LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Knights Ferry Elementary School
CDS Code: 50-71142-6052609
School Year: 2025-26
LEA contact information:
Lindsey Moore
Superintendent/Principal
jskulina@kfesd.org
2098813382

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

Budget Overview for the 2025-26 School Year

This chart shows the total general purpose revenue Knights Ferry 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 Knights Ferry Elementary School is $1,956,905, of which $1,528,975 is Local Control Funding Formula (LCFF), $191,676 is other state funds, $158,528 is local funds, and $77,726 is federal funds. Of the $1,528,975 in LCFF Funds, $47,432 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 Knights Ferry Elementary School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Knights Ferry Elementary School plans to spend $2,287,661 for the 2025-26 school year. Of that amount, $482,973 is tied to actions/services in the LCAP and $1,804,688 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Other operating expenditures

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

In 2025-26, Knights Ferry Elementary School is projecting it will receive $47,432 based on the enrollment of foster youth, English learner, and low-income students. Knights Ferry Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. Knights Ferry Elementary School plans to spend $252,123 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

This chart compares what Knights Ferry 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 Knights Ferry 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 2024-25, Knights Ferry Elementary School's LCAP budgeted $201,271 for planned actions to increase or improve services for high needs students. Knights Ferry Elementary School actually spent $110,117 for actions to increase or improve services for high needs students in 2024-25.

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
Knights Ferry Elementary School	Lindsey Moore Superintendent/Principal	lmoore@kfesd.org 2098813382

Plan Summary [2025-26]

General Information

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

Vision Statement:

- Inspiring academic excellence and cultivating citizenship for the future success of the whole child.

Mission Statement:
Knights Ferry School District, in partnership with families and the community, is dedicated to ensuring each student receives a challenging, quality education in a safe, supportive environment. We are committed to:

- Implementing high standards of teaching and learning
- Developing students who demonstrate self-confidence, integrity, and community pride as responsible, self-directed, productive citizens
- Fostering a love of learning, collaboration, and individual creative expression
- Preparing well-rounded students who will make successful transitions throughout their lives

About Knights Ferry School:
Knights Ferry School is a one-school elementary district in the Sierra foothills, twelve miles east of Oakdale, California, historically part of the Gold Country. The school has been in existence at several sites in Knights Ferry since 1854. The current enrollment is approximately 120 students, from transitional kindergarten through 8th grade. The school staff and community have worked diligently to increase enrollment through positive marketing in the local community.

Staff and Community:
The staff includes:

- Seven full-time teachers
- One full-time secretary/executive assistant
- Five paraprofessionals
- Two one-on-one assistant
- One custodian/maintenance position
- A 20% resource specialist
- A 20% speech pathologist
- A 40% counselor
- One principal/superintendent

The district is governed by a five-member Board. About 70% of the students attend Knights Ferry School on inter-district attendance permits and live outside the district's attendance boundaries.

Support Services:
Knights Ferry is a direct service district with the Stanislaus County Office of Education, which provides numerous services and support activities, inclusive of payroll and budget assistance, consultants for operations and LCAP development and a school nurse.

Student Demographics:
The school has a 21.8% socioeconomically disadvantaged student population and 4.2% English Learners. The school does not have a significant Foster Youth or Homeless student population. The number of students receiving special education services is also very small. Due to the overall small size of the school and non-duplicated pupil subgroup counts, subgroup data will be shared only when available, and programs are designed to meet the needs of all students.

Reflections: Annual Performance

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

Knights Ferry District received the following statuses on the 2024 California Dashboard:

- Chronic Absenteeism: Yellow (Medium), declined by 3.7% for all student groups.
- Suspension Rate: Orange (Low), increased by 3.3%
- English Language Arts: Green (High) at 0.5 points above the standard, an increase of 10 points. The state of California is ranked Low at 13.2 points below the standard.
- Mathematics: Orange (Low) at 25.6 points below the standard, a maintenance of 2 points. The state of California is ranked Low at 47.6 points below the standard.
- English Learner Progress: Population too small to be given a Performance Color or growth information.

When evaluating growth from the prior year in terms of Decline, Maintain, or Increase, Knights Ferry District observed improvement in English Language Arts, with an increase of 10 points above the standard, placing our district in the Green (High) performance level, well above the state average. We also observed a decline in Chronic Absenteeism by 3.7%, earning a Yellow (Medium) status and indicating progress in student attendance efforts.

We maintained our performance in Mathematics, remaining in the Orange (Low) status at 25.6 points below standard, but still above the statewide average of 47.6 points below standard. While this reflects stable performance, it remains an area of needed support and focus. Suspension rates increased by 3.3%, moving to the Orange (Low) level; this will prompt further reflection on student behavior supports and restorative practices.

The English Learner Progress indicator could not be reported due to a population size too small for performance color assignment or growth analysis. As such, interpretation of trends for this group is limited.

Knights Ferry is a single-school district; therefore, no internal school comparison data is available. Due to our small student population, several student group performance levels may not be statistically reliable and should be interpreted with caution. The lowest performing student group for each applicable state indicator is as follows:

English Language Arts (ELA): White
Mathematics: White
Chronic Absenteeism: Students with Disabilities
Suspension: Two or More Races

All Learning Recovery Emergency Block Grant (LREBG) funds have been fully committed and are scheduled to be expended by June 30, 2025.

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Knights Ferry District received the following statuses on the 2023 California Dashboard:

- Chronic Absenteeism: Yellow (Medium), declined by 13.2% for all student groups.
- Suspension Rate: Yellow (Medium), increased by 0.8%
- English Language Arts: Yellow (Medium) at 9.5 points below the standard, an increase of 36.3 points. The state of California is ranked Low at 13.6 points below the standard.
- Mathematics: Yellow (Medium) at 27.6 points below the standard, an increase of 10.6 points. The state of California is ranked Low at 49.1 points below the standard.
- English Learner Progress: Population too small to be given a Performance Color or growth information.

When evaluating growth from the prior year in terms of Decline, Maintain, or Increase, we observed improvement in student achievement in both English Language Arts and Mathematics and a decline of 5.8% in Chronic Absenteeism. Significant effort has been dedicated to

academic interventions over the past three years, including the introduction of a new curriculum and professional development provided by the Stanislaus County Office of Education. We recognize the increase in suspensions and will address strategies to support students in this area throughout the LCAP. It should also be noted that due to our small population, this increase is the result of one singular suspension.

Reflections: Technical Assistance

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

Knights Ferry School District is ineligible for Technical Assistance.

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.

Knights Ferry School District has no schools eligible for Comprehensive Support & Improvement.

Support for Identified Schools

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

Knights Ferry School District has no schools eligible for Comprehensive Support & Improvement.

