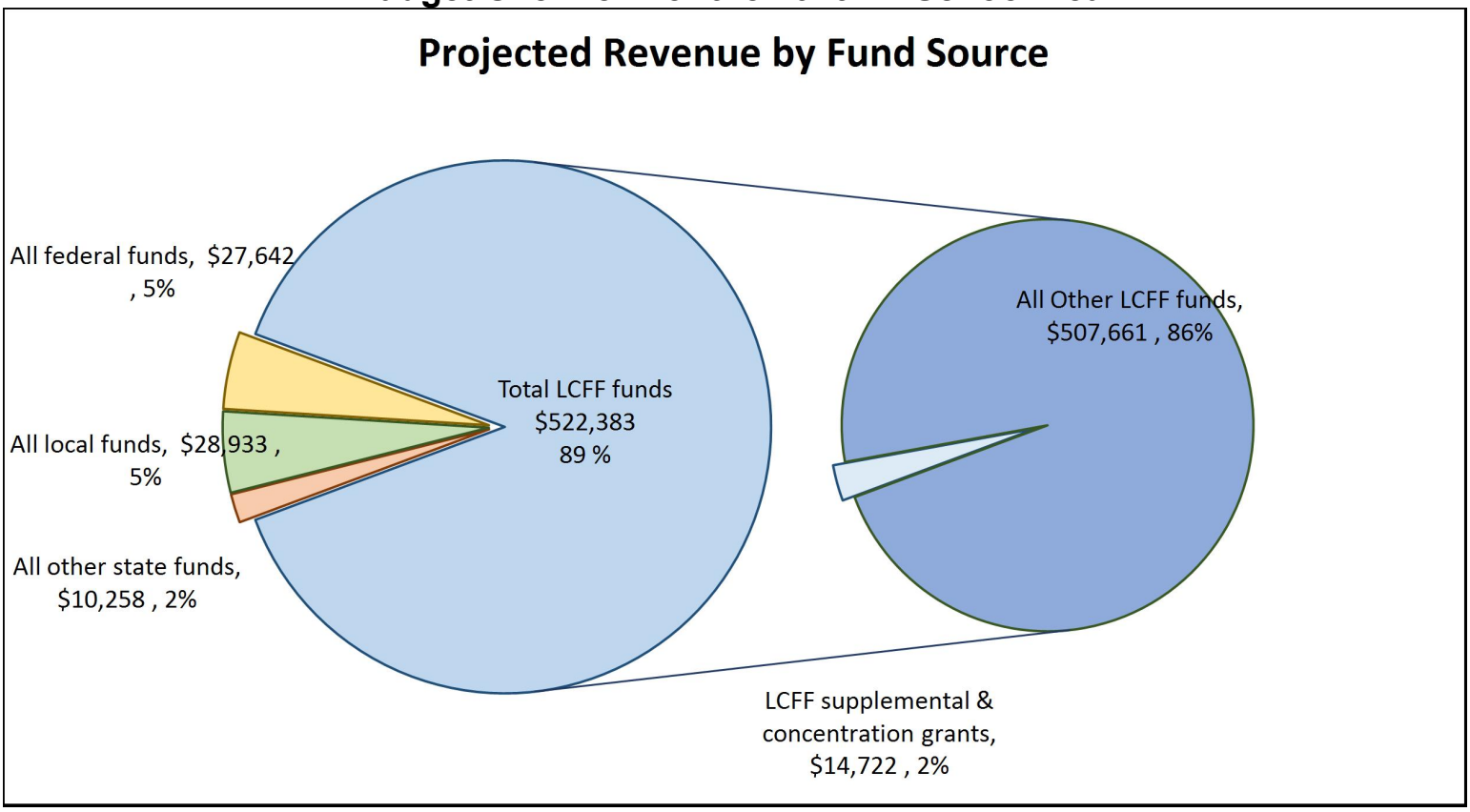
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Panoche Elementary School District
CDS Code: 35-67520-6035109
School Year: 2026-27
LEA contact information:
Amanda McCraw
Teacher/Principal
amccraw@sbcoe.org
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 2026-27 School Year

