



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Panoche Elementary School District

CDS Code: 35-67520-6035109

School Year: 2025-26

LEA contact information:

Amanda McCraw

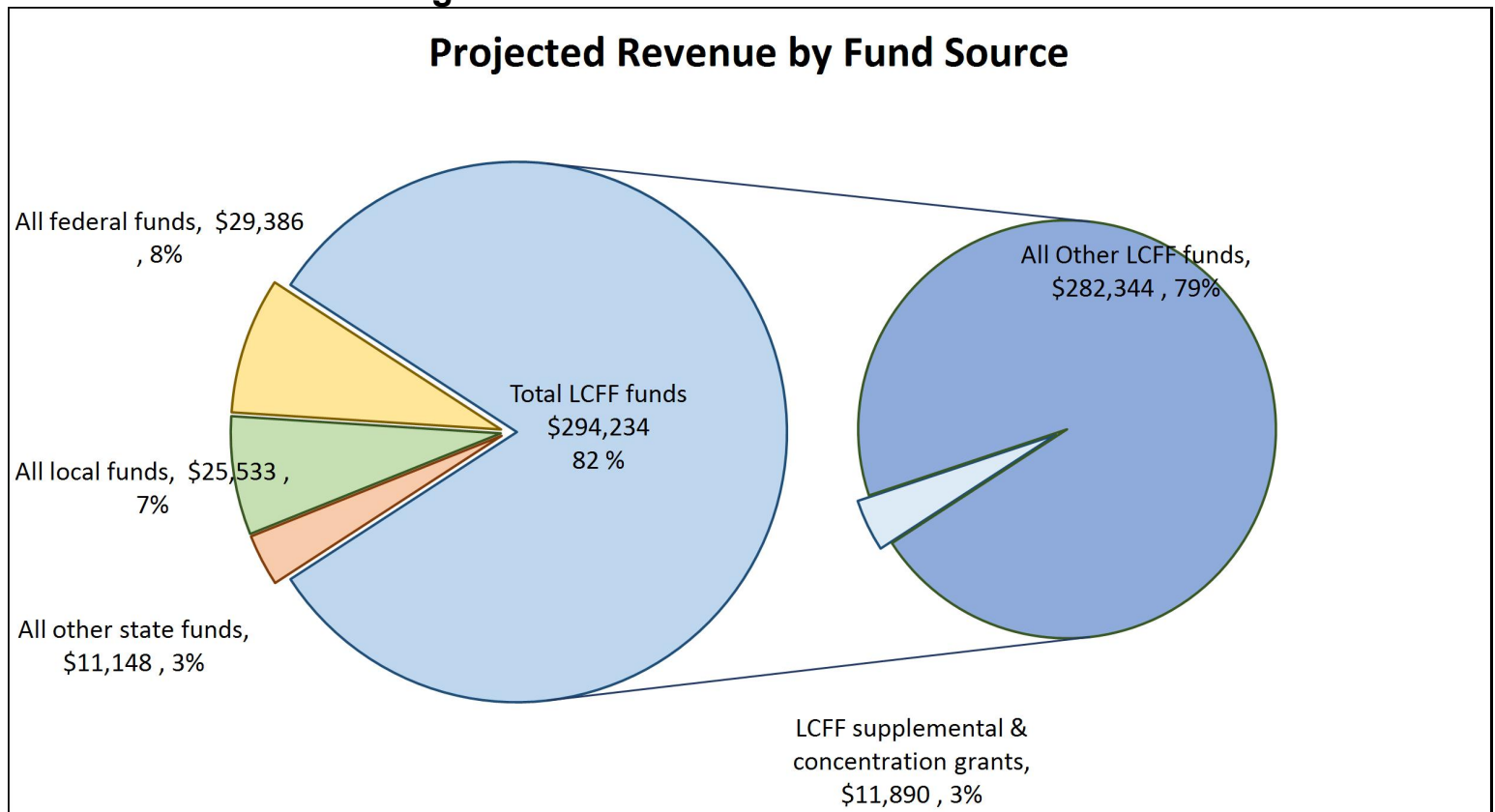
Teacher/Principal

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831-628-3438

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

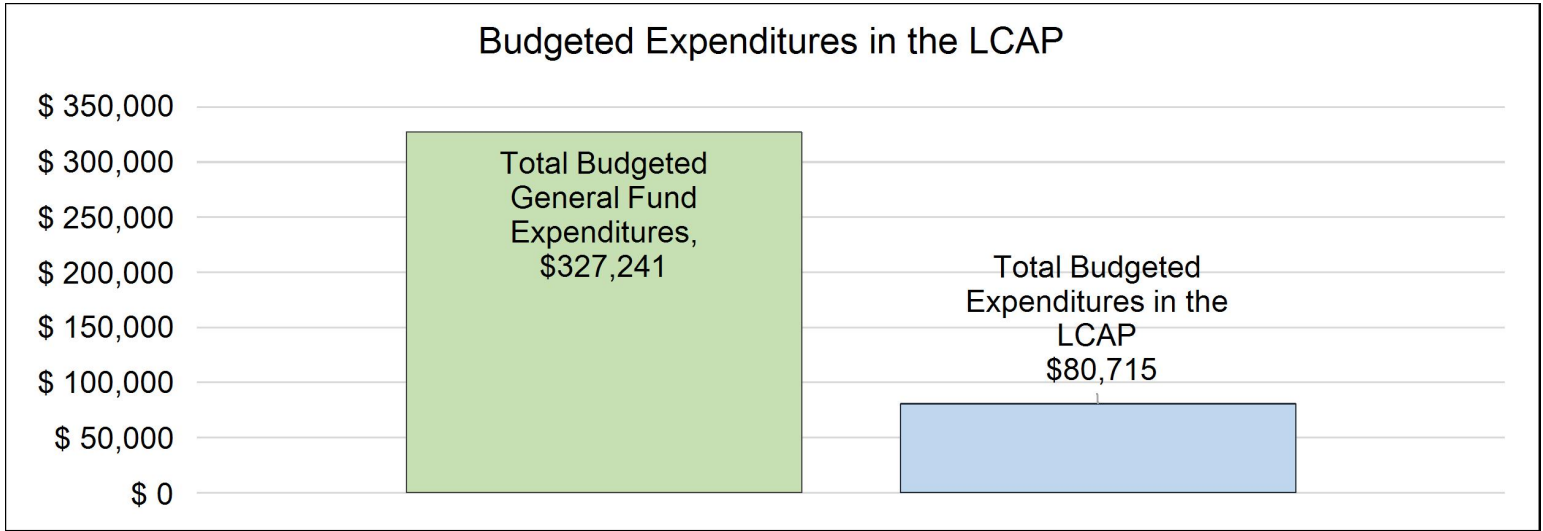


This chart shows the total general purpose revenue Panoche Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Panoche Elementary School District is \$360,301, of which \$294,234 is Local Control Funding Formula (LCFF), \$11,148 is other state funds, \$25,533 is local funds, and \$29,386 is federal funds. Of the \$294,234 in LCFF Funds, \$11,890 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 Panoche Elementary School District 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: Panoche Elementary School District plans to spend \$327,241 for the 2025-26 school year. Of that amount, \$80,715 is tied to actions/services in the LCAP and \$246,526 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General operations of the district: housekeeping, maintenance, grounds, certificated and classified staffing, administrative operations, and other items to support student learning.

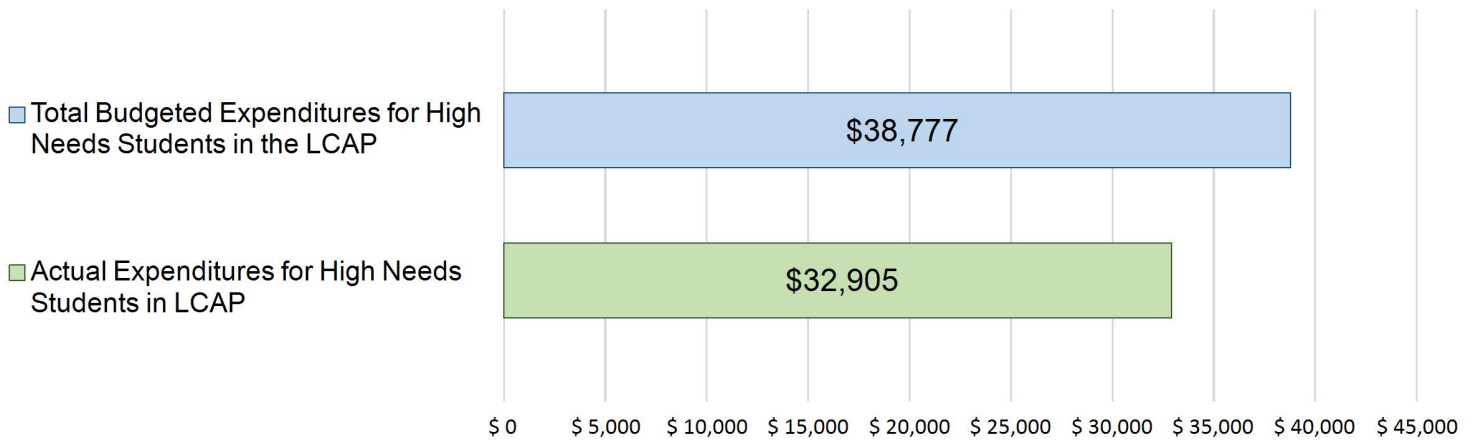
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Panoche Elementary School District is projecting it will receive \$11,890 based on the enrollment of foster youth, English learner, and low-income students. Panoche Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Panoche Elementary School District plans to spend \$30,057 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2024-25, Panoche Elementary School District's LCAP budgeted \$38,777 for planned actions to increase or improve services for high needs students. Panoche Elementary School District actually spent \$32,905 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$5,872 had the following impact on Panoche Elementary School District's ability to increase or improve services for high needs students:

The biggest difference in budgeted actions was related to Goal 3 - family engagement coordinator and parent education workshops and yearbook. However, these actions were completed with the exception of hiring a family engagement coordinator. The other actions were minor differences were the use of a certificated sub on Fridays to allow the teacher/principal to have time for Administrative duties, and some of the supplemental instructional materials were still provided, but purchased using other state funds.



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
Panoche Elementary School District	Amanda McCraw Teacher/Principal	AMcCraw@sbcoe.org 831-628-3438

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.

Nestled in the heart of Central California's rural landscape, Panoche Elementary School District stands as a testament to the enduring power of small, close-knit learning communities. With a mere 6 students enrolled for the 2024-2025 academic year, this one-room schoolhouse transcends the boundaries of traditional education, offering a truly personalized and nurturing environment for every child.

The student population reflects a diverse set of needs:

English Learners: 33%

Socioeconomically Disadvantaged: 50%

Students with Disabilities: 50%

At Panoche School, cooperation and collaboration form the bedrock of a productive classroom culture. The school's mission is to cultivate an individualized educational experience for each student, fostering an atmosphere that motivates and challenges learners to reach their fullest potential, both academically and as responsible citizens.

The school's rural setting and intimate class sizes, often comprising just one student per grade level, create an unparalleled opportunity for differentiated instruction. This approach empowers students to learn and demonstrate their knowledge in ways that resonate with their unique learning styles, ensuring that no child is left behind. To support this endeavor, the school employs a part-time classroom aide, further enhancing the personalized attention each student receives.

At the heart of this remarkable institution lies a true educational pioneer – the teacher/principal/superintendent. This multitasking individual wears many hats, seamlessly transitioning between the roles of educator, administrator, and visionary leader. With unwavering dedication, she navigates the intricate demands of teaching all grade levels while simultaneously fulfilling the responsibilities of a principal and superintendent, ensuring that every aspect of the school's operation runs smoothly.