Monitoring and Evaluating Effectiveness

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

Knights Ferry School District has no schools eligible for Comprehensive Support & Improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers & Other School Personnel	Our school has organized our Professional Development calendar to include monthly Staff Development and Department Meetings. During these meetings, we review student data both collectively and by specific student groups as it becomes available. This data includes CAASPP scores, the California Dashboard, STAR assessments, and other curriculum-based assessments. These meetings allow staff to provide input on student needs. Additionally, we hold monthly grade-level span meetings. In these sessions, teacher cohorts review student data and identify additional needs or trends. We also have an identified monthlyLeadership Team that works closely with the Principal/Superintendent to assess program successes and needs based on this data. Through these discussions, staff provides feedback on the effectiveness of current programs, suggesting modifications and determining which programs should continue.
Students	Our Student Council comprises representatives from each upper-grade classroom. In their monthly meetings with their Teacher Advisor, they provide input to the Principal/Superintendent on which activities and programs they find engaging and which they do not.
Parents	Parent engagement and input are facilitated through various public meetings, including monthly Board Meetings and Parent Advisory Meetings. Our Parent Advisory Group includes representatives of English Learners and Students with Disabilities.

Educational Partner(s)	Process for Engagement
	During these meetings, parents are informed about student successes and needs and are encouraged to provide feedback on programs they find successful and those requiring improvement. Additionally, due to our school's size, we frequently meet with parents individually or in small groups to gather specific input, helping us better develop our programs.
SELPA	Ongoing conversations between our Local SELPA and Principal/Superintendent focus on analyzing the achievement of our students with disabilities. Insights and suggestions from these discussions are shared with our other educational partners and were considered in the development of this LCAP.
Local Bargaining Unit	Knights Ferry School communicates regularly with the Knights Ferry Teachers Union to provide updates and identify input and/or needs to be addressed withint the LCAP

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

After reviewing our previous LCAP, we have decided to streamline the new LCAP with two broad goals: 1) Student Academic Achievement and 2) Student Emotional Needs, inclusive of School Climate. This structure better aligns our goals with actions, addressing occasional misalignments in the previous LCAP. Consequently, the metrics and actions from our previous three goals will now be integrated into these two overarching goals, as detailed in our 2023-24 LCAP Annual Update.

Our educational partners have emphasized the importance of maintaining our robust intervention programs while enhancing enrichments to meet the needs of all students. Additionally, we recognize ongoing social and emotional needs within our student population and will maintain supports to better engage students and families and address behavioral concerns.

The 2025 review confirms that the two established goals have proven to be comprehensive in addressing the diverse needs of our student population. These goals continue to provide a strong framework for supporting both the academic and social-emotional development of students, while also ensuring alignment with the needs of our staff. Through ongoing data analysis and responsive intervention strategies, we remain committed to fostering growth and success for all learners.

The original outline of goals and actions was approved by our educational partners, who agreed that no additional items or modifications were needed. The plan was approved and accepted in its original format.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase students' academic achievement through highly qualified and trained staff, high quality course offerings, and research based instructional strategies and materials.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to meet the requirements of the Williams Act and to monitor student academic success with a goal of increasing achievement as demonstrated on the ELA & Math SBAC, and CAST. This goal will address staff, course offerings, and instructional materials, resources, and supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of appropriately assigned and fully credentialed teachers.	100% of credentialed teachers are appropriately assigned and fully credentialed in the 2023-24 School Year.	100% of credentialed teachers were appropriately assigned and fully credentialed in the 2024-25 School Year.		100% of credentialed teachers are appropriately assigned and fully credentialed.	There was no difference between the baseline and the Year 1 outcome for this metric, as both achieved 100%.
1.2	Percentage of students with access to a broad course of study includes ELA/ELD, Math, Science, Social Studies,	100% of students have access to a broad course of studyincludes ELA/ELD, Math, Science, Social Studies, Physical Education, and	100% of students had access to a broad course of studyincludes ELA/ELD, Math, Science, Social		100% of students have access to a broad course of studyincludes ELA/ELD, Math, Science, Social	There was no difference between the baseline and the Year 1 outcome for this

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Physical Education, and Fine Art.	Fine Art in the 2023-24 School Year.	Studies, Physical Education, and Fine Arts in the 2024-25 School Year.		Studies, Physical Education, and Fine Art.	metric, as both achieved 100%.
1.3	Percentage of students with access to standards aligned curriculum.	100% of students with access to a standards aligned curriculum in the 2023-24 School Year.	100% of students had access to a standards aligned curriculum in the 2024-25 School Year.		100% of students with access to a standards aligned curriculum.	There was no difference between the baseline and the Year 1 outcome for this metric, as both achieved 100%.
1.4	Performance Indicator in the areas of Language Arts and Math on the California Dashboard.	As reported on the 2023 California Dashboard: English Language Arts Color Indicator of Yellow, indicating 9.5 Points Below Standard. Math Color Indicator of Yellow, indicating 27.6 Points Below Standard.	As reported on the 2024 California Dashboard: English Language Arts Color Indicator of Green, indicating 0.5 Points Above Standard. Math Color Indicator of Orange, indicating 25.6 Points Below Standard.		As per the CA Dashboard ELA color indicator will be at least green. Math color indicator will be atleast green.	English Language Arts (ELA): The district improved from Yellow (9.5 points below standard) in 2023 to Green (0.5 points above standard) in 2024, a positive change of 10 points, demonstrating notable growth in student achievement. Mathematics: The district remained relatively stable, shifting from Yellow (27.6 points below standard) in 2023 to Orange (25.6 points below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						standard) in 2024. Although the performance color declined, the overall academic change was a 2-point improvement, suggesting minimal academic fluctuation despite the status shift.
1.5	Percent of students meeting or exceeding standard on the CAST.	23.81% of student population met or exceeded the standards on the CAST on the 2023 test.	38.1% of student population met or exceeded the standards on the 2024 CAST.		50% of students taking the CAST will meet or exceed standards.	The percentage of students meeting or exceeding standards on the California Science Test (CAST) increased from 23.81% in 2023 to 38.1% in 2024, reflecting a 14.29 percentage point improvement. This growth indicates promising gains in science achievement across the student population.
1.6	Percentage of English Learners and students with disabilities who receive core instruction.	100% of English Learners and students with disabilities receive core instruction in 2023-2024.	100% of English Learners and students with disabilities received core instruction in the		100% of English Learners and students with disabilities receive core instruction.	There was no difference between the baseline and the Year 1 outcome for this metric, as both achieved 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024-25 School Year.			
1.7	Percentage of English Learner Progress as reported on the California Dashboard.	Population too small to be given a Performance Color or growth information on the 2023 California Dashboard.	Population too small to be given a Performance Color or growth information on the 2024 California Dashboard.		Population too small to be given a Performance Color or growth information.	For both the 2023 and 2024 California Dashboards, the student population was too small to be assigned a Performance Color or reported growth data. As such, no comparative analysis is available for this indicator.
1.8	Percentage of Reclassified Fluent English Proficient.	0% of student population was reclassified in the 2023-24 school year.	40% of student population was reclassified in the 2024-25 school year.		All eligible students will be reclassified.	The percentage of English Learners reclassified as Fluent English Proficient increased from 0% in the 2023–24 school year to 40% in 2024–25. This 40 percentage point gain reflects significant progress in language acquisition and support for English Learners. Due to the small size of the student population, this