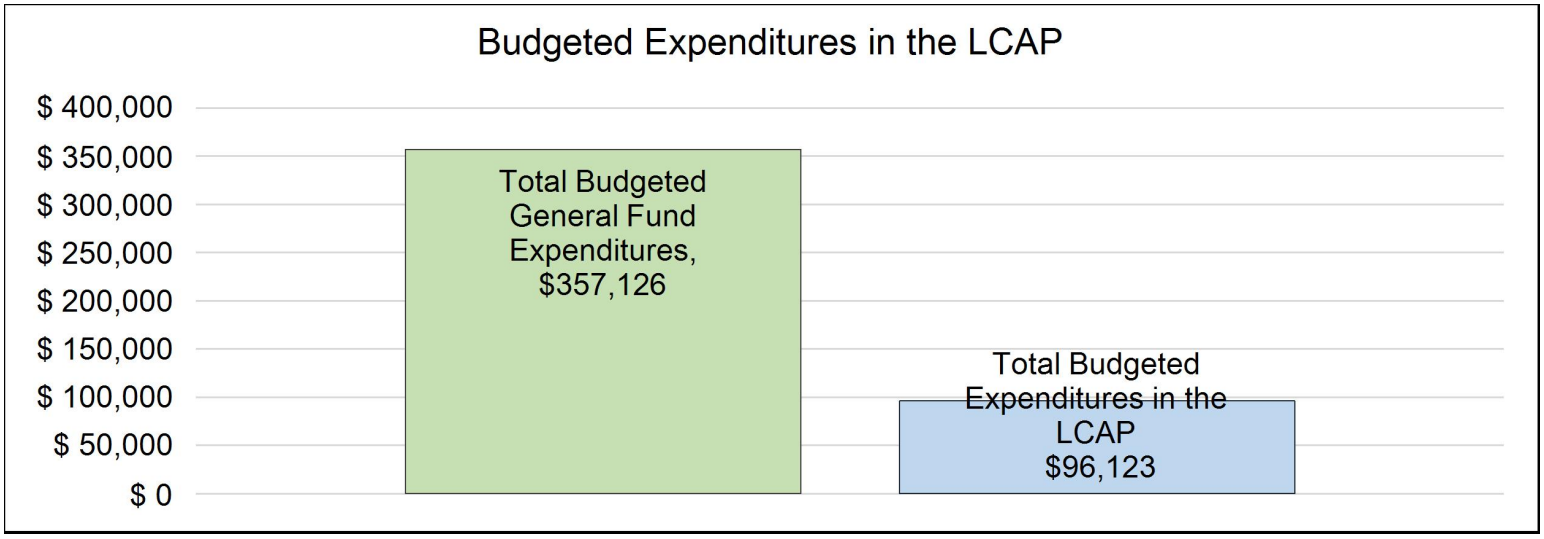


This chart shows the total general purpose revenue Panoche Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Panoche Elementary School District is $589,216, of which $522,383 is Local Control Funding Formula (LCFF), $10,258 is other state funds, $28,933 is local funds, and $27,642 is federal funds. Of the $522,383 in LCFF Funds, $14,722 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Panoche Elementary School District plans to spend $357,126 for the 2026-27 school year. Of that amount, $96,123.00 is tied to actions/services in the LCAP and $261,003 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