Panoche Elementary School District stands as a shining example of how a collaborative, close-knit community can foster an environment where every student's potential can blossom. Through its commitment to personalized learning, the support of a dedicated classroom aide, and the tireless efforts of its teacher/principal/superintendent, this one-room schoolhouse continues to shape the lives of its students, equipping them with the knowledge, skills, and values necessary to thrive in an ever-changing world.

Panoche Elementary School District has unexpended Learning Recovery Emergency Block Grant funds. In accordance with EC Section 32526(d), the district conducted a comprehensive needs assessment which identified English Learners and students with disabilities as the student populations most in need of learning recovery support.

Beginning in the 2025-26 school year, a portion of LREBG funds will supplement Action 1.7 (Hiring of Appropriately Qualified Support Staff) and Action 1.8 (Hiring of Instructional Aide). These actions align with allowable uses under EC Section 32526(c)(2) by providing additional personnel to support learning recovery for identified student groups. The effectiveness of LREBG-supported actions will be measured through existing LCAP metrics 1.7, 1.8, 1.9, and 1.10, which track academic progress for English Learners and students with disabilities.

Reflections: Annual Performance

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

Due to our small student population, Panoche Elementary School District does not have sufficient data to populate the California School Dashboard. However, our local data provides valuable insights into our annual performance, successes, challenges, and identified needs.

Local Academic Performance Data:

Our local assessment data shows strong results when comparing 2023-24 to 2024-25 academic performance:

STAR360 Assessment Results:

English Learners: Early Literacy/Reading scores improved from 717 (May 2024) to 748 (May 2025), representing a 31-point increase that exceeded our target of 25 points.

Students with Disabilities: Early Literacy/Reading scores improved from 716 (May 2024) to 761 (May 2025), representing a 45-point increase that far exceeded our target of 25 points.

State Assessment Results:

CAASPP ELA: Average scores increased from 2,415 (2023-24) to 2,593 (2024-25), a 178-point gain.

CAASPP Math: Average scores increased from 2,399 (2023-24) to 2,608 (2024-25), a 209-point gain.

ELPAC: Average overall scale scores showed a significant increase from 1,386 (2023-24) to 1,458 (2024-25), a 72-point gain.

Successes:

Strong academic growth: Our assessment data demonstrates substantial progress across multiple measures, indicating that our instructional approaches and interventions are highly effective.

High attendance rate: Our attendance rate improved from 92.27% (2023-24) to 94.57% (2024-25), representing a 2.3 percentage point increase and indicating strong student engagement and a positive school environment.

Zero suspension and expulsion rates: We've maintained a 0% suspension and expulsion rate, reflecting our commitment to positive behavior support and a nurturing school climate.

Positive school climate:

100% of parents who returned the School Climate Survey strongly agreed that their children's learning needs are being met.

100% of students agreed that they understand school rules and feel their teacher cares about them and wants them to be successful.

Broad course offerings: Despite our small size, we've been able to provide a range of supplemental programs in ELA and Mathematics. For ELA, we utilize ZooPhonics (physical materials), Footsteps2Brilliance, Happy Letters, Read Theory, and NewsELA (computer programs). For mathematics, we use ST Math and Happy Numbers (computer programs) in addition to our base curriculum in those subjects.

Expanded experiential learning: While inadvertently omitted from the original 2024–25 LCAP, the district implemented several field trips aligned with academic content and SEL goals. These experiences proved highly engaging and beneficial—especially for unduplicated pupils—as evidenced by pre-trip academic preparation (such as studying instruments before attending the symphony), post-trip academic integration (including writing about experiences and discussions with subject-area teachers), and meaningful cross-curricular connections (such as historical society visits where students made comparisons between children of the past and present). This led to the reinstatement of Action 2.2 (Field Trips and Experiential Learning Opportunities) in the 2025–26 LCAP.

Targeted intervention success: Our intervention systems showed remarkable effectiveness, particularly in STAR360 assessment outcomes for our highest-need student populations.

Challenges:

Chronic absenteeism: Our chronic absenteeism rate decreased from 18.18% (2023-24) to 12.5% (2024-25), representing a 5.68 percentage point reduction. While this shows improvement, it remains an area of concern given our small student population.

English Learner reclassification: Despite exceptional gains in ELPAC scores (72-point increase) and STAR360 assessments (31-81 point increases), the reclassification rate remained at 0%. While these strong assessment results demonstrate that English Learners are making substantial progress in language acquisition and academic achievement, some students are still developing the full range of foundational literacy skills needed to meet reclassification criteria. Additionally, our very small EL population means individual student circumstances significantly impact this rate.

Limited resources for accelerated learners: The district still lacks specialized curriculum or programs for students performing significantly above grade level.

Identified Needs and How We're Addressing Them:

Sustaining and building upon academic gains:

Continued implementation of effective instructional practices that led to substantial assessment improvements

Hiring of qualified support staff (Action 1.7)

Hiring of a part-time instructional aide (Action 1.8)

Implementation of supplemental instructional materials, including ZooPhonics materials, Footsteps2Brilliance, Happy Letters, Read Theory, NewsELA for ELA, and ST Math and Happy Numbers for mathematics (Action 1.2)

Use of progress monitoring tools like STAR360 (Action 1.3)

Advancing English Learners toward reclassification:

Enhanced focus on ELPAC domains through targeted instruction during designated ELD time

Professional development focused on ELD strategies (Action 1.1)

Continued scaffolding and support to build on current strong growth patterns

Reducing chronic absenteeism:

Ongoing implementation of a comprehensive attendance and engagement program (Action 2.1)

Shifted focus to homework and SEL calendar participation rewards to encourage responsibility and consistent effort

Enhancing opportunities for accelerated learners:

Plans to introduce at least one specialized curriculum or program for high-performing students (Action 1.5)

Strengthening family and community engagement:

Hiring a Family Engagement Coordinator (Action 3.1)

Offering parent education workshops focusing on topics such as academic support strategies, parenting skills, college and career readiness, and navigating the educational system (Action 3.2)

Providing at-home learning resources that target a variety of subjects including math (cooking, board games), ELA (reading books, writing letters/poetry), science (stargazing, outdoor study), art (seasonal crafts), and history/social science (asking adults to share childhood stories and memories) (Action 3.4)

Expanded monitoring of enrichment access:

To support the reinstated field trip program action, we introduced a new engagement metric—Metric 2.8: Participation logs documenting number and types of trips per year—to ensure equitable access to real-world learning experiences and evaluate the scope of implementation.

By focusing on these identified needs and implementing targeted, schoolwide actions, we aim to sustain our strong academic gains, continue improving student outcomes, engagement, and well-being in our unique rural school community.

LREBG Information:

Panoche Elementary School District will utilize a portion of remaining LREBG funds to support Action 1.7 (Hiring of Appropriately Qualified Support Staff) and Action 1.8 (Hiring of Instructional Aide). A comprehensive needs assessment identified English Learners and students with disabilities as the student groups most in need of additional learning recovery support. These actions align with allowable uses under EC

Section 32526(c)(2) by providing additional personnel to directly support academic recovery. The district will monitor the effectiveness of these actions through LCAP metrics 1.7, 1.8, 1.9, and 1.10, which measure progress for English Learners and students with disabilities.

Reflections: Technical Assistance

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

N/A, LEA is not eligible for or has not requested 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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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/Principals/Administrators	N/A. One individual fills all of these roles and wrote the LCAP.
Certificated Staff and Other School Personnel	While there are no official bargaining units, the district's teacher's aide and substitute/music teacher provided informal input and feedback during monthly board meetings held on the second Monday of each month from August 2024 through June 2025.
Board Members	Formal and informal opportunities were provided at regular board meetings to gather input and feedback from board members on district priorities, goals, and planned actions/services for the LCAP. Key dates included the mid-year LCAP update on February 10, 2025, public hearing and review on June 9, 2025, with first LCAP adoption on June 9, 2025 and the adoption of the revised document on September 8, 2025.
Parents	A school climate survey was distributed during the first week of April 2025 to solicit parent input on areas of priority. Parents were also engaged at Back to School Night on August 21, 2024, Winter Concert on December 13, 2024, end of Trimester 1 conferences in early November 2024, and end of Trimester 2 conferences in late February 2025. Additionally, ongoing informal engagement occurs during daily student drop-off and pick-up interactions.
Students	Students had the opportunity to share their voice on the LCAP through a school climate survey administered during the first week of April 2025.
SELPA	Consultation with SELPA on the creation of this LCAP took place on May 22, 2025

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

The input and feedback gathered from educational partners through various methods significantly shaped the development of the Local Control and Accountability Plan (LCAP). Here's how specific partner feedback influenced our actions:

1. Board Members:

Feedback Method: Informal and ongoing discussions throughout the year during board meetings, including the mid-year LCAP update on February 10, 2025, public hearing and review on June 9, 2025, and adoption on June 9, 2025 and re-adoption of revised annual update on September 8, 2025.

Feedback: Emphasized the importance of maintaining safe, well-maintained facilities and providing robust academic interventions.

Related Actions:

Action 1.4: Upgrades to classroom and restrooms

Action 1.5: Pest Control

Action 1.6: Cleaning and Grounds Maintenance

Action 1.3: Progress Monitoring (STAR360) to inform interventions

2. Staff (including teacher's aide and substitute/music teacher):

Feedback Method: Informal and ongoing discussions prior to monthly board meetings held on the second Monday of each month from August 2024 through June 2025.

Feedback: Highlighted the need for ongoing professional development opportunities.

Related Action:

Action 1.1: Professional Development focused on multi-grade classroom instruction, ECE, and ELD strategies

3. Parents:

Feedback Method: Parental School Climate Survey administered during the first week of April 2025, along with ongoing engagement at school events and daily interactions.

Data: 100% of parents who returned the April 2025 School Climate Survey responded "strongly agree" to the statement "The school encourages parent involvement in school activities."

Feedback: Expressed desire for expanded enrichment opportunities and a nurturing school environment.

Related Actions:

Action 1.6: Music and Art Instruction

Action 2.4: Mental Health Supports

Action 3.1: Family Engagement Coordinator to organize events and activities

4. Students:

Feedback Method: Student School Climate Survey administered during the first week of April 2025.

Data: 100% of students who responded to the Student School Climate Survey agreed to the statements "I understand the school rules" and "My teacher cares about me and wants me to be successful."

Feedback: Emphasized the importance of engaging, hands-on learning experiences.

Related Actions:

Action 1.4: Broad Course of Study, including enrichment activities

Action 1.5: Accelerated Learning Opportunities

5. SELPA Consultation:

Feedback Method: Formal document shared between SELPA and the LEA. Formal meeting May 22, 2025.

Feedback: Advised on strategies to better support students with disabilities and align with special education requirements.

Related Actions:

Action 1.7: Hiring of Appropriately Qualified Support Staff

Action 1.8: Hiring of Instructional Aide to provide additional support

Action 1.2: Supplemental Instructional Materials, including those tailored for students with disabilities

6. School Climate Survey Results:

Feedback Method: Combined analysis of Student and Parent School Climate Surveys administered during the first week of April 2025.

Data: High satisfaction rates (100% positive responses) in key areas such as understanding school rules, teacher care, and parent involvement.