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage may reflect a small number of students, so results should be interpreted with caution. Nevertheless, it is a notable indicator of growth.
1.9	Percentage of teachers who receive training in CCSS-aligned curriculum and effective instructional strategies.	100% of teachers received training in CCSS-aligned curriculum and effective instructional strategies in the 2023-24 School Year..	100% of teachers are receiving training in CCSS-aligned curriculum and effective instructional strategies in the 2024-25 School Year.		100% of teachers will receive training in CCSS-aligned curriculum and effective instructional strategies.	There was no difference between the baseline and the Year 1 outcome for this metric, as both achieved 100%.
1.10	Achievement gap between general population and Students with Disabilities will decrease as increases in achievement occur.	As reported on the 2023 California Dashboard: English Learners • Population too small to report Socio Economically Disadvantaged • -22.3 Points Below in ELA • -58 Points Below in Math Students with Disabilities	As reported on the 2024 California Dashboard: English Learners • Population too small to report Socio Economically Disadvantaged • Population too small to report		Socio-economically disadvanted students will increase their performance on math and ELA by 35% percentage points.	In 2024, all three groups (English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) had populations too small to report on the California Dashboard. This limits our ability to track year-over-year progress for these student groups.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Population too small to report	Students with Disabilities • Population too small to report			

Goal Analysis [2024-25]

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

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

There were no substantive differences between the planned and actual implementation of actions during this LCAP cycle, nor were there any significant challenges encountered. Notably, the District is making progress across all nearly all metrics, indicating that the current model of implementation is effective. This progress suggests that our strategies are well-aligned with student needs and are supporting positive outcomes across content areas and student groups.

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.

The following Goal 1 actions reflect material differences between budgeted and estimated actual expenditures. All actions were fully implemented as intended, with expenditure variances due to the strategic use of restricted funds and staffing cost variables:

Action 1.1 – Staff Development was budgeted at $5,000, with $4,100 expended. The district prioritized the use of more restrictive funds, such as the Learning Recovery Emergency Block Grant (LREBG), allowing for full implementation with reduced reliance on general funds.

Action 1.8 – English Learner Development was budgeted at $20,000, with $17,600 expended. This action includes staffing costs, which vary based on placement on the salary schedule. Additionally, final payroll is still pending, which may adjust the final expenditure slightly.

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

Effective Actions
Action 1.1 – Staff Development
Status: Effective
Evidence: 100% of teachers were fully credentialed and appropriately assigned in both the 2023–24 and 2024–25 school years.
Relevant Metrics: Teacher Assignments (1.1), RFEP Students (1.8)

Action 1.3 – Core Curriculum
Status: Effective
Evidence: The district achieved a notable improvement in ELA, rising from Yellow to Green, with a 10-point gain. Math maintained near performance levels with only a slight 2-point change.
Relevant Metrics: ELA/Math Achievement (1.4), SWD Achievement Gap (1.10)

Action 1.4 – Supplemental Curriculum
Status: Effective
Evidence: 100% of students had access to a broad course of study and standards-aligned curriculum. Core instruction was maintained for ELs and SWDs. ELA outcomes improved, and CAST achievement rose significantly.
Relevant Metrics: Broad Course Access (1.2), Standards-Aligned Curriculum (1.3), ELA/Math Achievement (1.4), EL/SWD Core Instruction (1.6), SWD Achievement Gap (1.10)

Action 1.8 – English Learner Development
Status: Effective
Evidence: CAST scores improved from 23.81% to 38.1%, reflecting a 14.29-point gain. Instructional access for ELs and SWDs was fully implemented.
Relevant Metrics: CAST Achievement (1.5), EL/SWD Core Instruction (1.6), SWD Achievement Gap (1.10)

Emerging Effectiveness
Action 1.2 – Student Achievement & Development
Status: Near Effective
Evidence: ELA performance showed strong growth, but Math declined in Dashboard color from Yellow to Orange despite a small point gain. Instructional access was maintained, but small population sizes limit EL and SWD analysis.
Relevant Metrics: ELA/Math Achievement (1.4), EL/SWD Core Instruction (1.6), EL Progress (1.7 – unreportable), SWD Achievement Gap (1.10 – unreportable)

Action 1.5 – Student Data Analysis
Status: Near Effective
Evidence: While ELA data showed growth, other metrics such as EL progress and SWD gaps remain unreportable, and Math showed only a minor improvement while dropping a performance level.
Relevant Metrics: ELA/Math Achievement (1.4), EL/SWD Core Instruction (1.6), EL Progress (1.7 – unreportable), SWD Achievement Gap (1.10 – unreportable)

Action 1.6 – Academic Interventions (Tier I)
Status: Near Effective
Evidence: Full access to instruction was maintained, and overall ELA performance improved. However, Math results stagnated, and EL progress was unreportable.
Relevant Metrics: ELA/Math Achievement (1.4), EL/SWD Core Instruction (1.6), EL Progress (1.7 – unreportable)

Action 1.7 – Academic Interventions (Tier II & III)
Status: Near Effective
Evidence: Instructional access was sustained, but there was no measurable data to confirm intervention effectiveness due to small subgroup sizes. Math performance did not improve meaningfully.
Relevant Metrics: ELA/Math Achievement (1.4), EL/SWD Core Instruction (1.6), EL Progress (1.7 – unreportable), SWD Achievement Gap (1.10 – unreportable)

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

No changes are being made to the planned goal, metrics, target outcomes, or actions for the upcoming 2025–26 LCAP. Reflections on prior practice indicate that the current plan is effectively supporting progress toward the goal.