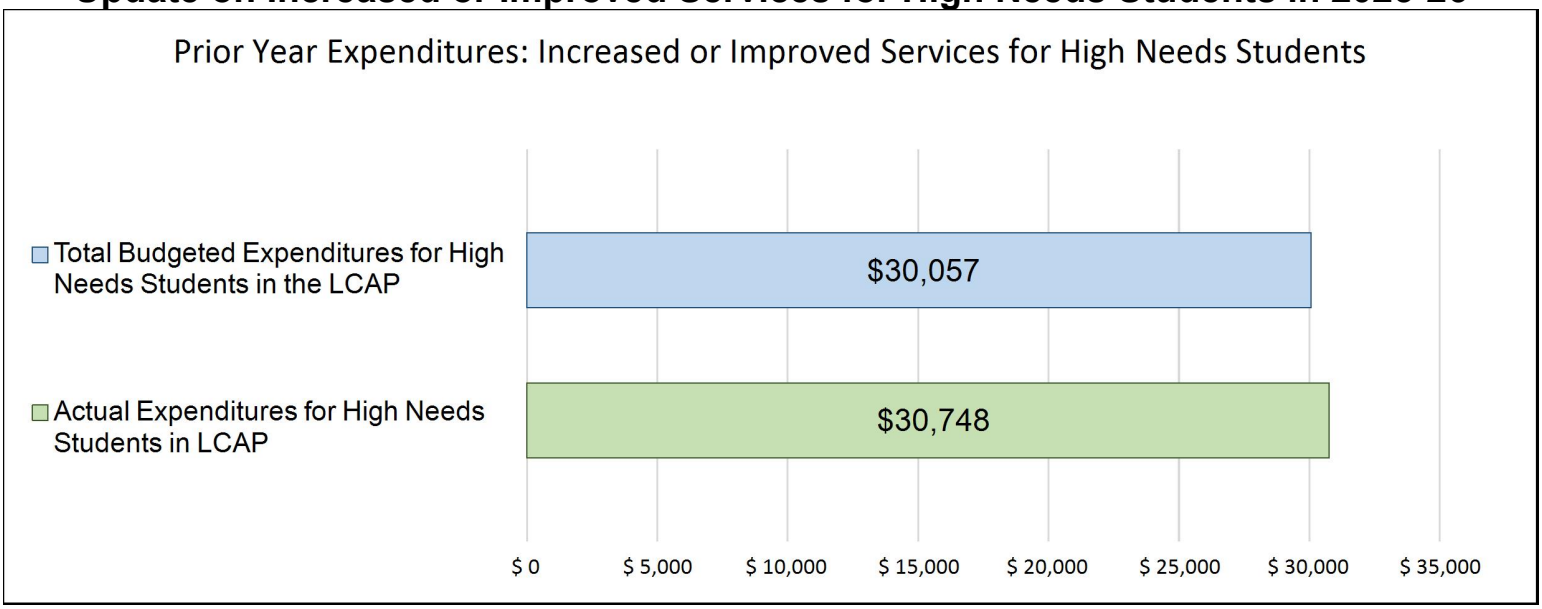
General Fund expenditures not included in the LCAP include costs associated with basic district operations, such as housekeeping, maintenance, grounds, teacher and administrative salaries, and other operational expenses necessary to support the overall educational program.

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

In 2026-27, Panoche Elementary School District is projecting it will receive $14,722 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 $31,202.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Panoche Elementary School District's LCAP budgeted $30,057.00 for planned actions to increase or improve services for high needs students. Panoche Elementary School District actually spent $30,748.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $691 had the following impact on Panoche Elementary School District’s ability to increase or improve services for high needs students:

In 2025–26, actual expenditures were $258 less than budgeted for actions and services to increase or improve services for unduplicated pupils. This difference is immaterial and did not impact the implementation of planned actions or the overall level of services provided.

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 [2026-27]

General Information

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

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 5 students enrolled for the 2025-2026 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. As of census day October 2025:
English Learners: 40%
Socioeconomically Disadvantaged: 60%
Students with Disabilities: 60%

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 multitalented 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.
LREBG funds support a portion of the salary and benefits of an instructional aide providing targeted academic support for identified English Learners and students with disabilities. 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.

Reflections: Annual Performance
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 continued strong results when comparing 2024-25 to 2025-26 academic performance:
STAR360 Assessment Results:
English Learners: Early Literacy/Reading scores improved from 776 (May 2025) to 907 (May 2026), representing a 131-point increase and exceeding our Year 3 target of 742 by 165 points, reflecting a cumulative gain of 190 points from the baseline of 717.
Students with Disabilities: Early Literacy/Reading scores improved from 750 (May 2025) to 837 (May 2026), representing continued growth that exceeds our Year 3 target of 741 by 96 points, reflecting a cumulative gain of 121 points from the baseline of 716.
English Learners: Math scores improved from 874 (May 2025) to 945(May 2026), exceeding our Year 3 target of 765 by 180 points and reflecting a cumulative gain of 205points from the baseline of 740.
Students with Disabilities: Math scores improved from 816 (May 2025) to 890 (May 2026), exceeding our Year 3 target of 765 by 125 points and reflecting a cumulative gain of 150 points from the baseline of 740.
ELPAC Results:
Average overall scale scores continued to improve, increasing from 1,458 (2024-25) to 1,481 (2025-26), a 23-point gain and continued progress toward reclassification readiness.
CAASPP Assessment Results:
The average CAASPP ELA assessment score for all students, including English Learners and students with disabilities, decreased from 2,593 (2024–25) to 2,513 (2025–26), a decrease of 80 points from the prior year but an increase of 98 points from the baseline of 2,415,