Related Actions:

Action 2.1: Attendance and Engagement program to address chronic absenteeism (12.5% rate for 2024-2025)

Action 2.3: Continued solicitation of feedback through annual surveys

Action 3.2: Parent Education Workshops to further engage families

While the democratic input process had limitations due to our small-staff context, we made concerted efforts to authentically incorporate diverse educational partner perspectives into the LCAP. This collaborative approach, utilizing both formal surveys and ongoing informal feedback, ensures that our plan addresses the unique needs of our school community and upholds stakeholder interests to the extent possible.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure a high-quality teaching and learning environment that supports continuous academic progress and achievement for all students, including English Learners and students with disabilities.	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)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA has developed the goal to address the diverse needs and challenges faced by its student population, particularly those who may not be meeting grade-level standards. The assessment data presented indicates significant academic gaps for English Learners and students with disabilities. Specifically, the data shows:

- 1.Low ELPAC scores and limited progress for English Learners in advancing to the next proficiency level, highlighting the need for improved English language acquisition support.
- 2.Unsatisfactory CAASPP results in math and language arts, with a majority of students not meeting grade-level standards, indicating a need for enhanced instruction and support in these subject areas.
- 3.Notably, 100% of English Learners are not meeting grade-level standards in ELA/Early Literacy and mathematics, as per the STAR360 Assessment Data, signaling a critical need to address the academic needs of this student population.
- 4.The LEA has a significant population of English Learners (33%), with 50% of English Learners also having Individualized Education Programs (IEPs), affecting their capacity to perform at grade-level standards and requiring individualized support and accommodations.

By recognizing that a "one-size-fits-all" approach to meeting grade-level standards may not be effective for all students, the LEA has developed this goal to ensure a high-quality teaching and learning environment that supports continuous academic progress and achievement. The goal acknowledges the diverse needs of the student population, particularly English Learners and students with disabilities, and emphasizes the importance of measuring individual growth and progress in addition to grade-level proficiency.

The LEA aims to create an environment that provides targeted support, personalized instruction, and accommodations to ensure that all students, regardless of their starting points or unique challenges, have the opportunity to make meaningful academic gains and achieve their full potential. By focusing on continuous progress and achievement, the LEA can better address the specific needs of its student population and work towards closing the identified achievement gaps.

The LEA also recognizes the importance of supporting and challenging its high-performing students. While addressing the needs of struggling students is a priority, the LEA aims to ensure that no student is left behind, including those performing at or above grade level standards. To that end, the goal of ensuring a high-quality teaching and learning environment also encompasses the purchase and introduction of accelerated learning opportunities and programs for students performing at least one full year above grade level standards. By providing enrichment and advanced learning pathways, the LEA seeks to nurture the potential of its high-achieving students and ensure that they continue to progress and excel academically.

The actions outlined in this goal work synergistically to address the identified needs and support continuous academic progress for all students:

Action 1.1 (Professional Development) will equip our educator with strategies tailored for our unique multi-grade, diverse classroom. Actions 1.2 (Supplemental Instructional Materials) and 1.3 (Progress Monitoring) will provide the resources and data necessary to implement targeted interventions. Action 1.4 (Broad Course of Study) ensures a well-rounded education for all students, while Action 1.5 (Accelerated Learning Opportunities) addresses the needs of high-performing students. Actions 1.6 (Music and Art Instruction), 1.7 (Hiring of Appropriately Qualified Support Staff), and 1.8 (Hiring of Instructional Aide) provide additional support and enrichment to enhance the overall learning experience. Together, these actions create a comprehensive approach to improving academic outcomes, supporting English Learners and students with disabilities, and fostering a high-quality teaching and learning environment for all students at Panoche Elementary School District.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Professional Development with focus on Early Childhood Education/ELD, and Multigrade Classrooms. Data Source: PD Calendar, Panoche Elementary	2023-2024 school year Total hours - 104 hours Early Childhood Education Focus - 1 hour ELD Focus- 0 hours Multigrade Focus- 103 hours (including MTSS training)	2024-2025 School Year Total hours- 32.5 hours Early Childhood Education Focus- 28 hours ELD Focus- 0 hours Multigrade Focus- 4.5 hours		2026-2027 school year Total hours - 6 ECE Focus - 0 hours ELD Focus- 0 hours Multigrade Focus: 0 hours	Decreased total professional development hours by 71.5 hours (from 104 to 32.5). Completed MTSS certification training in 2023-24 (103 hours) and transitioned to Early Childhood Education professional development in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						2024-25 (28 hours increase from baseline).
1.2	Every pupil in the school district has sufficient access to the standards-aligned instructional materials Data Source: Sufficiency of Instructional Materials	2023--2024 100% of students had sufficient access to standards-aligned instructional materials.	2024-2025 100% of students had sufficient access to standards-aligned instructional materials.		2026-2027 100% of students continue to have sufficient access to standards-aligned instructional materials.	Consistent with baseline. Meeting Target for Year 3 Outcome.
1.3	Summative ELPAC scores and the percentage of English Learners progressing to the next proficiency level each year Data Source: ELPAC	2023-2024 average overall scale score on the summative ELPAC for all EL students was 1,386.	2024-2025 average overall scale score on the summative ELPAC for all EL students was 1,458		Increase the average overall scale score on the summative ELPAC for all EL students to at least 1,386 points (50 point increase) by the end of the third year	72 point increase in the average overall scale score on the summative ELPAC for all EL students. Exceeding point increase needed to meet Target for Year 3 Outcome.
1.4	Percentage of students, including English Learners and students with disabilities, demonstrating growth or maintaining proficiency on CAASPP assessments in ELA Data Source: CAASPP	The average CAASPP ELA assessment score for all students, including English Learners and students with disabilities, was 2,415 during the 2023-2024 academic year.	The average CAASPP ELA assessment score for all students, including English Learners and students with disabilities, was 2,593 during the 2024-2025 academic year.		Increase the average CAASPP ELA assessment score for all students, including English Learners and students with disabilities, 2415 by the end of year 3.	194 point increase in the average CAASPP ELA assessment score for all students, including English Learners and students with disability.
1.5	Percentage of students, including English Learners and students	The average CAASPP Math assessment score for all students,	The average CAASPP Math assessment score		Increase the average CAASPP Math assessment	209 point increase in the average CAASPP Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with disabilities, demonstrating growth or maintaining proficiency on CAASPP assessments in mathematics Data Source: CAASPP	including English Learners and students with disabilities, was 2,399 during the 2023-2024 academic year.	for all students, including English Learners and students with disabilities, was 2608 during the 2024-2025 academic year		score for all students, including English Learners and students with disabilities, by 15-20 points from the baseline score of 2399 by the end of year 3.	assessment score for all students, including English Learners and students with disability.
1.6	Percentage of students, including English Learners and students with disabilities, demonstrating growth or maintaining proficiency on CAST assessments. Data Source: CAASPP	The average CAST assessment score for all students, including English Learners and students with disabilities, was 398 during the 2023-2024 academic year.	There is no 2024–25 CAST data to report, as there were no enrolled 5th or 8th grade students eligible to participate in the assessment.		Increase the average CAST assessment score for all students, including English Learners and students with disabilities, by 5-10 points from the baseline score of 398 by the end of year 3.	CAST scores remained consistent from the previous academic year due to the fact that there were no enrolled 5th or 8th grade students eligible to participate in the assessment during the 2024-2025 school year.
1.7	Percentage of English Learners demonstrating growth or maintaining proficiency on STAR360 assessments in ELA/Early Literacy. Data Source: Star 360	EL Student-Average Scaled Score STAR360 Early Literacy/Reading: 717 in May of 2023	EL Student-Average Scaled Score STAR360 Early Literacy/Reading: 748 in May of 2024		Increase the average scaled score on the STAR360 Early Literacy/Reading assessment for English Learners (ELs) by 25 points, from a baseline of 717 to 742.	Average scaled score on the STAR360 Early Literacy/Reading assessment for English Learner's (ELs) increased by 31 points, from a baseline of 717 to 748 in May of 2024.
1.8	Percentage of English Learners demonstrating	EL Student (eligible for testing) Average	EL Student (eligible for testing)		Increase the average scaled	Average scaled score on the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	growth or maintaining proficiency on STAR360 assessments in mathematics. (Note: Only grades 1 and up are eligible for this assessment.) Data Source: Star 360	Scaled Score STAR360 Math: 740 in May 2023	Average Scaled Score STAR360 Math: 821 in May 2024		score on the STAR360 Math assessment for English Learners (ELs) eligible for testing by 25 points, from a baseline of 740 to 765.	STAR360 Math assessment for English Learner's (EL's) eligible testing increased by 81 points, from a baseline of 740 to 821.
1.9	Percentage of students with disabilities demonstrating growth or maintaining proficiency on STAR360 assessments in ELA/Early Literacy. Data Source: Star 360	Students with disabilities Average Scaled Score STAR360 Early Literacy/Reading: 716 in May 2023	Students with disabilities Average Scaled Score STAR360 Early Literacy/Reading: 761 in May 2024		Increase the average scaled score on the STAR360 Early Literacy/Reading assessment for students with disabilities by 25 points, from a baseline of 716 to 741	Average scaled score on the STAR360 Early Literacy/Reading assessment for students with disabilities increased by 45 points, from a baseline of 716 to 761.
1.10	Percentage of students with disabilities demonstrating growth or maintaining proficiency on STAR360 assessments in mathematics (Note: Only grades 1 and up are eligible for this assessment.) Data Source: Star360	Students with disabilities Average Scaled Score STAR360 Math: 740 in May 2023	Students with disabilities Average Scaled Score STAR360 Math: 805 in May 2024		Increase the average scaled score on the STAR360 Math assessment for students with disabilities by 25 points, from a baseline of 740 to 765.	Average scaled score on the STAR360 Math assessment for students with disabilities increased by 65 points, from a baseline of 740 to 805.
1.11	Course Schedule/Curriculum	May 2023-Panoche currently offers no specialized curriculum	May 2024-Panoche currently offers no		Panoche will offer at least 1 specialized	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Offerings-Accelerated Learning Focus Data Source: Course Schedule, Curriculum Inventory	or programs for Accelerated Learners	specialized curriculum or programs for Accelerated Learners		curriculum or student program for Accelerated Learners.	
1.12	Course Schedule/Curriculum Offerings-English Language Arts (supplemental) and Mathematics (supplemental) Data Source: Course Schedule	May 2023-Panoche currently offers 2 supplemental ELA programs, 2 supplemental math programs, and 2 combination supplemental programs.	May 2024-Panoche currently offers 2 supplemental ELA programs, 2 supplemental math programs, and 2 combination supplemental programs.		Panoche will maintain its supplemental curriculum offerings in both ELA and Mathematics.	Panoche continues to maintain its supplemental curriculum offerings in both ELA and Mathematics.
1.13	Teachers in the local educational agency (LEA) are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Data Source: California Commission on Teacher Credentialing (CTC) Records:	2023-2024 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teacher.	2024-2025 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teacher.		100% of teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teacher.	Rate of 100% of teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teacher remained consistent.
1.14	School facilities are maintained in good repair. Data Source: Fit Report	2023 - 2024 School facilities were maintained in good repair. (Exemplary Status for 23-24)	2024 - 2025 School facilities were maintained in good repair.		2026 - 2027 School facilities were maintained in good repair. (Exemplary Status)	School facilities continued to maintained in good repair. (Exemplary Status)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Exemplary Status for 24-25)			
1.15	The implementation of state board adopted academic content and performance standards for all students. Data Source: Local Lesson Plans	2023-2024 100% implementation of state board adopted academic content and performance standards for all students.	2024-2025 100% implementation of state board adopted academic content and performance standards for all students.		2026 2027 100% implementation of state board adopted academic content and performance standards for all students.	100% implementation of state board adopted academic content and performance standards for all students remains consistent.
1.16	The English learner reclassification rate Data Source: Summative ELPAC	2023-2024 0% reclassification rate.	2024-2025 0% reclassification rate.		2026-2027 10% reclassification rate.	Reclassification rate remains consistent.