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	Staff Development	Maintain highly qualified staff through access and promotion of research based professional development opportunities aligned with student academic achievement in all content areas: • Provide and monitor teacher and support staff participation in ongoing professional development. • Ensure qualified teacher participation in an approved Induction Support Program. • Provide training in supporting English Language Development. • Monitor and certify teacher assignment in CBEDs reporting.	$8,000.00	Yes
1.2	Student Achievement & Development	Increase student achievement and development through enhanced in-class strategies: • Maintain stand-alone grade levels and support low student-to-teacher ratios to regularly embed in-class interventions for students of need.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide access to classroom and/or school libraries which have various ability-level books to meet the needs of all students.		
1.3	Core Curriculum	Assure that all students have access to the entire curriculum and instruction in all subject areas through a variety of strategies inclusive of: • Conduct annual review to verify sufficient quantity of State Standards compliant instructional materials. • Purchase instructional materials and resources aligned to State Standards. • Provide sufficient quantities of State Standard-aligned instructional materials. • Conduct annual review to verify sufficient quantity of State Standard-compliant instructional materials. • Maintain & update curriculum adoptions in alighnment with CDE approved adoption cycles.	$25,000.00	No
1.4	Supplemental Curriculum	Enhance student learning by incorporating hand-on and interactive learning opportunities which actively engage students in the CCSS. Targeted strategies include, but are not limited to: • Embedded Technology use throughout the various content areas. • Supplemental Instructional Materials and Curriculums aligned with grade level State Standards. • Experiential Learning Opportunities aligned with State Standards (ie. field trips, workshops, presentations)	$39,955.00	Yes
1.5	Student Data Analysis	Evaluate student progress and achievement through multiple forms of assessment to provide targeted instruction and support: • Administer benchmark assessments; analyze results to inform instruction and services. • Analyze SBAC and CAST results; modify general and intervention instructional practices and programming based on analysis.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Evaluate discrepancies within populations to provide targeted support (ie. Data Collaborative Meetings). • Monitor implementation of assessments, instructional practices and targeted instruction (ie. Walk-Throughs).		
1.6	Academic Interventions - Tier I	Supplement Tier I instruction through various research based strategies and programming aligned with the State Standards inclusive of: • Provide computer based supports which offer individualized student programming through embedded assessments. • Purchase instructional materials and resources.	$10,000.00	Yes
1.7	Academic Intervention - Tier II & III	Enhance academic achievement by implementing Tier II & III Student Interventions and Programs aligned with the State Standards by incorporating strategies such as: • Provide Software & Instructional Materials for Instruction. • Provide and train Intervention Staff to implement tiered and/or explicit instruction. • Provide extended services in and out of the regular school day through identifying student needs, appropriate programming and training staff on implementation. • Enhance Specialized Education Instruction (Resource) through maintaining and/or increasing services.	$132,065.00	Yes
1.8	English Learner Development	Enhance academic achievement & language development of English Learners through strategic instructional strategies: • Analyze English Language Proficiency Assessment of California (ELPAC) student scores to identify student needs. • Embedded ELD instruction and strategies throughout all core curriculum and content areas. • Provide Instructional Support Staff. • Train staff in the purpose, understanding of, and administration of the ELPAC.	$41,326.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide ELD Curriculum and/or Software and Web-Based Programs. • Monitor Reclassified as Fluent English Proficient (RFEP) students, identify instructional needs and provide as necessary.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Address students' emotional needs through implementation and enhancement of social emotional supports, student and parent engagement and overall school climate inclusive of facilities.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal was developed to monitor student behavior and both parent and student engagement to help promote student social emotional wellbeing and thus student achievement as reported on the California Dashboard in the areas of Attendance, Suspension and Local Indicators. This goal will ensure a safe and positive learning environment for all students, staff and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Complete monthly Facilities Inspection Checklists and make repairs as needed.	Facilities Inspection Checklists were completed monthly 0-2 findings and repairs made as needed in the 2023-24 School Year.	Facilities Inspection Checklists were completed monthly and repairs have been made as needed in the 2024-25 School Year with 0-2 findings and repairs made as needed.		Facilities Inspection Checklists are completed monthly and 0-2 repairs are made as needed.	There was no difference between the baseline and the Year 1 outcome for this metric, as both were completed monthly as required with 0-2 repairs needed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Implementation of Parent Survey with emphasis on parents of students with disabilities and unduplicated students. Average Scale of Parents who agree that the School is welcoming. Average Scale of Parents who agree that the School Provides Meaningful Involvement Average Scale of Parents who feel the school is safe.	2024 Local Indicator Survey Noted: 92.8% of respondents in a lcoal indicator survey indicated the school is welcoming. The average score of 4 (5 being highest) in three areas of meaningful involvement: working with teachers for increasing performance, participating in advisory groups, giving input on policies Baseline for school safety was established in 2024-25 as follows: Average Scale of Parents who feel the school is safe = 4.3	Number of Parents returning the 2024 Parent Survey: 26 Average Scale of Parents who agree that the School is welcoming = 4.7 Average Scale of Parents who agree that the School Provides Meaningful Involvement = 4.7 Average Scale of Parents who feel the school is safe = 4.3		Average Scale of Parents who agree that the School is welcoming = 4.0 or higher. Average Scale of Parents who agree that the School Provides Meaningful Involvement = 4.0 or higher Average Scale of Parents who feel the school is safe = 4.0 or higher	While the reporting format changed between 2023–2024 and 2024–2025, available data shows notable growth in parent perception. In 2024, 26 parents responded to the survey. On a 5-point scale: The average response for “School is welcoming” was 4.7, compared to 92.8% agreement in the previous year. The average response for “Meaningful involvement” was 4.7, compared to an average of 4 across three involvement categories in the prior survey. The school also established a baseline for parent perception of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						school safety with an average rating of 4.3. Though reporting methods shifted, the consistent improvement in scaled scores reflects stronger parent satisfaction and engagement.
2.3	Percentage of Student participating in Student Survey. Average Scale of Students who feel safe at school. Average Scale of Students who feel connected to school.	Knights Ferry School administered the California Healthy Kids Survey in 2022-23, but did not administer a student climate survey in 2023-24. Baselines were established in the 2024-25 school year with the following data. Average Scale of Students who feel safe at school = 4.0 Average Scale of Students who feel connected to school = 3.6	Percentage of Student participating in Student Survey = 76% Average Scale of Students who feel safe at school = 4.0 Average Scale of Students who feel connected to school = 3.6		Average Scale of Students who feel safe at school: 4.5 or higher Average Scale of Students who feel connected to school: 4.5 or higher	While Knights Ferry administered the California Healthy Kids Survey in 2022–23, no student climate survey was given in 2023–24, meaning baseline data is being formally established in 2024–25. In the current year, 28 students completed the survey. On a 5-point scale: The average rating for feeling safe at school was 4.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						The average rating for feeling connected to school was 3.6 These results will serve as a baseline for future comparison and help inform strategies to strengthen school climate and student connection moving forward.
2.4	Percentage of Teachers participating in Staff Survey. Average Scale of Staff who feel safe at school. Average Scale of Staff who feel connected to school.	Baselines were established in the 2024-25 school year with the following data. Average Scale of Staff who feel safe at school = 4.9 Average Scale of Staff who feel connected to school = 4.4	Percentage of Teachers participating in Staff Survey 100% Average Scale of Staff who feel safe at school = 4.9 Average Scale of Staff who feel connected to school = 4.4		Average Scale of Staff who feel safe at school: 4.5 or higher Average Scale of Staff who feel connected to school: 4.5 or higher	Baseline data is being established in 2024–25. In the current year, 100% of teachers participated in the staff survey. On a 5-point scale: The average rating for feeling safe at school was 4.9 The average rating for feeling connected to school was 4.4 These strong results provide a positive starting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						point and will serve as a baseline for ongoing monitoring of school climate and staff well-being.
2.5	Percentage of suspensions.	0.8% suspensions as reported on the 2023 California Dashboard.	4.1% suspensions as reported on the 2024 California Dashboard.		Rate of suspension will stay below 2%	Suspension rates increased from 0.8% in 2023 to 4.1% in 2024 as reported on the California Dashboard, an increase of 3.3 percentage points. While still relatively low in absolute terms considering our small population, this upward trend highlights the importance of continuing to strengthen behavior supports, early interventions, and restorative practices to foster a positive school climate.
2.6	Percentage of expulsion.	0% expulsions for 2022-23 school year.	0% expulsions for 2023-24 school year.		0% expulsions	In the area of expulsions Knights Ferry maintained a rate of 0%, successfully

