additionally, studies by the Institute of Education Sciences (IES) indicate that small group instruction allows for more individualized attention and better addresses students' specific needs (IES, 2016). By providing paraprofessional support and implementing Reading Mastery for small group instruction, the district aims to help unduplicated students develop essential reading skills and meet academic standards, thereby enhancing their overall academic success and engagement.	
1.5	**Action:** SpEd Supports **Need:** **Scope:** LEA-wide		
1.6	**Action:** Student Tutoring		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: **Scope:** LEA-wide		
1.7	**Action:** Opportunity Class **Need:** Foster youth, English learners, LTELs, students with disabilities, and students from low socioeconomic backgrounds often face behavioral and academic challenges that require targeted support. An Opportunity Class staffed by a credentialed teacher and a paraprofessional provides a structured environment where students can receive the necessary academic and behavioral interventions to catch up on assignments and reset when needed. **Scope:** LEA-wide	To address these needs, the district will implement the following strategies: Staffing of the Opportunity Class: Ensure the Opportunity Class is staffed by one credentialed teacher who can provide specialized instruction and behavioral support. Employ one paraprofessional to assist with instructional activities, offer individualized support, and help manage classroom dynamics. Academic Support: Provide a supportive environment where students can catch up on missing assignments, receive help with difficult subjects, and develop effective study habits. Use evidence-based instructional strategies to address learning gaps and promote academic progress. Behavioral Interventions: Implement behavioral interventions and supports to help students manage their behavior, develop	The Opportunity Class provided support using a full time credentialed teacher and a 6 hour paraprofessional. The Opportunity Class provided students with academic support in all subjects and in all grade levels. Each day was different depending on the needs of general education teachers and students. The Opportunity Class was the center of our Restorative Practice implementation. Students filled out (or was assisted by OC staff) a behavior reflection. Depending on the student's reflection, OC staff then followed up with a restorative practice. Some of those restorative practices included an assignment created with

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
		self-regulation skills, and improve their overall school experience. Create a safe space where students can take a break and reset as needed, allowing them to return to their regular classrooms more focused and ready to learn. Individualized Support Plans: Develop individualized support plans for each student, tailored to their specific academic and behavioral needs. Regularly monitor and adjust these plans based on student progress and feedback from teachers, parents, and students. Collaboration and Communication: Foster collaboration between the Opportunity Class staff and regular classroom teachers to ensure continuity of support and a cohesive approach to addressing student needs. Maintain open communication with parents and guardians to keep them informed of their child's progress and involve them in the support process. Research supports the effectiveness of targeted academic and behavioral interventions in improving student outcomes. According to the American Institutes for Research (AIR), specialized programs like Opportunity Classes can significantly enhance the academic performance and behavior of at-risk students (AIR, 2014). The	the use of AI, assistance with conflict management, watching camera footage for accuracy of events, and student interviews. Often, the OC teacher would communicate with the student's parent to ensure parents were aware of the situation. On Wednesday mornings, our OC teacher, OC Paraprofessional, Counselor, Education Specialist, Lead Teacher, and Superintendent met to discuss student needs. For Individualized Support Plans, administration, the education specialist, the opportunity class staff, and the counselor work together to support the student. For the paraprofessionals who assist with students who have support plans, the same group collaborates with him/her to support the implementation of the plan. We also use county office personnel with expertise in these areas to

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
		Collaborative for Academic, Social, and Emotional Learning (CASEL) highlights that providing a structured environment with targeted interventions helps students develop the skills needed to succeed both academically and socially (CASEL, 2013). By staffing the Opportunity Class with a credentialed teacher and a paraprofessional, and providing targeted academic and behavioral support, the district aims to help foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds overcome challenges and achieve success in school.	support our staff on campus.
1.8	**Action:** Broad Course of Study **Need:** **Scope:** LEA-wide		
1.9	**Action:** Technology **Need:** **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Parent Participation and Input **Need:** **Scope:** LEA-wide		
2.2	**Action:** Counselor Services **Need:** Foster youth, English learners, LTELs, students with disabilities, and students from low socioeconomic backgrounds often face social, emotional, and behavioral challenges that impact their academic success and overall well-being. Having access to a full-time counselor can provide essential support to help these students navigate their difficulties, develop coping strategies, and thrive in the school environment. **Scope:** LEA-wide	To address these needs, the district will employ a counselor to support the social, emotional, and behavioral needs of students. The district will implement the following strategies: Individual and Group Counseling: Provide individual counseling sessions to address specific social, emotional, and behavioral issues faced by students. Offer group counseling sessions to help students develop social skills, build peer relationships, and learn from shared experiences. Crisis Intervention and Support: Offer immediate support and intervention during crises to ensure students receive the help they need promptly. Develop and implement crisis intervention plans to address emergencies and provide ongoing support to affected students. Social-Emotional Learning (SEL):	Our counselor is contracted as one FTE through Lassen View for the 25/26 and 26/27 school year. For the 26-27 school year, she will work at another school site one day per week. The counselor works with students individually and in groups. All classes have been implementing Character Strong as our social-emotional curriculum with fidelity this school year.