Goal Analysis [2024-25]

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

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

Overall Implementation

During the 2024–2025 academic year, Panoche Elementary implemented Goal 1 with mixed results in academic outcomes and strong consistency in infrastructure maintenance. The district maintained its foundational systems while experiencing notable fluctuations in student performance across different assessment measures.

Context and Demographics

Panoche Elementary is a very small rural school with limited student enrollment. This important demographic context significantly affects data interpretation, as individual student performance can substantially impact overall metrics. For example, the CAST assessment data reflects testing of only one student, with no additional students eligible for testing the following year, explaining why scores remained identical year-to-year.

Substantive Differences in Planned vs. Actual Implementation

Several notable differences between planned and actual implementation emerged during the year:

Professional Development Focus: A total of 32.5 hours of professional development were completed in 2024–25, compared to 104 hours in 2023–24. This reflects a decrease of 71.5 hours overall, largely due to the completion of the 100+-hour MTSS certification program in 2023–24. In 2024–25, professional development shifted its focus to Early Childhood Education (28 hours, up from 1 in the baseline year), with 4.5 hours dedicated to multigrade instruction and none to English Language Development (ELD). While total hours decreased, the shift reflects a purposeful reallocation toward Early Childhood Education practices. Looking ahead, the district will more intentionally monitor PD distribution to ensure balance across priority areas (ECE, ELD, and multigrade). At the time of this report, 2025–26 PD is not yet fully scheduled. Initial hours included participation in Disney's Imagination Campus Imagination Day (8 hours), emphasizing imagination-powered learning and creativity in instructional design.

Assessment Performance Fluctuations: While assessment systems were implemented as planned, outcomes showed significant increases in CAASPP ELA (194-point increase) and CAASPP Math (209-point increase). Given the school's very small size, these substantial gains likely reflect both improved instruction and shifts in student cohorts rather than a single factor.

English Learner Support: The planned implementation of English Learner services continued, with positive outcomes. Average ELPAC scores increased by 72 points, and the English Learner group showed remarkable growth on STAR360 assessments (31-point increase in Early Literacy/Reading and 81-point increase in Math). However, the reclassification rate remained at 0%. Approximately 50% of EL students are also students with IEPs whose individualized goals do not align neatly with grade-level norms. Because ELPAC is normed to grade-level expectations, results may not fully capture their actual English language development. In addition, our very small and fluctuating EL population makes the data especially sensitive to individual circumstances.

Accelerated Learning Programs: The planned implementation of specialized curriculum or programs for accelerated learners did not occur, remaining at baseline with no offerings.

Challenges Experienced with Implementation

Key challenges included:

Academic Performance Variations: While CAASPP outcomes showed substantial increases, the small cohort size means that individual student growth or regression can significantly shift averages. The district recognizes the need to interpret these results within this context.

English Learner Reclassification: Despite strong STAR360 growth and ELPAC score increases, the reclassification rate remained at 0%. While small student numbers mean individual circumstances strongly influence this outcome, another contributing factor is that some English Learners are still developing foundational literacy skills and remain well below grade-level expectations, making near-term reclassification less feasible.

Targeted Professional Development: Although professional development hours increased substantially in Early Childhood Education in 2024–25, the continued lack of ELD-specific training suggests the need for stronger alignment between training and strategic priorities.

Advanced Learning Options: Efforts to expand programming for accelerated learners have not yet been realized.

Successes Experienced with Implementation

Despite challenges, the district experienced notable successes:

Intervention Systems: STAR360 assessment outcomes demonstrated significant growth. English Learners gained 31 points in Early Literacy/Reading and 81 points in Math, exceeding targets. Students with disabilities also exceeded growth targets, gaining 45 points in Early Literacy/Reading and 65 points in Math. Importantly, these increases represent meaningful movement across achievement bands (e.g., from

below grade level to approaching, or from approaching to at grade level), signaling substantive academic progress even when students are not yet fully at grade-level expectations.

State Assessment Gains: The substantial increases in CAASPP ELA (194 points) and Math (209 points) far exceeded targets and demonstrate significant academic progress, even when accounting for small sample sizes.

Professional Development Shifts: While fewer hours were logged overall, 2024–25 PD reflected a strong increase in Early Childhood Education training (28 hours, up from 1). This represents a purposeful reallocation of training resources and will inform instructional strategies in early literacy and foundational skills.

Core Infrastructure: The district maintained strong systems, including 100% access to instructional materials, exemplary facility status, and fully credentialed teaching staff.

EL Instructional Strategies: Beyond progress monitoring, teachers incorporated scaffolds such as visual supports, sentence frames, differentiated assignments, and structured collaboration to help EL students access grade-level content while developing English proficiency.

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.

Several material differences were identified between budgeted and actual expenditures for Goal 1 actions.

Action 1.1 (Professional Development): Professional development expenditures were lower than initially anticipated because the district completed a 103-hour MTSS certification program in 2023–24. As a result, total PD hours in 2024–25 decreased from 104 to 32.5. However, the focus of PD shifted significantly, with Early Childhood Education increasing from 1 hour at baseline to 28 hours in 2024–25. This reflects a purposeful reallocation of training resources, even though the overall hours decreased. No ELD-specific hours were recorded this year.

Action 1.5 (Accelerated Learning Opportunities): This action was not implemented during the year due to a delay in program development, resulting in unspent funds (\$500).

Action 1.2 (Supplemental Instructional Materials): This action underspent by \$1,623.14 because fewer materials were needed than anticipated after a mid-year curriculum adjustment.

Action 1.3 (Progress Monitoring): This action exceeded its planned amount by \$322.90 due to increased licensing costs and expanded student access to STAR360 assessments.

Action 1.4 (Broad Course of Study): This action also exceeded the budget by \$648.01 due to increased enrichment activities.

Actions 1.7 and 1.8 (Staffing): Staffing-related actions varied due to salary adjustments and staffing schedule shifts.

These variances were addressed through internal budget adjustments to ensure alignment with student needs, particularly for unduplicated student groups.

Highly Effective Actions

Intervention Programs (STAR360): The data clearly demonstrates the high effectiveness of intervention systems for targeted student populations. The significant gains in STAR360 assessments for both English Learners and students with disabilities (31–81 point increases across metrics) far exceeded targets, indicating that these intervention actions are highly effective in supporting student progress. Importantly, these increases represent meaningful movement across achievement bands (e.g., from below grade level to approaching, or from approaching to at grade level), signaling substantive academic progress.

State Assessment Performance: Actions supporting core academic instruction proved highly effective, as evidenced by substantial gains on state assessments. CAASPP ELA scores increased by 194 points (from 2,415 to 2,593), and CAASPP Math scores increased by 209 points (from 2,399 to 2,608). These dramatic improvements far exceeded the modest 15-20 point targets and demonstrate significant academic growth, even when accounting for the impact of small cohort sizes.

English Language Development Support: Actions supporting English Learners showed strong effectiveness, with ELPAC scores increasing by 72 points (from 1,386 to 1,458), far exceeding the 50-point target. Combined with the exceptional STAR360 gains for EL students (31 points in Early Literacy/Reading and 81 points in Math), these results indicate that ELD instructional strategies and supports are working effectively to advance English language acquisition and academic achievement.

Core Infrastructure Maintenance: Actions related to maintaining school facilities, ensuring appropriate teacher assignments, and providing standards-aligned instructional materials have been consistently effective, as evidenced by maintaining 100% compliance across these metrics.

Professional Development Access: Actions to provide targeted professional development have been effective in terms of focus and application. The significant increase in Early Childhood Education PD (28 hours compared to 1 hour at baseline) supported foundational literacy and instructional practices, which likely contributed to the strong academic gains observed in both state and local assessments.

Moderately Effective Actions

Supplemental Curriculum: The maintenance of supplemental curriculum offerings (2 ELA, 2 math, and 2 combination programs) has been moderately effective in supporting educational programming. The strong state assessment outcomes suggest these resources are contributing to student achievement, though their specific impact is difficult to isolate from other instructional factors in our small school context.

Standards Implementation: While the district has achieved 100% implementation of state board adopted academic content standards, and the translation of this implementation into improved outcomes is clearly evident in the 2024-25 assessment results, continued focus on maintaining this implementation quality will be essential.

Less Effective Actions

Targeted Professional Development for ELD: Despite strong student outcomes for English Learners, no professional development hours were logged specifically for English Language Development (ELD) in 2024–25. While the student results suggest that current ELD

instructional practices are effective, the lack of targeted professional development in this area represents a missed opportunity to further strengthen teacher capacity. The district should prioritize ELD-focused training in 2025–26 to build on current successes and ensure sustained progress.

English Learner Reclassification: Actions focused on advancing English Learner proficiency toward reclassification have shown limited effectiveness, with a continued 0% reclassification rate. While small student numbers mean individual circumstances strongly influence this outcome, and while EL students demonstrated exceptional growth on both STAR360 and ELPAC assessments, another contributing factor is that some English Learners are still developing foundational literacy skills and remain well below grade-level expectations, making near-term reclassification less feasible. To address this, the district is refining instructional practices for 2025–26 to better align daily instruction with the ELPAC domains (listening, speaking, reading, and writing). This includes:

- Using ELPAC data more intentionally to group students and plan targeted instruction during designated ELD time.
- Incorporating mid-year ELPAC-style practice tasks into weekly routines to build familiarity with assessment demands.
- Continuing scaffolds such as visual supports, sentence frames, differentiated assignments, and structured collaborative learning to support access to core instruction.

Accelerated Learning Programs: Actions intended to develop specialized curriculum or programs for accelerated learners have not been effective to date, as no progress has been made from baseline. This represents an area requiring immediate attention and implementation in the coming year.

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

Based on our implementation results and effectiveness analysis, the following refinements to our approach are being implemented for the coming year while maintaining our established LCAP goals, metrics, targets, and actions:

Implementation Refinements

Small School Context Considerations: While maintaining our existing metrics as written in the LCAP, we are implementing additional individualized student progress measures to better account for our small school context. This helps us track growth patterns that may be obscured in aggregate data due to small sample sizes. For student privacy, these supplemental results are not published but inform our instructional decisions.

Professional Development Focus: We are adding internal tracking of professional development hours to monitor alignment with our priority areas (Early Childhood Education, ELD, and Multigrade Classrooms) to ensure more strategic allocation of training resources. The strong academic gains observed in 2024-25, combined with the 28-hour increase in Early Childhood Education professional development, suggest that focused PD is contributing to improved outcomes. To strengthen the impact of PD on student achievement, each professional development session attended will translate into at least two strategies implemented in the classroom. Progress will be monitored internally through tools such as student goal-setting, student data chats, and formative checks aligned to the strategies introduced. Given the exceptional student growth in state assessments and ELPAC scores, the district will prioritize ELD-specific professional development in 2025-26 to build on current successes and ensure sustained progress.

Assessment Data Interpretation: Given the fluctuations common in small school assessment data, we are maintaining our LCAP achievement targets while refining our internal progress monitoring to focus on long-term growth trajectories. The substantial gains in CAASPP ELA (194 points) and Math (209 points), as well as ELPAC (72 points), demonstrate the effectiveness of our instructional approach. This approach better serves our small student population while upholding our accountability commitments and building on demonstrated success.