exceeding the Year 3 target. Performance levels show that 33% of students scored at the Developing level, 33% scored Proficient, and 33% scored Advanced.
The average CAASPP Math assessment score for all students, including English Learners and students with disabilities, decreased from 2,608 (2024–25) to 2,567 (2025–26), a decrease of 41 points from the prior year but an increase of 168 points from the baseline of 2,399, exceeding the Year 3 target. Performance levels show that 33% of students scored at the Minimal level and 67% scored Advanced.
CAST Results: The average CAST score for eligible students was 318.5 in 2025–26. While this score is below the baseline of 398 established in 2023–24 when a different cohort of students was assessed, 100% of students who took the CAST in 2025–26 scored at the Proficient level, reflecting strong science performance among eligible students.
Successes:
Strong academic growth: STAR360 assessment data demonstrates that English Learners and students with disabilities continue to make substantial and sustained progress, with all four STAR360 metrics exceeding their Year 3 targets. ELPAC scores also continued their upward trend for the third consecutive year.
High attendance rate: Our overall attendance rate continued to improve, reaching 95.53% in 2025-26, up from 94.57% in 2024-25 and exceeding our Year 3 target of a 1.5 percentage point increase from baseline.
Zero suspension and expulsion rates: We maintained a 0% suspension and expulsion rate for the third consecutive year, reflecting our continued commitment to positive behavior support and a nurturing school climate.
Positive school climate: 100% of students agreed that they understand school rules and feel their teacher cares about them and wants them to be successful. 80% of parents strongly agreed that their children's learning needs are being met, with the remaining respondents indicating agreement. 100% of families participated in at least one family engagement activity during the school year.
Expanded family and community engagement: The district successfully held five community engagement events during 2025-26 — Back to School Night, Winter Concert, Literacy Night, Parent Breakfast to Go, and the Spring Concert/Graduation — meeting the Year 3 target for the first time and achieving 100% family participation.
Successful parent education workshop: For the first time in the current LCAP cycle, a parent education workshop was successfully implemented through a partnership with Raise Readers, with at least one adult representative attending for every enrolled student.
Continued experiential learning: Four field trips were completed during the 2025-26 school year at an average participation rate of 83.5%, providing meaningful enrichment and real-world learning opportunities for all students, particularly unduplicated pupils.
Introduction of accelerated learning curriculum: The district introduced MakerBot 3D printing as its first specialized curriculum for accelerated learners, meeting the Year 3 target of offering at least one specialized program for high-performing students.
Challenges:
Chronic absenteeism: Chronic absenteeism: Our chronic absenteeism rate increased from 12.5% in 2024-25 to 16.7% in 2025-26. This increase was concentrated in a small number of absences tied to short-term illness and family transportation constraints rather than a systemic pattern of disengagement. In a school of our size, rate-based metrics are highly sensitive to individual student circumstances. Because the district's attendance data must be reported using the state-required methodology, the district will continue to pair the required rate-based metric with narrative context in future LCAP updates.
English Learner reclassification: Despite continued gains in ELPAC scores and STAR360 assessments, the reclassification rate remained at 0%. Strong assessment results demonstrate that English Learners are making sustained progress in language acquisition and academic achievement; however, some students continue to develop the full range of foundational skills needed to meet reclassification criteria. Additionally, 50% of the district's English Learners also have IEPs, and their disabilities present additional barriers to meeting reclassification criteria on the standard summative ELPAC.

Parent survey results: The percentage of parents strongly agreeing that the school encourages parent involvement shifted from 100% in prior years to 40% strongly agreeing and 60% agreeing in 2025-26. Given that the district serves only four families, a single respondent's change in rating is sufficient to meaningfully shift overall percentages. The district interprets this result within that context and notes that 100% of families participated in at least one engagement activity, suggesting that family engagement itself remains strong.
Limited resources for accelerated learners: While the introduction of MakerBot 3D printing represents a significant milestone, the district continues to identify the need for additional specialized curriculum and 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 have led to sustained 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 (Action 1.2)
Use of progress monitoring tools including STAR360 (Action 1.3)

Advancing English Learners toward reclassification:

Enhanced focus on ELPAC domains through targeted instruction during designated ELD time
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)
Continued emphasis on homework completion and SEL calendar participation rewards
Exploration of count-based metric language to more accurately reflect absenteeism patterns in an extremely small school context

Enhancing opportunities for accelerated learners:

Continued implementation of MakerBot 3D printing curriculum (Action 1.5)
Ongoing identification of additional specialized curriculum or programs for high-performing students

Strengthening family and community engagement:

Continued coordination of five or more community engagement events per year (Action 3.1)
Early planning and securing of parent education workshop provider for 2026-27 (Action 3.2)
Continued provision of monthly home communication folders and at-home learning resources (Actions 3.4 and 3.5)

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 2025 through June 2026.
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 9, 2026, public hearing and review on June 8th, 2026, with LCAP adoption on June 15, 2026
Parents	A school climate survey was distributed during the final week of April 2026 to solicit parent input on areas of priority. Parents were also engaged at Back to School Night on August 20, 2025, Winter Concert on December 19, 2025, end of Trimester 1 conferences in early November 2025, and end of Trimester 2 conferences in early March 2026, Literacy Night in April 2026, Parent Breakfast to Go in April 2026, and the Spring Concert/Graduation in May 2026. 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 last week of April 2026.

Educational Partner(s)	Process for Engagement
SELPA	Consultation with SELPA on the creation of this LCAP took place on May 1, 2026

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 9, 2026, public hearing and review on June 8, 2026, and adoption on June 15, 2026.
Feedback: Emphasized the importance of maintaining safe, well-maintained facilities and providing robust academic interventions.
Related Actions:
Action 2.5: Pest Control
Action 2.6: Cleaning and Grounds Maintenance
Action 2.7: Tree Trimming and 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 July 2025 through June 2026
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 2026, along with ongoing engagement at school events and daily interactions.
Data: 100% of parents who returned the April 2026 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 2026.
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 1, 2026.
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 2026.
Data: High satisfaction rates (4.4/5 in "The school encourages parent involvement in school activities"; 5/5 in "Safety at Panoche is satisfactory and no improvements are needed"; and 4/6/5 in "My child's learning needs are being met."
Related Actions:

While our democratic input process continues to reflect the realities of a small-staff context, this year we made a deliberate effort to be more explicit about how that process works in response to prior feedback: educational partner perspectives were gathered through the annual climate survey (Action 2.3), informal contact with families during Parent Education Workshops (Action 3.2), and day-to-day conversation given our single-classroom setting. This input directly informed our decision to maintain the Attendance and Engagement program (Action 2.1) addressing chronic absenteeism (12.5% for 2024–2025), as feedback reinforced the need for continued consistency rather than a new intervention. We believe this ongoing, informal-but-genuine approach authentically incorporates the perspectives of our small school community and upholds stakeholder interests to the extent our structure allows.

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.English Learner Progress: ELPAC results show mixed progress among English Learner students. Between May 2025 and May 2026, 50% of English Learner students advanced a full proficiency level, while 50% remained at the same level with a modest score increase. This uneven progress highlights the continued need for individualized English language acquisition support tailored to each student's trajectory.
2.CAASPP Results: Schoolwide CAASPP results reflect variability rather than a uniform pattern. In May 2025, 100% of tested students scored proficient or advanced in both ELA and math. In May 2026, approximately one-third of tested students maintained proficient/advanced performance across both subjects, one-third dropped from advanced to below-level performance in math while remaining advanced in ELA, and one-third — newly tested in the eligible grade range for the first time — scored advanced in math and approaching standard in ELA. Given the district's extremely small tested population, individual student performance can significantly shift schoolwide results year to year, underscoring the need for continued monitoring of academic progress at the individual level.
3.STAR360 Data for English Learners: STAR360 assessment data shows meaningful growth for English Learner students between May 2025 and May 2026, though 50% of these students continue to score well below grade-level standards in both ELA and math despite this growth, reflecting the compounding academic needs of a student also served under an Individualized Education Program. The remaining 50% showed substantial growth, moving from well-below to approaching grade-level standards in ELA, and from below to meeting grade-level standards in math. This contrast illustrates the need for continued, individualized support for English Learners rather than a one-size-fits-all approach, particularly for students with intersecting EL and special education needs.
4.Population Context: The LEA continues to serve a significant population of English Learners (40% of total enrollment), with 50% of English Learner students also having Individualized Education Programs (IEPs) — figures unchanged from the prior year. This overlap continues to affect students' capacity to perform at grade-level standards and requires coordinated, 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.	2023-2024 school year Total hours - 104 hours Early Childhood Education Focus - 1 hour	2024-2025 School Year Total hours- 32.5 hours	2025-2026 School Year Total hours: 37.5	2026-2027 school year Total hours - 6	Total professional development hours decreased from the baseline of 104 hours