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						meeting our goal of zero expulsions.
2.7	Percentage of Middle School Drop Out.	0% Middle School Drop-Out rate for 2023-24 school year.	0% Middle School Drop-Out rate for 2024-25 school year.		0% Middle School Drop-Out rate	The Middle School dropout rate remained at 0%, aligning with our goal of ensuring all students stay engaged and enrolled.
2.8	Percentage of chronic absenteeism.	17.1% Chronic Absenteeism fo all student groups as reported on the 2023 Dashboard.	13.3% Chronic Absenteeism fo all student groups as reported on the 2023 Dashboard.		Chronic Absenteeism will decrease by 10%	Chronic absenteeism decreased from 17.1% in 2023 to 13.3% in 2024, reflecting a 3.8 percentage point improvement. This positive trend suggests that recent efforts to support student attendance and engagement are having an impact and should continue to be prioritized.
2.9	Percentage of average daily attendance.	93.5% Daily Attendance Rate for 2022-23 school year.	91% Daily Attendance Rate for 2023-24 school year. ASKED FAITH FOR CONFIRMATION		Attendance will be at the 95% rate.	The daily attendance rate declined from 93.5% in 2022–23 to 91% in 2023–24, reflecting a 2.5 percentage point decrease. While this drop is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						modest, it reinforces the importance of continued efforts to boost consistent attendance. (Pending confirmation from Faith)
2.10	Percentage of students participating in the Physical Fitness Test (PFT) in grades 5 & 8.	92% of students in the all student group participated in the Physical Fitness Test (PFT) in grade 5 in all areas with the exception of the mile run which had 85% participation. 100% of students of all student groups participated in the Physical Fitness Test (PFT) in grade 8 in all areas with the exception of the mile run which had 92% participation.	87% of students in the all student group participated in the Physical Fitness Test (PFT) in grade 5 in all areas. 88% of students of all student groups participated in the Physical Fitness Test (PFT) in grade 8 in all areas.		95% or more of students will participate in all measures on the PFT.	Participation in the PFT declined slightly across both grade levels. In grade 5, participation dropped from 92% (excluding 85% in the mile run) to 87% in all areas. In grade 8, participation decreased from 100% (with 92% in the mile run) to 88% in all areas. These shifts may reflect minor fluctuations due to small group size, but will be monitored to ensure strong

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						participation in future years.

Goal Analysis [2024-25]

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

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

Overall, Knights Ferry School successfully implemented the planned actions under Goal 2, with no substantive deviations from the original plan. The focus on school climate, engagement, and well-being produced encouraging results across multiple indicators. Parent and staff survey data show strong perceptions of school safety, connectedness, and meaningful involvement, suggesting our intentional outreach and inclusive practices are creating a positive environment for both families and staff.

Positive trends in parent and staff survey data reflect a welcoming and supportive school climate. The reintroduction of the student survey established baseline data, with safety rated positively and connection identified as a growth area. Chronic absenteeism improved, though average daily attendance declined slightly, indicating mixed progress in engagement. An increase in suspensions points to the need for strengthened behavior supports. Overall, the district is on track, with continued focus needed on student connection, attendance, and proactive discipline strategies.

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.

All Goal 2 actions were fully implemented. Variations between budgeted and actual expenditures were primarily due to the strategic use of more restrictive funds, adjustments based on actual needs, and efficiencies in resource use:

Action 2.2 – Attendance was budgeted at $5,000, with $3,200 expended. Full implementation was achieved using prioritized restricted funds, such as the Learning Recovery Emergency Block Grant (LREBG).

Action 2.4 – Student Engagement was budgeted at $5,000, with $4,000 expended. The action was fully carried out with support from LREBG funding, reducing reliance on general funds.

Action 2.5 – Social-Emotional Development was budgeted at $27,000, with $36,021 expended. This overage reflects staffing costs, which vary based on salary placement. Additionally, expanded supports were provided to meet evolving student and teacher needs.

Action 2.6 – Career Readiness was budgeted at $5,000, with $3,800 expended. Many career day presentations and resources were secured through community support or donations, reducing overall costs.

Action 2.7 – Parent Communication was budgeted at $2,500, with $1,500 expended. This variance is due to the multi-year nature of some contracted services, which can lead to lower expenditures in certain years while maintaining full implementation.

Action 2.8 – Parent Communication for English Learners was budgeted at $1,000, with $500 expended. Translation of key materials and the presence of translators during meetings ensured inclusive communication, with minimal spending required due to efficient use of resources.

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

Effective Actions
Action 2.1 – Facilities
Status: Effective
Evidence: Facilities Inspection Checklists were completed monthly with 0–2 findings in 2023–24, and continued regular maintenance in 2024–25.
Relevant Metrics: Facilities Inspection (2.1)

Action 2.6 – Career Readiness
Status: Effective
Evidence: The school sustained a 0% expulsion rate for two consecutive years. Chronic absenteeism decreased by 3.8 percentage points, and parent perceptions showed marked improvement across all surveyed areas.
Relevant Metrics: Parent Survey (2.2), Suspensions (2.5), Expulsions (2.6), Dropout Rate (2.7), Chronic Absenteeism (2.8), Daily Attendance (2.9)

Action 2.7 – Parent Communication
Status: Effective
Evidence: In 2024, 26 parents responded to the survey with high satisfaction ratings: 4.7 for both school welcoming and meaningful involvement, and 4.3 for school safety—meeting or exceeding all goals.
Relevant Metrics: Parent Survey (2.2)

Action 2.8 – Parent Communication – English Learners
Status: Effective
Evidence: Although specific disaggregated results for English Learner families were not reported separately, overall parent survey results showed high satisfaction across all categories. This suggests that communication and engagement practices have been inclusive and effective for all families, including English Learners.
Relevant Metrics: Parent Survey (2.2)

Emerging Effectiveness
Action 2.2 – Attendance
Status: Near Effective

Evidence: Chronic absenteeism dropped from 17.1% to 13.3%, meeting the reduction target. However, average daily attendance declined from 93.5% to 91%, below the 95% goal.
Relevant Metrics: Suspensions (2.5), Expulsions (2.6), Dropout Rate (2.7), Chronic Absenteeism (2.8), Daily Attendance (2.9)