English Learner Progress Monitoring: While maintaining our LCAP reclassification target of 10% by year 3, we are adding internal interim progress indicators to better track individual student growth toward reclassification eligibility within our small school context. The exceptional gains in ELPAC (72 points) and STAR360 assessments (31-81 point increases) demonstrate that our EL supports are highly effective in advancing English language development and academic achievement. Instruction in 2025–26 will build on these successes by more closely aligning with the ELPAC domains (listening, speaking, reading, and writing) through targeted grouping during designated ELD time and regular use of ELPAC-style practice tasks in weekly instruction.

Accelerated Learning Development: Having identified the need for progress in developing programming for accelerated learners, we are implementing a specific timeline to research, select, and pilot at least one specialized curriculum or program for these students by the end of the coming year, addressing this gap within our current LCAP framework.

Small-School Responsive Strategies: We are refining our implementation of several LCAP actions to better fit our small school context, including more individualized instructional approaches, cross-grade level collaboration, and flexible grouping strategies that leverage our unique ability to personalize education. The dramatic gains in state assessments suggest that our current instructional model is working effectively, and we will document and systematize the practices that contributed to this success.

These implementation refinements reflect our commitment to continuous improvement while maintaining our established LCAP commitments. By enhancing our approach based on implementation experiences and effectiveness data, we aim to build on our successes and address areas needing improvement in ways that respect the realities of our small student population while fulfilling our LCAP obligations.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Provide professional development for the teacher on effective instructional strategies for teaching a multi-grade classroom, with focus on differentiated instruction, Early Childhood Education, and supporting English Learners. (Other State Funds)	\$475.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Supplemental Instructional Materials	Research, adopt, and implement supplemental standards-aligned instructional materials at all levels, including intervention, and English Language Development.	\$6,984.00	Yes
1.3	Progress Monitoring	Implement a comprehensive assessment system to monitor student progress in English Language Arts and Mathematics and use data to inform instructional practices. (STAR360)	\$1,090.00	Yes
1.4	Broad Course of Study	Ensure access to a broad course of study, including core subjects, enrichment activities, and support services for all students, including low-income, English Learners, and students with disabilities.	\$3,500.00	No
1.5	Accelerated Learning Opportunities	Offer accelerated learning opportunities and programs for students performing at least one full year above grade level standards, such as high-level readers, STEM kits, and/or coding programs.	\$500.00	Yes
1.6	Music and Art Instruction	A local music instructor will continue to provide weekly music instruction to all students to support their academic and social-emotional education and well-being. A local art instructor will provide monthly art instruction to all students to support their academic and social-emotional education and well-being. (LCFF and AMS)	\$8,400.00	Yes
1.7	Hiring of Appropriately Qualified Support Staff	Panoche Elementary will maintain an appropriately qualified support staff member for a 1/2 day each week to support students EL learning needs and teacher/principals scheduling constraints. This action is supported in part by Learning Recovery Emergency Block Grant funds.	\$5,233.00	Yes
1.8	Hiring of Instructional Aide	Panoche Elementary will maintain a part-time instructional aide to support EL student learning needs. This action is supported in part by Learning Recovery Emergency Block Grant funds.	\$12,083.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster a positive, inclusive, and safe school climate.	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The LEA has developed the goal for the following reasons:

- 1.Attendance and Chronic Absenteeism Rates: While our attendance rate of 94.57% for the 2024-25 school year demonstrates strong student engagement, our chronic absenteeism rate of 12.5% indicates that some students are still missing significant instructional time. Although this represents an improvement from the previous year's chronic absenteeism rate of 18.18%, consistent attendance remains crucial for student learning and academic success. By focusing on fostering a positive and inclusive school climate, the LEA aims to further reduce chronic absenteeism and encourage regular attendance for all students.
- 2.Chronic Absenteeism: The data indicates that a significant number of students are at risk of becoming chronically absent or have already reached that status. Chronic absenteeism can have detrimental effects on student achievement, engagement, and overall well-being. By creating a positive and welcoming school environment, the LEA aims to address the underlying factors contributing to chronic absenteeism and encourage students to attend school regularly.
- 3.Suspension and Expulsion Rates: Although the suspension and expulsion rates are consistently at zero, maintaining a positive and safe school climate is essential to sustain this achievement. A positive school climate fosters a sense of belonging, respect, and support, which can reduce disciplinary incidents and promote positive behavior among students.
4. School Climate Survey Results: The consistently positive attitudes towards the school and its offerings, as reflected in the school climate survey results for students and parents, indicate that the school is on the right track in terms of creating a favorable learning environment. However, continuous efforts are necessary to maintain and further improve the positive school climate, ensuring that all students and families feel included, respected, and supported.

By prioritizing this goal, the LEA aims to create an environment that is conducive to learning, where students feel safe, valued, and motivated to attend school regularly. A positive, inclusive, and safe school climate can foster academic success, social-emotional well-being, and a sense of community among students, staff, and families. Furthermore, addressing attendance and chronic absenteeism issues through a positive school climate can lead to improved student outcomes and overall educational experiences.

The actions outlined in this goal collectively contribute to fostering a positive, inclusive, and safe school climate: Action 2.1 (Attendance and Engagement) directly addresses our chronic absenteeism concerns by implementing a comprehensive program to promote regular attendance. Action 2.3 (Solicit Feedback) ensures we continually gather input from our educational partners to inform our improvement efforts. Action 2.4 (Mental Health Supports) addresses the social-emotional needs of our students, contributing to a supportive environment. Actions 2.5 (Pest Control), 2.6 (Cleaning and Grounds Maintenance), and 2.7 (Tree trimming and maintenance) collectively ensure a safe and well-maintained physical environment for our students. Together, these actions create a holistic approach to improving school climate, enhancing student engagement, and maintaining a safe and welcoming learning environment at Panoche Elementary School District.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance rates Data Source: Local Attendance Records	Attendance rate for 2023-2024 92.27%	Attendance rate for 2024-2025 94.57%		Increase the overall attendance rate by 1.5 percentage points from the baseline year	Overall attendance rate increased by 2.3 percentage points, meeting Target for Year 3 outcome.
2.2	Chronic Absenteeism rates Data Source: Local Attendance Records	Chronic Absenteeism rate for 23-24 school year is 18.18%	Chronic Absenteeism rate for 24-25 school year is 12.5%		Decrease the chronic absenteeism rate (students absent 10% or more of school days) by 5 percentage points from the baseline year.	Chronic absenteeism rate decreased by 5.68 percentage points, meeting Target for Year 3 outcome.
2.3	Suspension/Expulsion rates	0% Suspension, 0% Expulsion rate for 2023-2024 school year	0% Suspension, 0% Expulsion rate		Maintain 0% Suspension/Expulsion Rate	0% Suspension/Expulsion Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Suspension/Expulsion Records		for 2024-2025 school year			ion Rate was maintained.
2.4	School Climate Survey Results-parents Data Source: School Climate Survey	100% of parents who returned the Parent School Climate Survey strongly agreed to the statement "My child(ren)'s learning needs are being met." (April 2024 survey)	100% of parents who returned the Parent School Climate Survey strongly agreed to the statement "My child(ren)'s learning needs are being met." (April 2025 survey)		Maintain 100% of parents who returned the Parent School Climate Survey strongly agreed to the statement "My child(ren)'s learning needs are being met."	Maintained the baseline of 100% of parents who returned the Parent School Climate Survey strongly agreed to the statement "My child(ren)'s learning needs are being met."
2.5	School Climate Survey Results-students Data Source: School Climate Survey	100% of students who responded to the Student School Climate Survey agreed to the statements "I understand the school rules." and " My teacher cares about me and wants me to be successful." (April 2024 survey)	100% of students who responded to the Student School Climate Survey agreed to the statements "I understand the school rules." and " My teacher cares about me and wants me to be successful." (April 2025 survey)		Maintain 100% of students who responded to the Student School Climate Survey agreed to the statements "I understand the school rules." and " My teacher cares about me and wants me to be successful."	Maintained the baseline of 100% of students who responded to the Student School Climate Survey agreed to the statements "I understand the school rules." and " My teacher cares about me and wants me to be successful."
2.6	Access to Broad Course of Study Data Source: Course Offerings and Master Schedule	In the 2023-2024 school year, 100% of students, including unduplicated pupils and students with exceptional needs, had access to a broad	In the 2024-2025 school year, 100% of students, including unduplicated pupils and		Maintain 100% of students, including unduplicated pupils and students with exceptional needs,	Maintained the baseline of 100% of students, including unduplicated pupils and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		course of study as evidenced by the school's course offerings and master schedule.	students with exceptional needs, had access to a broad course of study as evidenced by the school's course offerings and master schedule.		having access to a broad course of study as evidenced by the school's course offerings and master schedule.	students with exceptional needs, having access to a broad course of study as evidenced by the school's course offerings and master schedule.
2.7	Middle School Drop Out Rate Data Source - Calpads	2023-2024 Middle School Drop out rate - 0%	2024-2025 Middle School Drop out rate-0%		2026-2027 Maintain Middle School Drop out rate - 0%	Maintained Middle School Drop out rate - 0%
2.8	Participation logs documenting number and type of trips per year	No logs were created during the baseline year.	Create and maintain a participation log for each field trip during the school year.		This action was added during the 24-25 annual update.	

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.

During the 2024–25 school year, Goal 2 was implemented with strong results in school climate, attendance, and student engagement. Several planned actions were implemented as intended, while others were adjusted based on context-specific factors, including staffing capacity, geographic isolation, and student enrollment changes.

One key adjustment was the repurposing of Action 2.1 (Attendance and Engagement). Originally designed to reward student attendance, this action was re-evaluated for developmental appropriateness, given that school attendance in grades TK–8 is largely dependent on family circumstances. The funds were instead redirected to a new reward system tied to monthly homework and Social-Emotional Learning (SEL) calendar participation, which better aligns with students’ areas of influence and promotes consistent effort and engagement.

Action 2.2 (Field Trips) was added mid-year to account for a clerical error in which the action was inadvertently removed from the LCAP. This action was included to support student engagement through experiential learning, and while not originally budgeted, it was successfully implemented at a modest cost. Action 2.4 (Mental Health Supports) was highly effective, as there was no need for student referrals, meaning the SEL program is being proactive in creating a safe environment for all students. While the district utilized the MooZoom SEL program for universal supports, it did not require 1:1 counseling referrals this year. Additionally, lower-than-expected costs from the county SEL provider meant fewer funds were needed to be used than budgeted.

Facility-related actions, including 2.5 (Pest Control), 2.6 (Cleaning and Grounds Maintenance), and 2.7 (Tree Trimming), were fully implemented, though actual costs slightly exceeded projections due to vendor rate adjustments and increased service needs to maintain a safe and healthy learning environment.

Despite some modifications to implementation, the overall results were highly positive. The attendance rate increased from 92.27% to 94.57%, exceeding the Year 3 target by 2.3 percentage points. Similarly, the chronic absenteeism rate decreased from 18.18% to 12.5%, surpassing the goal of a 5 percentage point reduction. School climate survey results remained exceptionally strong, with 100% of parents and students expressing satisfaction with the learning environment and support systems.

These outcomes reflect the district's responsive approach to implementation, maintaining high standards while adapting to the needs of a very small and dynamic student population.

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.

In Goal 2, several material differences occurred between budgeted and actual expenditures. Action 2.1 (Attendance and Engagement), originally budgeted at \$600.00, was not implemented in its planned form. Upon review, the district determined that rewarding attendance was not developmentally appropriate for the TK–8 student population, as school attendance decisions are largely outside of students' control. The funds were instead reallocated to a more age-appropriate incentive system that rewards students for monthly homework completion and participation in Social-Emotional Learning (SEL) calendar activities—both of which promote responsibility and engagement within students' influence.