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: PD Calendar, Panoche Elementary	ELD Focus- 0 hours Multigrade Focus- 103 hours (including MTSS training)	Early Childhood Education Focus- 28 hours ELD Focus- 0 hours Multigrade Focus- 4.5 hours	Early Childhood Education Focus-0 hours ELD Focus-0 hours Multigrade Focus: 8 hours	ECE Focus - 0 hours ELD Focus- 0 hours Multigrade Focus: 0 hours	
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.	2025-2026 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	2025-2026 average overall scale score of the summative ELPAC for all EL students was 1481. 50 percent of EL students moved up at least 1 proficiency level.	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	The current average overall scale score of 1,481 exceeds the baseline of 1,386 by 95 points, exceeding the Year 3 target.
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	The average CAASPP ELA assessment score for all students, including English Learners and students with disabilities, was 2,513 during the	Increase the average CAASPP ELA assessment score for all students, including English Learners and students with disabilities, 2415 by the end of year 3.	The current score of 2,513 exceeds the baseline of 2,415 by 98 points and exceeds the Year 3 target of 2,415.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024-2025 academic year.	2025–2026 academic year.		
1.5	Percentage of students, including English Learners and students with disabilities, demonstrating growth or maintaining proficiency on CAASPP assessments in mathematics Data Source: CAASPP	The average CAASPP Math assessment score for all students, including English Learners and students with disabilities, was 2,399 during the 2023-2024 academic year.	The average CAASPP Math assessment score for all students, including English Learners and students with disabilities, was 2608 during the 2024-2025 academic year	The average CAASPP Math assessment score for all students, including English Learners and students with disabilities, was 2,567 during the 2025–2026 academic year.	Increase the average CAASPP Math assessment 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.	The current score of 2,567 exceeds the baseline of 2,399 by 168 points and exceeds the Year 3 target of approximately 2,414–2,419.
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.	The average CAST assessment score for all students, including English Learners and students with disabilities, was 318.5 during the 2025–2026 academic year.	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.	The current score of 318.5 is 79.5 points below the baseline of 398.
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	EL Student-Average Scaled Score STAR360 Early Literacy/Reading: 907 in May of 2026	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.	Gain of 190 points from the baseline of 717.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percentage of English Learners demonstrating growth or maintaining proficiency on STAR360 assessments in mathematics. (Note: Only grades 1 and up are eligible for this assessment.) Data Source: Star 360	EL Student (eligible for testing) Average Scaled Score STAR360 Math: 740 in May 2023	EL Student (eligible for testing) Average Scaled Score STAR360 Math: 821 in May 2024	EL Student (eligible for testing) Average Scaled Score STAR360 Math: 945 in May 2026	Increase the average scaled score on the STAR360 Math assessment for English Learners (ELs) eligible for testing by 25 points, from a baseline of 740 to 765.	Current score of 945 from the baseline of 740.
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	Students with disabilities Average Scaled Score STAR360 Early Literacy/Reading: 837 in May 2026	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	Current score of 837 from the baseline of 716.
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	Students with disabilities Average Scaled Score STAR360 Math: 890 in May 2026	Increase the average scaled score on the STAR360 Math assessment for students with disabilities by 25 points, from a baseline of 740 to 765.	Current score of 890 from the baseline of 740.
1.11	Course Schedule/Curriculum	May 2023-Panoche currently offers no specialized curriculum	May 2024-Panoche currently offers no	May 2026-Panoche offers 1 specialized	Panoche will offer at least 1 specialized	Panoche now offers 1 specialized

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 for Accelerated Learners, MakerBot 3D printing.	curriculum or student program for Accelerated Learners.	curriculum for Accelerated Learners, an increase from the baseline of 0.
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.	May 2026-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.	2025-2026 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. (Exemplary Status for 24-25)	2025-2026 School facilities Fit Report score decreased to "Fair". A repair/paint project to restore facilities to "Exemplary"	2026 - 2027 School facilities were maintained in good repair. (Exemplary Status)	School facilities Fit Report score decreased from the baseline of Exemplary to Fair. A repair/paint project to restore facilities to Exemplary status

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				status is scheduled for June 2026.		is scheduled for June 2026.
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.	2025-2026 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.	2025-2026 0% reclassification rate.	2026-2027 10% reclassification rate.	The reclassification rate remained at 0%, consistent with the baseline.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Goal 1 was implemented with strong results across most planned actions. All eight actions were implemented as intended, with only minor variations in expenditures as described below.