Action 2.3 – Extra-Curricular and Enrichment Activities
Status: Ineffective
Evidence: Student survey results show only 3.6 average for school connectedness, below the 4.5 target. This baseline now provide clear direction for future strategies.
Relevant Metrics: Student Survey (2.3)

Action 2.4 – Student Engagement
Status: Near Effective
Evidence: With newly established baseline data from the 2024–25 student survey, results show a safety rating of 4.0 and connectedness of 3.6, both below the 4.5 goal. Dropout remained at 0%, and chronic absenteeism decreased, indicating progress. These baselines now provide clear direction for future strategies.
Relevant Metrics: Student Survey (2.3), Dropout Rate (2.7), Chronic Absenteeism (2.8), Daily Attendance (2.9)

Ineffective Actions
Action 2.5 – Social-Emotional Development
Status: Ineffective
Evidence: Suspension rates rose from 0.8% to 4.1%. Although expulsion remained at 0%, rising discipline incidents suggest the need for improved behavior supports.
Relevant Metrics: Student Survey (2.3), Suspensions (2.5), Expulsions (2.6), Dropout Rate (2.7), Chronic Absenteeism (2.8), Daily Attendance (2.9)

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.

Two updates are being made to the planned metrics for the upcoming 2025–26 LCAP. Metric 2.3, which addresses school climate for students, has been revised to incorporate a new Student Survey that will be administered annually. This change ensures consistent data collection on students' perceptions of safety and connectedness at school, addressing the limitation of the California Healthy Kids Survey, which is only administered every other year.

Additionally, Metric 2.4 has been added to assess school climate for teachers. A new annual Staff Survey has been implemented to gather regular feedback on staff perceptions of safety, connectedness, and overall school environment.

These additions will provide more consistent and timely data to better inform school climate efforts. Aside from these changes, no other modifications are being made to the planned goals, target outcomes, or actions. Reflections on prior practice indicate that the current plan continues to guide effective implementation and progress. Continued implementation and monitoring will support ongoing growth.

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	Facilities	Provide general facility maintenance and upkeep: • Monitor facility and certify the annual completion of School Facility Inspection Tool. • Consider suggestions of School Safety Committee and implement any necessary improvements and/or strategies. • Maintain Groundskeeping/Maintenance Staff to ensure safe and welcoming school climate.	$134,630.00	No
2.2	Attendance	Maintain and increase high levels of Student Attendace: • Review and monitor attendance; follow-up absences with parent outreach. • Provide tangible rewards to increase attendance and reinforce good behavior. • Provide necessary attendence interventions and improvement plans as necessary.	$5,000.00	Yes
2.3	Extra-Curriculur and Enrichment Activities	Enhance the regular school experience through meaningful and/or research driven student activities which aim to better engage students: • Enhance physical education program through increase and/or targeted instruction, inter-mural opportunities and events, and activity programming inclusive of necessary equiptment. • Provide training opportunities to school staff to develop engaging and safe student physical activities. • Administer and analyze the Physical Fitness Test (PFT).	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide learning experiences and activities which promote the development of healthy living strategies (ie. agricultural knowledge and how it relates to healthy foods)		
2.4	Student Engagement	Analyze and promote student engagement through varied strategies including but not limited to: • Implement and utelize in-class student engagement strategies • Support and promote student leadership opportunities such as Student Council • Soliciting input from students through surveys and interviews • Embed student activities throughout the school year (ie. spirit & theme days, clubs, assemblies)	$5,000.00	Yes
2.5	Social-Emotional Development	Support the Social-Emotional and Behavioral Development of all students through research-based strategies such as: • Provide professional-development to staff on Social-Emotional and Behavioral strategies, system and/or curriculums • Purchase materials, supplies and incentives to support the implementation and/or maintenance of Social-Emotional and Behavioral strategies, systems and/or curriculums. • Provide Mental Health and Behavioral supports through individial, small-group, and/or large group instruction or counseling. • . Provide learning experiences and activities which promote the development of Social-Emotional and Behavioral Development (ie. access to calming activities, school-approved animals)	$50,997.00	Yes
2.6	Career Readiness	Foster career awareness to ignite curiosity and open the world of possibilities for our students to build connection between what they learn in school and future careers: • Provide learning experiences through activities, materials, speakers, and/or field trips.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Parent Communication	Promote parent participation and input into the school program through various strategies inclusive of: • Encouraging parent volunteers to participate in classrooms and school activities including before/after school enrichment and field trips • Involving parents in decision-making through participation in School Site Council • Conducting Back to School Night, Open House, parent conferences, and other family based in-and-out-of-school activites • Maintaining parent communications through newsletters, websites, digital applications, student information systems etc. • Conducting parent surveys and/or interviews annually to determine levels of satisfaction with school program.	$2,500.00	Yes
2.8	Parent Communication - English Learners	Promote participation of parents of English Learners , Students with Disabilities and economically disadvantaged students through strategies such as: • English Learner representative on School Site Council • Annual Title I meeting • Translation for parent conferences, as needed • Translation for home-school communications	$1,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$47,432	$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
3.266%	0.000%	$0.00	3.266%

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:** Staff Development **Need:** In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report	By prioritizing strong foundational training and ongoing professional development for all educators, we can guarantee unduplicated students have access to Highly Qualified Teachers. As unduplicated students are present in all classrooms, this action is being rolled out district-wide to serve their needs. Highly qualified teachers are better able to provide for individual needs and accomodate instruction for unduplicated students as needed.	1.1, Percentage of appropriately assigned and fully credentialed teachers. 1.8 Percentage of Reclassified Fluent English Proficient.

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
	SED - 22.3 points below standard Math: All Students - 27.6 points below standard English Learners - Student population too small to report SED - 58 points below standard Data on student achievement indicates a need to strengthen staff development, with a particular focus on improving outcomes for our unduplicated student groups. **Scope:** LEA-wide		
1.2	**Action:** Student Achievement & Development **Need:** In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report SED - 22.3 points below standard Math: All Students - 27.6 points below standard English Learners - Student population too small to report SED - 58 points below standard	This action provides a Highly Qualified Teacher at each grade level, eliminating combination classes, and ensures that students also have access to ability level materials within those classrooms. As unduplicated students are present in all classrooms, this action is being rolled out district-wide to serve their needs. Highily qualifed teachers teaching only one grade level are better able to provide individualized instruction that supports unduplicated students.	1.4,Performance Indicator in the areas of Language Arts and Math on the California Dashboard. 1.6,Percentage of English Learners and students with disabilities who receive core instruction. 1.7 Percentage of English Learner Progress as reported on the California Dashboard. 1.9 Percentage of teachers who receive training in CCSS-aligned curriculum and effective instructional strategies.