Action 2.2 (Field Trips), although not originally budgeted, was added mid-year at a cost of \$294.00 to remediate a clerical error in which the LCAP was inadvertently removed from the LCAP, and included to support student engagement through real-world learning experiences. Action 2.4 (Mental Health Supports) underspent significantly, with \$750.00 used out of the \$4,250.00 budgeted. This was due to two factors: (1) the county-provided SEL services came in at a lower cost than originally anticipated, and (2) no students required referrals for individual counseling services during the year. As a result, the district's SEL support relied primarily on the universal MooZoom program and the lower-cost county partnership.

Slight increases in Actions 2.5 (Pest Control), 2.6 (Cleaning and Grounds Maintenance), and 2.7 (Tree Trimming) were driven by vendor pricing adjustments and expanded service needs to maintain a safe and clean learning environment. Action 2.6 saw the largest increase—\$5,400.00 over budget—due to an increase in cleaning frequency aligned with district health and safety goals.

These reallocations and cost adjustments reflect the district's responsiveness to student needs and service utilization, ensuring funds were used strategically to support a positive, inclusive, and safe school climate while maintaining alignment with LCAP goals.

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

The actions implemented under Goal 2 were generally effective in supporting a positive, inclusive, and safe school climate, with measurable progress made toward the associated metrics.

Highly Effective Actions:

Action 2.6 (Cleaning and Grounds Maintenance) and Action 2.7 (Tree Trimming) were highly effective in maintaining a clean, safe, and welcoming campus environment. The district's commitment to consistent groundskeeping and cleanliness supported student health and well-being and contributed to sustained satisfaction in parent and student climate survey results (100% agreement).

Action 2.5 (Pest Control) also contributed to a safe environment, though slightly more expensive than planned due to vendor rate adjustments. It played a preventive role in maintaining facility standards and supported uninterrupted instructional time.

Revised Action 2.1 — reallocated to support monthly homework and SEL calendar participation rewards — proved to be highly effective. The shift away from attendance-based incentives toward academic and SEL-focused rewards increased student engagement in areas within their control and aligned better with the developmental level of the TK–8 population.

Moderately Effective Actions:

Action 2.4 (Mental Health Supports) was moderately effective. The universal SEL program (MooZoom) was implemented successfully, but the full scope of mental health support was not activated, as no 1:1 referrals were needed this year. Additionally, lower-than-expected costs from the county SEL provider meant fewer services were utilized than budgeted. While needs were adequately met this year, the system remains in place should higher levels of support become necessary in the future.

Action 2.2 (Field Trips), though not originally planned, was added in response to student engagement needs and implemented successfully. Its inclusion enhanced hands-on learning and helped address climate and engagement goals, though the scale was limited by small student numbers and rural location.

Effectiveness in Outcomes:

The effectiveness of these actions is supported by outcome data:

Attendance Rate increased by 2.3 percentage points (from 92.27% to 94.57%), exceeding the Year 3 target.

Chronic Absenteeism dropped from 18.18% to 12.5%, surpassing the 5-point reduction goal.

School Climate Surveys reflected 100% satisfaction from both parents and students.

These improvements demonstrate that while some actions were adjusted or partially implemented, the overall strategy was effective in improving student engagement, safety, and well-being.

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.

As part of the 2024-2025 annual update, Action 2.2 (Field Trips and Experiential Learning Opportunities) has been formally reinstated into the LCAP. This action was originally intended to be part of Goal 2 and was included in stakeholder discussions and planning documents; however, due to a clerical error during the initial LCAP drafting process, it was inadvertently omitted. This is evidenced by the action numbering in the prior version, which jumped from 2.1 directly to 2.3.

Despite its absence from the original plan, the district implemented field trips mid-year in 2024–25 in alignment with the intent of the goal, and these experiences were well received by students and families. Field trips provided meaningful enrichment and supported student engagement, especially for unduplicated pupils who benefit from expanded access to real-world learning opportunities.

To support this reinstated action, a new metric—Metric 2.8: Participation logs documenting number and types of trips per year—has been added. This metric will provide accountability and allow for tracking of the frequency and variety of field-based learning experiences offered to students.

These updates do not reflect a change in strategic direction, but rather a correction and refinement to ensure the LCAP accurately reflects the district's original intentions and the successful practices already underway. The formal inclusion of Action 2.2 and Metric 2.8 ensures better alignment with Goal 2's focus on fostering a positive, inclusive, and engaging school climate.

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	Attendance and Engagement	Implement a comprehensive attendance and engagement program to promote regular attendance and reduce chronic absenteeism.	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Field Trips and Experiential Learning Opportunities	Provide regular field trips and hands-on learning experiences to enhance student engagement, build background knowledge, and support social-emotional learning. Trips will be aligned with academic standards and SEL objectives and will include opportunities that are both curriculum-linked (e.g., science centers, museums) and community-based (e.g., local farms, cultural events).	\$350.00	Yes
2.3	Solicit Feedback	Conduct annual school climate surveys to gather feedback from students, parents, and staff and use the data to inform improvement efforts. There are no direct costs associated with this action, but will be completed by the Teacher/Principal.	\$0.00	No
2.4	Mental Health Supports	Provide counseling and support services to address the social-emotional needs of students. MOU with SBCOE for Mental Health Support and supplemental SEL program entitled MooZoom for \$750. (Other State Funds)	\$750.00	No Yes
2.5	Pest Control	A pest control company will continue monthly treatment of the school and grounds to ensure the safety and health of all students and staff.	\$2,000.00	No
2.6	Cleaning and Grounds Maintenance	A cleaning and Grounds Maintenance company will continue to perform daily cleaning and weekly grounds services on campus to ensure the safety and health of all students and staff. (GF and REAP)	\$34,300.00	No
2.7	Tree trimming and maintenance	Regularly scheduled tree trimming and maintenance will be scheduled to ensure safety of the student play areas and avoid damage to the school buildings.	\$2,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Strengthen family and community engagement to support student success.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

The LEA has developed this goal to promote active involvement and collaboration between the school, families, and the community. This goal recognizes the crucial role that family and community engagement plays in fostering a positive learning environment and supporting student achievement.

The metrics and baselines provided highlight the areas of focus within this goal:

1. Participation rates in family engagement events and workshops: By tracking and aiming for high participation rates, the LEA aims to create opportunities for families to be involved in their children's education, fostering a sense of partnership and supporting student success.
2. Parent survey results related to school climate and engagement: Positive feedback from parents regarding school safety, academic offerings, and encouragement of parent involvement indicates the LEA's commitment to creating a welcoming and supportive environment for families.
3. Calendar of events and community engagement activities: Organizing various events and activities throughout the school year allows the LEA to engage families and the broader community, promoting a sense of belonging and collaboration.
4. Monthly activity calendars for families: Providing at-home learning opportunities and supports for families ensures that the learning process extends beyond the classroom and involves families as partners in their children's education.

By setting targets and monitoring progress in these areas, the LEA aims to strengthen the connection between the school, families, and the community. Actively engaging families and leveraging community resources can lead to improved student outcomes, increased motivation, and a more supportive learning environment.

Furthermore, this goal aligns with research that highlights the positive impact of family and community engagement on student achievement, attendance, behavior, and overall well-being. By fostering strong partnerships and providing opportunities for involvement, the LEA is taking a holistic approach to support student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Participation Rates in family engagement events and workshops. Data Source: Attendance records, family events	89% of families participated in events during the 2023-2024 school year.	100% of families participated in events during the 2024-2025 school year.		100% of families will participate in at least one family engagement activity during the school year.	100% of families participated in at least one family engagement activity during the 2024-2025 school year, meeting Target for Year 3 outcome.
3.2	Parent Survey Results related to school climate and engagement Data Source: School Climate Survey	100% of parents who returned the April 2024 School Climate Survey responded "strongly agree" to the statement "The school encourages parent involvement in school activities."	100% of parents who returned the April 2025 School Climate Survey responded "strongly agree" to the statement "The school encourages parent involvement in school activities."		Maintain the percentage of 100% of parents who respond "strongly agree" to the statement "The school encourages parent involvement in school activities." on the School Climate Survey.	Maintained the percentage of 100% of parents who respond "strongly agree" to the statement "The school encourages parent involvement in school activities." on the School Climate Survey.
3.3	Calendar of events-community engagement activities Data Source: School Calendar of Events	3 Community Engagement Activities took place in 2023-2024: Back to School Night, Parent Breakfast To-Go, and Spring Concert/Graduation.	3 Community Engagement Activities took place in 2024-2025: Back to School Night, Christmas Concert, and Parent Breakfast To-Go		Five or more Community Engagement Activities will be scheduled and take place over the 2026-2027 school year.	Maintained baseline of 3 events.
3.4	Monthly activity calendars for families	No at-home learning opportunities/supports	10 (monthly) learning		25% of families will complete an	Participation far exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Activity Calendar records/hard copies	provided to families May 2024.	opportunities/supports provided to families May 2025.		<p>average of 30 activities or more from the provided monthly calendars over the course of the full school year.</p> <p>Modified as of 5/5/25 as there was a typo and it should have stated 10 activities or more not 30.</p> <p>25% of families will complete an average of 10 activities or more from the provided monthly calendars over the course of the full school year.</p>	expectations, reaching 94% — nearly four times higher than the initial goal of 25%.
3.5	<p>School-to-Home Communication Effectiveness</p> <p>Data Source: Monthly Newsletters digital copies</p>	0 monthly communication folders were sent home in 2023-2024.	10 monthly communication folders were sent home in 2024-2025.		9 monthly communication folders sent home per year (accounting for summer months)	Exceeded our baseline of 9 folders by sending home 10 folders, which is an increase of about 11%

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.

During the 2024–2025 school year, we successfully implemented our family engagement goals with strong commitment and consistent execution across key areas. Our efforts have built upon past successes and positioned us to exceed several Year 3 benchmarks ahead of schedule.

We are especially proud to have maintained 100% family participation in school events, continuing the perfect attendance rate from the previous year. Every family participated in at least one engagement activity, demonstrating the effectiveness of our ongoing outreach and the strength of our school-community relationships.

Our parent perception results remained equally strong. 100% of survey respondents strongly agreed that the school encourages parent involvement — a clear indicator that our engagement strategies are both meaningful and well-received.

In the area of community engagement, we hosted three events: Back to School Night, the Christmas Concert, and Parent Breakfast To-Go. This reflects a slight shift from the prior year’s lineup, with the Christmas Concert replacing the Spring Concert/Graduation event. While the total number of events remained consistent with our baseline, we recognize this falls short of our Year 3 goal of five or more events. We acknowledge the need for strategic planning to gradually expand our offerings in this area.

One of our most significant implementation successes came through our monthly activity calendars, which provided families with 10 consistent learning and engagement opportunities throughout the year. Participation dramatically exceeded expectations, with 94% of families completing an average of 10 or more activities — nearly four times our original 25% participation goal. This overwhelming response reflects both the accessibility and relevance of these activities.

In terms of school-to-home communication, we enhanced consistency by sending home 10 monthly communication folders, surpassing both the baseline (0 folders in 2023–2024) and our Year 3 target of 9. This improvement signals our strong commitment to maintaining transparent and regular communication with families.