Action 1.1 (Professional Development) was fully implemented, with 37.5 total hours of professional development completed during the 2025–26 school year. Notably, the focus of professional development shifted this year to reflect a pressing and emerging need for AI education, resulting in participation in Disney's Imagination Campus Imagination Day Teacher PD, Adobe Express for Education PD, the Rural Educators Community of Practice-AI, and the SB 1288 California Statewide AI Workgroup. While this represented a shift away from the originally planned focus areas of Early Childhood Education, ELD, and multigrade instruction, this decision reflected a deliberate and timely response to the growing relevance of AI in educational settings and the teacher/principal/superintendent's selection for the California Department of Education AI workgroup.

Action 1.2 (Supplemental Instructional Materials) was fully implemented, with 100% of students maintaining access to standards-aligned supplemental materials across ELA and mathematics, consistent with prior years.

Action 1.3 (Progress Monitoring) was fully implemented through continued use of the STAR360 assessment system, with results showing strong academic growth for both English Learners and students with disabilities, as detailed in the metric outcomes below.

Action 1.4 (Broad Course of Study) was implemented as planned, with all students maintaining access to the full range of core subjects and enrichment activities. Final expenditures came in below the budgeted amount, primarily due to discounts secured through micro-school pricing on several programs, as described further in the expenditure narrative below.
Action 1.5 (Accelerated Learning Opportunities) was implemented with the introduction of MakerBot 3D printing as the district's first specialized curriculum for accelerated learners, meeting the Year 3 target of offering at least one specialized program. The cost of the printer and associated supplies exceeded the original budget estimate, as described below.
Action 1.6 (Music and Art Instruction) was fully implemented, with weekly music instruction and monthly art instruction continuing as planned throughout the year. Expenditures were consistent with the budgeted amount.
Action 1.7 (Hiring of Appropriately Qualified Support Staff) was implemented as planned, with the support staff member providing a half day per week of targeted support for EL students and students with disabilities. Actual hours worked were slightly fewer than projected due to calendar and scheduling factors, resulting in modest expenditure savings.
Action 1.8 (Hiring of Instructional Aide) was fully implemented, with the part-time instructional aide working as planned throughout the year. The aide's work was primarily focused on supporting English Learner and special education students, providing targeted small group support during designated ELD time and coordinating closely with the teacher/principal to reinforce core academic content.

Overall implementation reflected both clear successes and ongoing challenges. Key successes included strong, sustained academic growth for English Learners and students with disabilities across ELPAC and STAR360 assessments, the successful introduction of MakerBot 3D printing as the district's first specialized curriculum for accelerated learners, and a responsive shift in professional development focus toward emerging AI education needs. The primary challenge was capacity-related: as a single teacher/principal/superintendent managing all aspects of a one-room school district, balancing implementation of eight distinct actions under this goal — alongside administrative, instructional, and facilities responsibilities — required ongoing prioritization, which is reflected in the reduced professional development hours planned for 2026–27. Additionally, while EL and SWD assessment outcomes showed strong growth, the EL reclassification rate remained a persistent challenge despite that progress, as detailed further below.

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.

Overall, Goal 1 expenditures came in below budget, with total actual spending of $32,133 compared to the planned $38,265. The most notable variances are as follows.
Action 1.4 (Broad Course of Study) had the largest variance, with actual expenditures of $850 compared to a budgeted amount of $3,500, a difference of $2,650. This variance is primarily attributable to an overestimate at the budgeting stage, combined with discounts secured through micro-school pricing on several programs and materials. No planned activities or services were eliminated as a result.
Action 1.5 (Accelerated Learning Opportunities) came in over budget, with actual expenditures of $1,272 compared to a budgeted amount of $500, a difference of $772. This variance reflects the higher-than-anticipated cost of the MakerBot 3D printer and required supplies. This expenditure was determined to be justified given that the printer serves as the district's first specialized curriculum offering for accelerated learners and has the capacity to be used by all students in a more simplified capacity going forward, supporting a broad course of study for the full student population.
Action 1.7 (Support Staff) came in below budget, with actual expenditures of $3,698 compared to a planned $5,233, a difference of $1,535. This variance is attributable to fewer hours worked due to calendar and scheduling factors rather than any change in the scope or intent of the action.