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
		Integrate SEL programs and activities into the school curriculum to help students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Collaborate with teachers to incorporate SEL strategies into classroom instruction. Behavioral Interventions: Work with students to develop positive behavior strategies, set goals, and create action plans for improving behavior. Implement evidence-based behavioral interventions and support plans tailored to individual student needs. Family and Community Engagement: Engage with families to provide support, resources, and referrals to community services as needed. Foster strong relationships between the school and the community to create a supportive network for students. Professional Development: Provide ongoing professional development for the counselor to stay current with best practices in mental health, counseling, and behavioral interventions.	

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
		Offer training for teachers and staff on how to support students' social, emotional, and behavioral needs effectively. Research supports the effectiveness of school counseling services in improving student outcomes. According to the American School Counselor Association (ASCA), school counselors play a critical role in supporting students' academic, career, and social-emotional development (ASCA, 2019). The National Association of School Psychologists (NASP) emphasizes that access to mental health services in schools leads to better academic performance, improved behavior, and enhanced overall well-being (NASP, 2016). By employing a full-time counselor to support the social, emotional, and behavioral needs of students, the district aims to create a supportive and nurturing school environment that fosters the academic success and overall well-being of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	
2.3	**Action:** SEL Curriculum **Need:** **Scope:** LEA-wide		
2.4	**Action:**		

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
	MTSS Tier 2 Leadership Training **Need:** **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** All staff needs opportunities to develop in his/her profession and the district is dedicated to supporting teachers gain more knowledge and skill. **Scope:**	Our school district embraces the philosophy that there is always room for improvement. Some professional development is provided in a group format while other PD is offered individually. Staff can request any training that they feel will benefit them as a professsional. It is very rare when a request is denied.	Professional Development log and budgeted expenditures
1.2	**Action:** Learning Lab Staff **Need:** **Scope:**	Our Learning Lab staff is dedicated to assisting students with Learning Disabilities so that they have access to their education at the highest level.	State Testing Local data progress monitoring

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** ELD and LTEL Support **Need:** English learners (EL) and LTELs require targeted support to develop their English language proficiency and succeed academically. Bilingual aides can play a crucial role in assisting EL students with language acquisition, providing both in-class and Learning Lab support. This support is essential for helping EL students overcome language barriers and achieve academic success. **Scope:** Limited to Unduplicated Student Group(s)	To address these needs, the district will implement the following strategies: Bilingual Aide Support: Hire a bilingual aide to provide targeted language acquisition support for English learners (EL) in both classroom settings and the Learning Lab. The bilingual aide will assist EL students with understanding and completing classroom assignments, participating in class discussions, and engaging with instructional content. In-Class Support: The bilingual aide will work alongside classroom teachers to provide real-time language support during instruction. This includes translating instructions, explaining academic concepts in the students' native language, and helping students practice English language skills. Learning Lab Support: In the Learning Lab, the bilingual aide will provide additional language acquisition support tailored to the specific needs of EL students. This includes individualized or small-group sessions focused on vocabulary development, reading comprehension, writing skills, and oral language practice. Collaboration and Professional Development:	ELPAC Results Our bilingual aide provides targeted instruction and support to all of our ELD students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		The bilingual aide will collaborate with teachers and the Learning Lab staff to ensure that language support is integrated with the students' overall learning plans. Provide professional development for the bilingual aide to stay current with best practices in language acquisition and instructional strategies for EL students. Research supports the effectiveness of bilingual aides in improving language acquisition and academic outcomes for English learners. According to the National Education Association (NEA), bilingual aides play a vital role in bridging language gaps, providing culturally responsive support, and enhancing communication between EL students and teachers (NEA, 2015). Additionally, the American Educational Research Association (AERA) highlights that targeted language support and bilingual education programs lead to improved language proficiency and academic performance for EL students (AERA, 2014). By hiring a bilingual aide to support EL students in class and in the Learning Lab, the district aims to enhance language acquisition and academic success for English learners, ensuring they have the support needed to overcome language barriers and fully engage in their education.	
1.5	**Action:** SpEd Supports **Need:**	Small group student tutoring is one of the most effective ways to support student learning.	Monitor the extra duty pay teachers get for tutoring.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Assist students who need extra time and instruction to learn grade level standards. **Scope:**		
1.6	**Action:** Student Tutoring **Need:** Assists students with identified disabilites to provide a free and appropriate education. **Scope:**	Paraprofessionals are an integral part of our Learning Lab. Paraprofessional duties in the Learning Lab include running small groups, pushing into the general education classroom to support students, and assist the Education Specialist with progress monitoring.	State and local data to monitor academic progress throughout the school year.
1.7	**Action:** Opportunity Class **Need:** Our Opportunity Class provides students and staff with academic and behavioral supports. **Scope:**	Our Opportunity Class is invaluable to our school. The staff assists students with catching up on missing work, providing a quiet workspace for some students, assists with Restorative Practices, and monitors our camera system for safety.	Maintain the level of staffing for student support.
2.2	**Action:** Counselor Services **Need:** Students who benefit from social skill traiining and assisting with students in crises. **Scope:**	Our counselor supports students individually and in small groups.	Service log and student surveys