Our implementation also showed adaptability, adjusting the types of community events offered while preserving core engagement opportunities. One administrative challenge was identified in Metric 3.4: a typographical error in the original target (listed as 30 activities instead of 10). We corrected this to establish a more realistic benchmark. Even with the corrected target, participation far exceeded expectations — another sign of strong alignment between our efforts and family needs.

Overall, we successfully implemented all planned engagement actions, with particularly strong results in family participation, communication, and climate. As we look ahead, we remain committed to expanding our community engagement opportunities to meet and exceed our long-term goals.

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.

In Goal 3, the district experienced significant differences between planned and actual expenditures, with a total underspend of \$3,038.23. These variances are directly tied to our unique context as a rural, extremely small school site serving just 4 families across 5–6 students during the school year. This naturally limits the scale—and thus cost—of implementation.

Action 3.1 (Family Engagement Coordinator and Events) was budgeted at \$1,000.00, but only \$30.57 was spent. Despite ongoing efforts, the district was unable to find a qualified individual willing to serve as a Family Engagement Coordinator, particularly given our remote location. As an alternative, family engagement events were coordinated internally at minimal cost. The small number of families involved also made large-scale expenditures impractical and unnecessary to achieve strong participation outcomes.

Action 3.2 (Parent Education Workshops) was not implemented due to the district's inability to secure outside presenters willing to travel to our rural area. This represents an area for improvement in our implementation strategy. While the goal of providing parent education remains a priority, geographic limitations continue to present logistical challenges. Moving forward, the district will explore alternative approaches including: (1) virtual or asynchronous workshop options, (2) partnering with regional consortiums to share costs across multiple rural districts, and (3) providing mileage reimbursement to families who are willing to travel to attend in-person workshops at more accessible locations when facilitators cannot travel to our rural school site.

Action 3.4 (Yearbook) was implemented successfully, though it incurred no cost to the district. A community member generously donated design services, and the teacher/principal personally covered the cost of printing yearbooks for each student (\$122.80), for which they were later reimbursed. As a result, this action was fully realized without utilizing the originally budgeted \$1,000.00.

Action 3.3 (Technology Access) was implemented close to budget, with a minor underspend of \$68.80 due to fewer families requiring hotspot assistance than anticipated.

Finally, Action 3.5 (Monthly Home Communication Folder) was fully implemented at no cost, using existing school resources. The district distributed 10 monthly folders throughout the year—exceeding the goal of 9—and also provided 10 monthly activity calendars. Notably, 94% of families completed all 10 monthly engagement activities, far surpassing the 25% target and demonstrating strong outcomes despite modest spending.

These variances reflect strategic, context-sensitive resource use. Although expenditures were lower than planned, implementation quality and family engagement outcomes remained high, thanks to community partnerships, creative problem-solving, and the inherently personalized nature of education in our small-school setting.

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

Effective Actions:

Monthly Activity Calendars (Metric 3.4):

We are pleased to report exceptionally strong participation in the monthly activity calendars, with 94% of families engaging — nearly four times our original target of 25%. This level of response indicates that our families find these activities both valuable and accessible.

School-to-Home Communication (Metric 3.5):

We exceeded our goal by sending home 10 communication folders instead of the expected 9, reflecting our continued commitment to consistent and meaningful communication with families.

Maintaining Engagement Climate (Metrics 3.1 and 3.2):

Our team has sustained a 100% rating in creating a welcoming and inclusive school climate for families. This demonstrates our staff's dedication to fostering a strong sense of connection and belonging.

Areas for Improvement:

Community Engagement Activities (Metric 3.3):

While we maintained the baseline of 3 events this year, we remain below our Year 3 goal of hosting 5 or more community engagement events. Moving forward, we will prioritize developing a phased plan to increase the frequency and reach of these activities in collaboration with our school teams and community partners.

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

Based on our implementation results and effectiveness analysis, the following reflects our approach for the coming year while maintaining our established LCAP goals, metrics, and targets:

Implementation Clarifications

Metric 3.4 Target Adjustment: As we reviewed our implementation this year, we made a necessary correction to Metric 3.4, adjusting the target from "30 activities" to "10 activities" to fix a typographical error in our original documentation. This change establishes a more appropriate benchmark while still promoting meaningful family engagement—a benchmark our families have far exceeded with 94% participation in monthly engagement activities.

Community Engagement Event Implementation (Metric 3.3): We have intentionally explored different types of activities within our existing framework, implementing a Christmas Concert this year while maintaining our commitment to three signature community engagement events. This approach reflects our ongoing effort to refine our implementation based on family feedback and participation trends while working toward our established Year 3 target of five or more community engagement activities.

Continued Implementation Focus

We are maintaining consistent focus on our original LCAP metrics and goals, finding that our established framework effectively supports strong family engagement. Our exceptional participation rates and communication improvements demonstrate the effectiveness of our current approach.

Enhanced Implementation Strategy for Coming Year

Looking ahead, our primary implementation focus will be developing a concrete expansion plan to achieve our established Year 3 target of five or more community engagement events. We will build on the tremendous success we've seen in monthly activity participation and home-

school communication while thoughtfully expanding our event calendar within our current LCAP framework to create additional meaningful opportunities for family involvement.

This approach maintains our commitment to our established LCAP targets while allowing us to refine our implementation strategies based on family feedback and participation data. Our focus remains on building upon our current successes to meet our existing accountability commitments.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Engagement Coordinator or Liaison and event funding.	Plan, organize, and facilitate family engagement activities, events, and/or workshops using existing staff and community volunteers, with the goal of meeting the 5 event per year 3-year LCAP target. Family engagement events will build relationships between the school and families, particularly those from unduplicated student groups (low-income, English learners, and foster youth), and ensure their active involvement in the school community. Funds allocated for event supplies and materials as needed.	\$0.00	Yes
3.2	Parent Education Workshops	Organize a series of workshops or classes for parents, focusing on topics such as academic support strategies, parenting skills, college and career readiness, and navigating the educational system. These workshops could be facilitated by school staff, community partners, or external experts, and could be offered in multiple languages to accommodate diverse family needs.	\$500.00	Yes
3.3	Technology Access	Continue to provide access to internet hotspots for families who may have limited access.	\$1,850.00	Yes
3.4	Yearbook	Panoche Elementary will contract with a community member and/or parent to complete a school yearbook; including planning, and layout. This funding will also cover the cost of a professional photographer for formal yearbook/school photos of all students and full class, as well as allowing	\$200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for the LEA to supply each enrolled student with a yearbook at no cost to families.		
3.5	Monthly Home Communication Folder	Implement a monthly school-to-home communication system. Each month, send home a communications folder containing a monthly newsletter, lunch menus, and important documents to keep families informed and engaged with school activities and student progress.	\$0.00	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
\$11,890	\$503

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
4.248%	0.000%	\$0.00	4.248%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Supplemental Instructional Materials</p> <p>Need: Diverse learning materials to support differentiated instruction for our high percentage of English Learners (44.4%) and students with disabilities (44.4%) in a multi-grade classroom setting.</p>	Given our small student population and high percentage of English Learners (33%) and students with disabilities (50%), supplemental instructional materials are crucial for addressing diverse learning needs. These materials are provided LEA-wide because all students, regardless of their status, can benefit from additional resources that support differentiated instruction in our multi-grade classroom setting.	Metrics 1.3, 1.7, 1.8, and 1.10 will be used to monitor the effectiveness of this action.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.3</p>	<p>Action: Progress Monitoring</p> <p>Need: Consistent and comprehensive assessment tools to track academic progress and inform instruction for all students, particularly given our diverse learner needs and multi-grade classroom structure.</p> <p>Scope: LEA-wide</p>	<p>With our diverse student needs and multi-grade classroom, consistent progress monitoring is essential for all students. This LEA-wide approach ensures that we can track progress, identify areas of need, and adjust instruction promptly for every student, regardless of their learning status.</p>	<p>Metric 1.3, Metric 1.7, Metric 1.8, Metric 1.9: and Metric 1.10 will be used to monitor the effectiveness of this action.</p>
<p>1.5</p>	<p>Action: Accelerated Learning Opportunities</p> <p>Need: Enrichment and challenge opportunities for high-achieving students to ensure their continued growth and engagement within our small school environment.</p> <p>Scope: LEA-wide</p>	<p>While this action primarily targets high-achieving students, it's provided LEA-wide because in our small, mixed-ability classroom, all students can potentially benefit from exposure to advanced content. This approach also ensures we're prepared to support any student who shows readiness for accelerated learning.</p>	<p>Metrics 1.7, 1.8, 1.9, and 1.10 will be used to monitor the effectiveness of this action.</p>
<p>1.6</p>	<p>Action: Music and Art Instruction</p> <p>Need: Well-rounded educational experiences that support alternative modes of learning and</p>	<p>Music and art instruction support a well-rounded education for all students. In our small school, providing these enrichment activities LEA-wide ensures equity of access and can particularly benefit our high proportion of English Learners and students with disabilities by offering alternative modes of expression and learning.</p>	<p>Metrics 2.4 and 2.5 will be used to monitor the effectiveness of this action.</p>

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
	<p>expression, particularly beneficial for our English Learners and students with disabilities.</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Hiring of Appropriately Qualified Support Staff</p> <p>Need: Specialized support to address the diverse learning needs of our student population, particularly our high percentage of English Learners and students with disabilities.</p> <p>Scope: LEA-wide</p>	<p>Given our high percentage of students with additional needs, qualified support staff benefit all students in our multi-grade classroom. This LEA-wide approach ensures that support is flexible and can be directed where needed most at any given time.</p>	<p>Metrics 1.3, 1.7, 1.8, 1.9, and 1.10 will be used to monitor the effectiveness of this action.</p>
1.8	<p>Action: Hiring of Instructional Aide</p> <p>Need: Additional classroom support to enable more individualized attention and differentiated instruction in our multi-grade classroom, particularly benefiting our English Learners and students with disabilities.</p> <p>Scope: LEA-wide</p>	<p>An instructional aide provides crucial support in our multi-grade classroom, particularly benefiting our English Learners and students with disabilities. However, the aide's support is provided LEA-wide to ensure all students can benefit from additional individualized attention as needed.</p>	<p>Metrics 1.3, 1.7, 1.8, 1.9, and 1.10 will be used to monitor the effectiveness of this action.</p>
2.1	<p>Action: Attendance and Engagement</p>	<p>Implementing a comprehensive attendance and engagement program addresses the need to improve attendance rates for all students. It's</p>	<p>Metrics 2.1 and 2.2 will be used to monitor the</p>

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
	<p>Need: Reduce chronic absenteeism rate, which is currently at 18.18% for the 2023-2024 school year.</p> <p>Scope: LEA-wide</p>	<p>provided LEA-wide because in our small school, every student's attendance significantly impacts our overall rate and school climate.</p>	<p>effectiveness of this action.</p>
<p>2.2</p>	<p>Action: Field Trips and Experiential Learning Opportunities</p> <p>Need: Unduplicated pupils (low-income students, English Learners, and foster youth) often lack access to enrichment activities and real-world learning experiences outside of school due to financial or logistical barriers. These experiences are critical for building background knowledge, vocabulary, and social-emotional competencies—factors that directly support academic achievement.</p> <p>Scope: LEA-wide</p>	<p>By offering field trips schoolwide, the district ensures equitable access to experiential learning for all students, particularly unduplicated pupils who may not otherwise have access to these opportunities. Providing the action on a schoolwide basis ensures inclusivity and maximizes peer learning and engagement in Panoche's unique, single-classroom environment. Given the school's extremely small size, LEA-wide implementation means inclusion for all students.</p>	<p>Metric 2.8-Participation logs documenting number and type of trips per year</p>
<p>2.4</p>	<p>Action: Mental Health Supports</p> <p>Need: Address the social-emotional needs of students to support their overall well-being and academic success.</p>	<p>Providing counseling and support services addresses the social-emotional needs of all students. It's offered LEA-wide because in our small, close-knit school community, supporting each student's mental health contributes to a positive school climate for all.</p>	<p>Metrics 2.4 and 2.5 will be used to monitor the effectiveness of this action.</p>