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
	EL and SED students often face language barriers and limited resources. Highly qualified teachers, focused instruction in single-grade classrooms, and ability-level materials are essential to bridge these gaps (based on our academic data) and help them achieve academic success. **Scope:** LEA-wide		
1.4	**Action:** Supplemental Curriculum **Need:** In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report SED - 22.3 points below standard Math: All Students - 27.6 points below standard English Learners - Student population too small to report SED - 58 points below standard Based on our academic data, it is evident that our EL and SED students can benefit from experiential and interactive learning and with providing alternative pathways to	By offering a diverse range of visual, experiential, and interactive learning opportunities, this action caters to diverse learning styles and effectively meets student instructional needs. As unduplicated students are present in all classrooms, this action is being rolled out district-wide to serve their needs. Experiential and interactive learning opportunities provide opportunities in different learning modalities and engagement strategies designed to be effectice for unduplicated students.	1.2, Percentage of students with access to a broad course of study includes ELA/ELD, Math, Science, Social Studies, Physical Education, and Fine Art. 1.3,Percentage of students with access to standards aligned curriculum. 1.4,,Performance Indicator in the areas of Language Arts and Math on the California Dashboard. 1.6, ,Percentage of English Learners and students with disabilities who receive core instruction. 1.7, Percentage of English Learner Progress as reported on the California Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	understanding and success that can complement traditional classroom instruction. **Scope:** LEA-wide		1.9 Percentage of English Learner Progress as reported on the California Dashboard.
1.5	**Action:** Student Data Analysis **Need:** Data analysis is neccesary to pinpoint students at risk and their specific achievement gaps, which are more prominent in the identifed student groups as demonstrated by the following information: In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report SED - 22.3 points below standard Math: All Students - 27.6 points below standard English Learners - Student population too small to report SED - 58 points below standardt **Scope:**	By analyzing student data, we are better able to tailor interventions and supports, maximizing student success. To ensure accurate identification of achievement gaps, we analyze data for all students at a LEA-wide basis, allowing us to also monitor intervention effectiveness for all student groups.	1.4,Performance Indicator in the areas of Language Arts and Math on the California Dashboard. 1.6, Percentage of English Learners and students with disabilities who receive core instruction. 1.7, Percentage of English Learner Progress as reported on the California Dashboard. 1.9 Percentage of English Learner Progress as reported on the California Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.6	**Action:** Academic Interventions - Tier I **Need:** At-risk students are in need of instructional resources that embed ability-driven learning opportunities and research bases instructional strategies to increase equitable-access to curriculum. There need can be observed in the following data: In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report SED - 22.3 points below standard Math: All Students - 27.6 points below standard English Learners - Student population too small to report SED - 58 points below standard **Scope:** LEA-wide	Through targeted Tier I learning opportunities and resources, we address the individual needs of at-risk students. This allows them to build on their existing skills and apply that knowledge to current learning experiences. Our school implements a school-wide Response to Intervention program to fluidly meet the intervention neesds of our unduplicated students and all students, therefore, this action is being rolled out district-wide to serve their needs. RTI, MTSS and subsequent intervention groups provide targeted intervention to all students including unduplicated students as necessary increasing their academic skill levels.	1.4, Performance Indicator in the areas of Language Arts and Math on the California Dashboard. 1.6, Percentage of English Learners and students with disabilities who receive core instruction. 1.7, Percentage of English Learner Progress as reported on the California Dashboard. 1.9 Percentage of English Learner Progress as reported on the California Dashboard.
1.7	**Action:** Academic Intervention - Tier II & III	By implementing this action, we're providing more targeted instructional services to our EL and SED students, both within the regular school day and	1.4, Performance Indicator in the areas of Language

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: At times, students may have gaps in their learning in need of more specific and explicit instructional methodes to meet their academic needs that could not otherwise be met through instructional strategies and Tier I interventions. These needs can be observed in the folowing data: In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report SED - 22.3 points below standard Math: All Students - 27.6 points below standard English Learners - Student population too small to report SED - 58 points below standard **Scope:** LEA-wide	through additional support programs. Our school implements a school-wide Response to Intervention program to fluidly meet the intervention neesds of our unduplicated students and all students, therefore, this action is being rolled out district-wide to serve their needs. This action assists all students, including unduplicated students with improved academic performance and academic interventions.	Arts and Math on the California Dashboard. 1.6, Percentage of English Learners and students with disabilities who receive core instruction. 1.7, Percentage of English Learner Progress as reported on the California Dashboard. 1.9 Percentage of English Learner Progress as reported on the California Dashboard.
2.2	**Action:** Attendance **Need:** Data shows our at-risk student groups experience higher absenteeism compared to their peers. Since regular attendance is crucial for academic success, prioritizing strategies to	Since regular attendance is crucial for academic success, prioritizing strategies to improve attendance is essential for our unduplicated students to maintain a strong learning path. This action is implemented LEA-wide because all students can suffer academic deciline when not attending school regularly. This decline could	2.5 Suspensions 2.6 Expulsions 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance

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
	improve attendance is essential for these students to maintain a strong learning path. Specific Data can be found below: In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Chronic Absenteeism: All Students - 17.1% Chronically Absent English Learners - Student population too small to report SED - 26.7% points below standard **Scope:** LEA-wide	change a students status to academically or behaviorally at-risk, our system is designed to be preventative.	
2.4	**Action:** Student Engagement **Need:** Due to the need to increase students attendace, we need to increase engagement and connection to the school community which can lead to improved attendance and behavior as indicated by research. Specific Data can be found below: In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Chronic Absenteeism: All Students - 17.1% Chronically Absent English Learners - Student population too small to report SED - 26.7% points below standard	By offering activities that encourage interaction and relationship building, accessible to all students regardless of language, status, or academic ability, we promote connectedness and engagement with the school environment. This is particularly beneficial for our EL and SED students, who are showing higher levels of chronic absenteeism. Fostering a strong school community requires an LEA-wide effort to ensure all students feel connected and engaged.	2.3 Student Survey 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.5	**Action:** Social-Emotional Development **Need:** To address the social-emotional and behavioral needs of our diverse student groups, school-based support systems are crucial, as access to these services may be limited outside of the school enviornment. Our low Suspension Rates indicate that the efforts we have made toward supporting Social Emotional and Behavioral Development have been successful and should be continued. In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Suspension: All Students - 0.8% Chronically Absent English Learners - Student population too small to report SED - 0% points below standard **Scope:** LEA-wide	Disruptive behavior can hinder the learning experience for all students. To create a positive and inclusive environment, we're implementing these strategies LEA-wide. This will not only promote a well-managed school enviornment, but also foster a stronger understanding and acceptance of students with exceptional needs. Positive and inclusive enviornments foster greater opportunities and exposure to grade level curricula and activiies for unduplicated students thus enhancing their academic experience.	2.3 Student Survey 2.5 Suspensions 2.6 Expulsions 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance
2.6	**Action:** Career Readiness **Need:**	By exploring careers, students can begin to set long-term goals and identify the educational steps needed to achieve them. As unduplicated students are present across all grade levels, this action is being rolled out district-wide to best serve	2.3 Student Survey 2.8 Chronic Absenteeism 2.9 Average Daily Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students need to feel more connected to school and understand the connection between what they learn in school and future. Specific Data can be found below: In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Chronic Absenteeism: All Students - 17.1% Chronically Absent English Learners - Student population too small to report SED - 26.7% points below standard **Scope:** LEA-wide	their needs. This action benefits unduplicated students by giving them more access and opportunities for age appropriate career development.	
2.7	**Action:** Parent Communication **Need:** To connect and inform parents/gaurdians of students on their academic and social-emotional progress, we must communicate in various methods to meet the needs of our diverse population Feedback from our English Learner families highlights the need to provide all communications in their native language and to have translators readily available for verbal interactions, such as Parent-Teacher Conferences and daily wellbeing conversations about their students.	By providing in-person, printed, and digital communication options, we expand our reach and ensure all families, including at-risk families, are well-informed and supported. To proactively engage all families and address potential concerns early on, we're implementing this communication initiative LEA-wide. This comprehensive approach will equip families with the information they need, ultimately fostering stronger engagement and potentially reducing the risk of behavioral and academic challenges for students.	2.2 Parent Survey 2.5 Suspensions 2.6 Expulsions 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance