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

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,094,952	368,519.00	8.999%	0.560%	9.559%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$917,702.00	$124,336.00	$0.00	$60,794.00	$1,102,832.00	$1,053,832.00	$49,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development		Yes	LEA-wide			July 2026-June 2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.2	Learning Lab Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$40,351.00	$0.00	$40,351.00				$40,351.00	
1	1.3	ELD and LTEL Support	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners			$26,112.00	$0.00	$26,112.00				$26,112.00	
1	1.4	General Education Aides		Yes	LEA-wide				$340,753.00	$0.00	$340,753.00				$340,753.00	
1	1.5	SpEd Supports		Yes	LEA-wide				$92,218.00	$0.00	$92,218.00				$92,218.00	
1	1.6	Student Tutoring	Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$40,000.00	$0.00		$40,000.00			$40,000.00	
1	1.7	Opportunity Class	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$187,693.00	$0.00	$126,899.00			$60,794.00	$187,693.00	
1	1.8	Broad Course of Study		Yes	LEA-wide				$183,806.00	$0.00	$144,470.00	$39,336.00			$183,806.00	

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	1.9	Technology		Yes	LEA-wide				$0.00	$40,000.00		$40,000.00			$40,000.00	
2	2.1	Parent Participation and Input		Yes	LEA-wide		All Schools									
2	2.2	Counselor Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$137,899.00	$0.00	$137,899.00				$137,899.00	
2	2.3	SEL Curriculum		Yes	LEA-wide				$0.00	$4,000.00	$4,000.00				$4,000.00	
2	2.4	MTSS Tier 2 Leadership Training		Yes	LEA-wide				$5,000.00	$0.00		$5,000.00			$5,000.00	

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
4,094,952	368,519.00	8.999%	0.560%	9.559%	$917,702.00	0.000%	22.411 %	**Total:**	$917,702.00
								LEA-wide Total:	$917,702.00
								Limited Total:	$26,112.00
								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	1.1	Professional Development	Yes	LEA-wide			$5,000.00	
1	1.2	Learning Lab Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		$40,351.00	
1	1.3	ELD and LTEL Support	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners		$26,112.00	
1	1.4	General Education Aides	Yes	LEA-wide			$340,753.00	
1	1.5	SpEd Supports	Yes	LEA-wide			$92,218.00	
1	1.6	Student Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income			
1	1.7	Opportunity Class	Yes	LEA-wide	English Learners Foster Youth Low Income		$126,899.00	

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	1.8	Broad Course of Study	Yes	LEA-wide			$144,470.00	
1	1.9	Technology	Yes	LEA-wide				
2	2.1	Parent Participation and Input	Yes	LEA-wide				
2	2.2	Counselor Services	Yes	LEA-wide	English Learners Foster Youth Low Income		$137,899.00	
2	2.3	SEL Curriculum	Yes	LEA-wide			$4,000.00	
2	2.4	MTSS Tier 2 Leadership Training	Yes	LEA-wide				

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,040,886.00	$1,041,983.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	No Yes	$10,000.00	20,000
1	**1.2**	Learning Lab Staff	No Yes	$38,117.00	38,097.00
1	**1.3**	ELD and LTEL Support	Yes	$24,689.00	24,676.00
1	**1.4**	General Education Aides	No	$234,475.00	242,202.00
1	**1.5**	Student Tutoring	No Yes	$40,000.00	40,000.00
1	**1.6**	SpEd Supports	No	$141,149.00	133,457.00
1	**1.7**	Opportunity Class	No Yes	$216,190.00	215,984.00
1	**1.8**	Broad Course of Study	No	$200,269.00	191,691.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Parent Participation and Input	No		
2	2.2	Counselor Services	No Yes	$130,997.00	130,876.00
2	2.3	SEL Curriculum	No		
2	2.4	MTSS Tier 1 Leadership Training	No	$5,000.00	5,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
372,016	$350,313.00	$350,022.00	$291.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes				
1	1.2	Learning Lab Staff	Yes	$38,117.00	38,097.00		
1	1.3	ELD and LTEL Support	Yes	$24,689.00	24,676.00		
1	1.5	Student Tutoring	Yes				
1	1.7	Opportunity Class	Yes	$156,510.00	156,373.00		
2	2.2	Counselor Services	Yes	$130,997.00	130,876.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,928,783	372,016	0.00	9.469%	$350,022.00	0.000%	8.909%	$21,994.00	0.560%

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 32627(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 32627(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 32627(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 32627(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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