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
	<p>Scope: LEA-wide</p>		
<p>3.1</p>	<p>Action: Family Engagement Coordinator or Liaison and event funding.</p> <p>Need: Strengthen the connection between school and families to support student success.</p> <p>Scope: LEA-wide</p>	<p>A dedicated staff member to coordinate family engagement activities addresses the need for strong school-family partnerships. It's LEA-wide because in our small school, engaging all families is crucial for building a supportive community.</p>	<p>Metrics 3.1, 3.2, and 3.3 will be used to monitor the effectiveness of this action.</p>
<p>3.2</p>	<p>Action: Parent Education Workshops</p> <p>Need: Empower parents with knowledge and skills to support their children's education.</p> <p>Scope: LEA-wide</p>	<p>Parent education workshops address the need for informed and engaged parents. It's offered LEA-wide because all parents, regardless of their children's academic standing, can benefit from these learning opportunities.</p>	<p>Metrics 3.1 and 3.2 will be used to monitor the effectiveness of this action.</p>
<p>3.3</p>	<p>Action: Technology Access</p> <p>Need: Ensure all families have access to digital resources and communication tools.</p> <p>Scope: LEA-wide</p>	<p>Providing internet hotspots addresses the need for equitable access to technology. It's offered LEA-wide to ensure all families, particularly our 50% socioeconomically disadvantaged students, have equal access to digital learning resources and school communication.</p>	<p>Metrics 3.2 and 3.4 will be used to monitor the effectiveness of this action.</p>

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
3.4	<p>Action: Yearbook</p> <p>Need: Foster school pride and create lasting memories for our small school community.</p> <p>Scope: LEA-wide</p>	<p>Creating a school yearbook addresses the need for community building and documenting school history. It's LEA-wide because it includes all students and staff, contributing to a sense of belonging in our small school.</p>	<p>Metrics 3.1 and 3.2 will be used to monitor the effectiveness of this action.</p>
3.5	<p>Action: Monthly Home Communication Folder</p> <p>Need: -English Learners: Need for consistent communication that bridges language barriers and keeps families informed about their child's education and school activities. -Foster Youth: Need for stable and consistent information flow to support their educational journey, regardless of potential changes in living situations. -Low-Income Students: Need for equal access to school information and resources, which may be limited due to technology constraints or work schedules of parents/guardians.</p> <p>Scope: LEA-wide</p>	<p>The Monthly Home Communication Folder addresses these needs by providing a consistent, tangible method of communication that ensures all families, especially those of unduplicated pupils, receive important school information regularly. This action is provided LEA-wide because:</p> <ul style="list-style-type: none"> -It ensures equity in information access for all students, particularly benefiting unduplicated pupils who may face communication barriers. -In our small school setting, implementing this system universally promotes a culture of inclusive communication and family engagement. -While principally benefiting unduplicated pupils, this consistent communication benefits all students by fostering stronger school-home connections. <p>The folders will include translations for English Learner families, provide stability of information for Foster Youth, and ensure Low-Income families have equal access to school news and resources without relying on digital means.</p>	<p>Metric 3.5 will be used to monitor the effectiveness of this action.</p>

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
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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.

Panoche Elementary School District received \$503 in additional concentration grant add-on funding. We have utilized this funding as part of our plan to increase staffing that directly supports our high-need student population. Specifically, this additional funding has contributed to Action 1.8 of our LCAP: Hiring of Instructional Aide.

Action 1.8 involves hiring a part-time instructional aide to support EL student learning needs. While the \$503 covers only a portion of the instructional aide's salary, it has been crucial in our ability to provide this additional support. The remainder of the aide's salary is funded through other sources, demonstrating our commitment to maximizing the impact of every dollar we receive to support our students.

Strategic Utilization of Instructional Aide Support:

The instructional aide provides targeted support to our English Learner population, which varies throughout the school year as our student population changes (for example, we served 4 EL students in October 2024 and 2 EL students in May 2025 during the 2024-25 school year). The aide's responsibilities are strategically coordinated to maximize support for EL students through:

Designated ELD Time: The aide provides small group support during designated English Language Development instructional blocks, working directly with EL students on language acquisition skills aligned with ELD standards.

Small Group Instruction: Targeted small group sessions focused on vocabulary development, reading comprehension, and academic language support

Coordinated Classroom Support: The aide's role is closely coordinated with classroom instruction, providing supplemental support that reinforces and extends core academic content while addressing language barriers

Planned Improvements for EL Student Progress:

To ensure that English Learner students progress based on the increased aide hours, the following changes will be implemented:

Enhanced progress monitoring through more frequent STAR360 assessments to track individual EL student growth
 Structured data review sessions between the teacher/principal and aide to adjust instructional strategies based on student performance
 Increased focus on oral language development activities during aide-supported sessions
 Alignment of aide-delivered instruction with individual EL student ELPAC performance levels and specific language development needs

By implementing Action 1.8 and strategically utilizing our instructional aide in this targeted manner, we are able to provide more intensive and personalized support to our English Learners, which is crucial given their significant representation in our small school community. This additional support not only benefits our English Learners directly but also allows our teacher to provide more focused attention to all students, including our low-income students and any foster youth we may serve.

This staffing increase aligns with our LCAP goals, particularly Goal 1, which focuses on ensuring a high-quality teaching and learning environment that supports continuous academic progress and achievement for all students, including English Learners and students with disabilities.

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		1:5
Staff-to-student ratio of certificated staff providing direct services to students		1:5

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	\$279,865	11,890	4.248%	0.000%	4.248%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$56,357.00	\$11,883.00	\$0.00	\$12,475.00	\$80,715.00	\$16,016.00	\$64,699.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	All	No			All Schools	Ongoing	\$0.00	\$475.00				\$475.00	\$475.00	
1	1.2	Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$6,984.00	\$6,984.00				\$6,984.00	0.03
1	1.3	Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,090.00	\$1,090.00				\$1,090.00	
1	1.4	Broad Course of Study	All	No			All Schools	Ongoing	\$0.00	\$3,500.00		\$3,500.00			\$3,500.00	
1	1.5	Accelerated Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
1	1.6	Music and Art Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$8,400.00	\$6,000.00	\$2,400.00			\$8,400.00	
1	1.7	Hiring of Appropriately Qualified Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,933.00	\$1,300.00	\$0.00	\$5,233.00			\$5,233.00	
1	1.8	Hiring of Instructional Aide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$12,083.00	\$0.00	\$12,083.00				\$12,083.00	
2	2.1	Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.2	Field Trips and Experiential Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$350.00	\$350.00				\$350.00	
2	2.3	Solicit Feedback	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Mental Health Supports	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$750.00	\$0.00	\$750.00			\$750.00	1.25
2	2.5	Pest Control	All	No			All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.6	Cleaning and Grounds Maintenance	All	No			All Schools	Ongoing	\$0.00	\$34,300.00	\$22,300.00			\$12,000.00	\$34,300.00	
2	2.7	Tree trimming and maintenance	All	No			All Schools	Ongoing	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.1	Family Engagement Coordinator or Liaison and event funding.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2 Years	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Parent Education Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.3	Technology Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,850.00	\$1,850.00				\$1,850.00	
3	3.4	Yearbook	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$200.00	\$200.00				\$200.00	
3	3.5	Monthly Home Communication Folder	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

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
\$279,865	11,890	4.248%	0.000%	4.248%	\$30,057.00	1.280%	12.020 %	Total:	\$30,057.00
								LEA-wide Total:	\$30,057.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,984.00	0.03
1	1.3	Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,090.00	
1	1.5	Accelerated Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
1	1.6	Music and Art Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
1	1.7	Hiring of Appropriately Qualified Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.8	Hiring of Instructional Aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,083.00	
2	2.1	Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$500.00	

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 (%)
					Low Income			
2	2.2	Field Trips and Experiential Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$350.00	
2	2.4	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	1.25
3	3.1	Family Engagement Coordinator or Liaison and event funding.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.2	Parent Education Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
3	3.3	Technology Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,850.00	
3	3.4	Yearbook	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200.00	
3	3.5	Monthly Home Communication Folder	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$76,527.00	\$75,781.15

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	No	\$850.00	\$451.28
1	1.2	Supplemental Instructional Materials	Yes	\$4,466.00	\$4,342.86
1	1.3	Progress Monitoring	Yes	\$750.00	\$1,072.90
1	1.4	Broad Course of Study	No	\$2,200.00	\$2,848.01
1	1.5	Accelerated Learning Opportunities	Yes	\$500.00	\$0.00
1	1.6	Music and Art Instruction	Yes	\$7,600.00	\$7,939.74
1	1.7	Hiring of Appropriately Qualified Support Staff	Yes	\$4,183.00	\$3,423.45
1	1.8	Hiring of Instructional Aide	Yes	\$17,428.00	\$17,663.14
2	2.1	Attendance and Engagement	Yes	\$600.00	\$0.00
2	2.2	Field Trips (Action not in original LCAP)	Yes	\$0.00	\$294.00
2	2.3	Solicit Feedback	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Mental Health Supports	No	\$4,250.00	\$750.00
2	2.5	Pest Control	No	\$2,000.00	\$2,584.00
2	2.6	Cleaning and Grounds Maintenance	No	\$24,850.00	\$30,250.00
2	2.7	Tree trimming and maintenance	No	\$2,000.00	\$2,350.00
3	3.1	Family Engagement Coordinator or Liaison and event funding.	Yes	\$1,000.00	\$30.57
3	3.2	Parent Education Workshops	Yes	\$1,000.00	\$0.00
3	3.3	Technology Access	Yes	\$1,850.00	\$1,781.20
3	3.4	Yearbook	Yes	\$1,000.00	\$0.00
3	3.5	Monthly Home Communication Folder	Yes	\$0.00	\$0.00

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)
\$18,292	\$38,777.00	\$32,905.41	\$5,871.59	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Supplemental Instructional Materials	Yes	\$4,466.00	\$2,842.86		
1	1.3	Progress Monitoring	Yes	\$750.00	\$1,072.90		
1	1.5	Accelerated Learning Opportunities	Yes	\$500.00	\$0.00		
1	1.6	Music and Art Instruction	Yes	\$6,000.00	\$5,827.86		
1	1.7	Hiring of Appropriately Qualified Support Staff	Yes	\$4,183.00	\$3,423.45		
1	1.8	Hiring of Instructional Aide	Yes	\$17,428.00	\$17,663.14		
2	2.1	Attendance and Engagement	Yes	\$600.00	\$0.00		
2	2.2	Field Trips (Action not in original LCAP)	Yes	\$0.00	\$294.00		
3	3.1	Family Engagement Coordinator or Liaison and event funding.	Yes	\$1,000.00	\$0.00		
3	3.2	Parent Education Workshops	Yes	\$1,000.00	\$0.00		
3	3.3	Technology Access	Yes	\$1,850.00	\$1,781.20		
3	3.4	Yearbook	Yes	\$1,000.00	\$0.00		
3	3.5	Monthly Home Communication Folder	Yes	\$0.00	\$0.00		

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)
\$274,080	\$18,292	0.81%	7.484%	\$32,905.41	0.000%	12.006%	\$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, Statutes 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 #
<ul style="list-style-type: none"> • 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:

- 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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