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

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
1.8	**Action:** English Learner Development **Need:** English Learners are in need of specific and direct instruction targeting their language development, which also impacts their ability to access core curriculum and content. You can observe their discrepencies in the data below: In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 9.5 points below standard English Learners - Student population too small to report SED - 22.3 points below standard Math: All Students - 27.6 points below standard	Investing in language-specific resources and supports bridges the gap for English learners, ensuring equitable access to learning and the better achievement of academic success.	1.5, CAST Student Achievement 1.6, Percentage of English Learners and students with disabilities who receive core instruction. 1.7, Percentage of English Learner Progress as reported on the California Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners - Student population too small to report SED - 58 points below standard **Scope:** Limited to Unduplicated Student Group(s)		
2.8	**Action:** Parent Communication - English Learners **Need:** Our English Learner families need information presented in a manner which is accessible to them, and together with the Foster Youth and Low Income Families they need to be informed of their parent rights and resources available to them. **Scope:** Limited to Unduplicated Student Group(s)	To ensure all families have access to the full educational experience, we provide informational meetings to all necessary students groups in their English and Spanish languages.	2.2 Parental Involvement

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.

Knights Ferry School does not receive Concentration Grant Funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:17	
Staff-to-student ratio of certificated staff providing direct services to students	1:17	

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,452,351	47,432	3.266%	0.000%	3.266%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$401,753.00	$39,894.00	$0.00	$41,326.00	$482,973.00	$251,412.00	$231,561.00

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	Staff Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,000.00	$8,000.00				$8,000.00	
1	1.2	Student Achievement & Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.3	Core Curriculum	All	No			All Schools	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
1	1.4	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$14,894.00	$25,061.00	$25,061.00	$14,894.00			$39,955.00	
1	1.5	Student Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.6	Academic Interventions - Tier I	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.7	Academic Intervention - Tier II & III	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$122,065.00	$10,000.00	$132,065.00				$132,065.00	
1	1.8	English Learner Development	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	Ongoing	$41,326.00	$0.00				$41,326.00	$41,326.00	

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
					s)											
2	**2.1**	Facilities	All	No			All Schools	Ongoing	$32,130.00	$102,500.00	$134,630.00				$134,630.00	
2	**2.2**	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	**2.3**	Extra-Curriculur and Enrichment Activities	All	No			All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	**2.4**	Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	**2.5**	Social-Emotional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$40,997.00	$10,000.00	$50,997.00				$50,997.00	
2	**2.6**	Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	**2.7**	Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	
2	**2.8**	Parent Communication - English Learners	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,452,351	47,432	3.266%	0.000%	3.266%	$252,123.00	0.000%	17.360 %	**Total:**	$252,123.00
								LEA-wide Total:	$251,123.00
								Limited Total:	$1,000.00
								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**	Staff Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
1	**1.2**	Student Achievement & Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
1	**1.4**	Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,061.00	
1	**1.5**	Student Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	**1.6**	Academic Interventions - Tier I	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	**1.7**	Academic Intervention - Tier II & III	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,065.00	
1	**1.8**	English Learner Development	Yes	Limited to Unduplicated	English Learners	All Schools		

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 (%)
				Student Group(s)				
2	**2.2**	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	**2.4**	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	**2.5**	Social-Emotional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,997.00	
2	**2.6**	Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	**2.7**	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
2	**2.8**	Parent Communication - English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$251,271.00	$249,160.00

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**	Staff Development	Yes	$5,000.00	$4,100
1	**1.2**	Student Achievement & Development	Yes	$2,500.00	$2,500
1	**1.3**	Core Curriculum	No	$25,000.00	$24,956
1	**1.4**	Supplemental Curriculum	Yes	$10,000.00	$9,987
1	**1.5**	Student Data Analysis	Yes	$5,000.00	$5,000
1	**1.6**	Academic Interventions - Tier I	Yes	$10,000.00	$10,194
1	**1.7**	Academic Intervention - Tier II & III	Yes	103271	$10,2350
1	**1.8**	English Learner Development	Yes	20000	$17,600
2	**2.1**	Facilities	No	$10,000.00	$9,229
2	**2.2**	Attendance	Yes	$5,000.00	$3,200
2	**2.3**	Extra-Curriculur and Enrichment Activities	No	$15,000.00	$14,223

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	**2.4**	Student Engagement	Yes	$5,000.00	$4,000
2	**2.5**	Social-Emotional Development	Yes	$27,000.00	$36,021
2	**2.6**	Career Readiness	Yes	$5,000.00	$3,800
2	**2.7**	Parent Communication	Yes	$2,500.00	$1,500
2	**2.8**	Parent Communication - English Learners	Yes	$1,000.00	$500

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$55,837	$201,271.00	$110,117.00	$91,154.00	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**	Staff Development	Yes	$5,000.00	$2,000		
1	**1.2**	Student Achievement & Development	Yes	$2,500.00	$0		
1	**1.4**	Supplemental Curriculum	Yes	$10,000.00	$15,075		
1	**1.5**	Student Data Analysis	Yes	$5,000.00	$0		
1	**1.6**	Academic Interventions - Tier I	Yes	$10,000.00	$0		
1	**1.7**	Academic Intervention - Tier II & III	Yes	$20,000.00	$67,006		
1	**1.8**	English Learner Development	Yes	$103,271.00	$20,036		
2	**2.2**	Attendance	Yes	$5,000.00	$0		
2	**2.4**	Student Engagement	Yes	$5,000.00	$4,000		
2	**2.5**	Social-Emotional Development	Yes	$27,000.00	$0		
2	**2.6**	Career Readiness	Yes	$5,000.00	$0		
2	**2.7**	Parent Communication	Yes	$2,500.00	$1,500		
2	**2.8**	Parent Communication - English Learners	Yes	$1,000.00	$500		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,447,687	$55,837	0.00%	3.857%	$110,117.00	0.000%	7.606%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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