All other Goal 1 expenditure variances were minor and do not require further explanation.

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

The actions implemented under Goal 1 demonstrated strong overall effectiveness in supporting academic progress for all students, with particularly notable outcomes for English Learners and students with disabilities.

Actions 1.7 and 1.8 (Support Staff and Instructional Aide), supported in part by Learning Recovery Emergency Block Grant funds, proved partly effective in providing targeted support to the district's highest-need student populations. The instructional aide's focused work with English Learner and special education students during designated ELD time and small group instruction contributed directly to the strong STAR360 outcomes documented for both groups. EL students achieved a STAR360 Early Literacy/Reading score of 907 in May 2026, exceeding the Year 3 target of 742 by 165 points and reflecting a 190-point gain from the baseline of 717. EL students also achieved a STAR360 Math score of 945, exceeding the Year 3 target of 765 by 180 points. Students with disabilities achieved a STAR360 Early Literacy/Reading score of 837, exceeding the Year 3 target of 741 by 96 points, and a STAR360 Math score of 890, exceeding the Year 3 target of 765 by 125 points. 50% of EL students progressed by at least 1 level from the May 2025 to May 2026 ELPAC. However, this strong academic growth has not yet translated into reclassification: the EL reclassification rate remained at 0% for 2025–26, as detailed further below, indicating that while these actions are effectively supporting academic progress, additional or adjusted strategies may be needed to help students meet all reclassification criteria.

Actions 1.2 and 1.3 (Supplemental Instructional Materials and Progress Monitoring) continued to work effectively in tandem, with STAR360 data informing targeted instructional decisions and supplemental materials providing the resources necessary to act on those decisions. The consistent availability of standards-aligned supplemental materials across ELA and mathematics supported differentiated instruction across the multi-grade classroom. CAASPP results provide additional evidence of the effectiveness of these actions: the average ELA score of 2,513 reflects a 98-point gain from the baseline of 2,415, exceeding the Year 3 target, and the average Math score of 2,567 reflects a 168-point gain from the baseline of 2,399, also exceeding the Year 3 target. While both scores reflect modest decreases from the prior year, these fluctuations are consistent with what would be expected in a school of this size, where changes in the grade composition of the tested cohort from year to year can significantly affect average scores independent of instructional effectiveness. Performance level data provides important context: in ELA, students were distributed across the Developing, Proficient, and Advanced levels, and in Math, the majority of students scored Advanced. CAST results similarly reflect strong science performance, with 100% of eligible students scoring at the Proficient level in 2025–26, despite an average score of 318.5 that falls below the 2023–24 baseline of 398 — a difference best understood as a reflection of cohort change rather than a decline in science achievement.

Action 1.5 (Accelerated Learning Opportunities) was effectively implemented for the first time, meeting the Year 3 target with the introduction of MakerBot 3D printing as a specialized curriculum for accelerated learners. While outcome data specific to this action is limited given it is the first year of implementation, the introduction of this program represents a significant milestone in addressing the previously identified gap in services for high-performing students.

Action 1.6 (Music and Art Instruction) continued to support student engagement and well-being through weekly music and monthly art instruction, contributing to the positive school climate outcomes reflected in Goal 2 metrics.

Regarding the EL reclassification rate (Metric 1.16), the rate remained at 0% for 2025–26 despite strong and documented growth in ELPAC and STAR360 scores. This outcome reflects the complexity of the reclassification criteria rather than a lack of academic progress. Notably, 50% of the district's English Learners also have IEPs, and their disabilities present additional barriers to meeting reclassification criteria on the standard summative ELPAC.

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

The overall structure of Goal 1 remains intact for 2026–27, as the broad strategy has proven effective in supporting academic progress for all students. The following considerations and refinements are being carried forward.

Action 1.1 (Professional Development): The 2026–27 target reflects a significant reduction in planned professional development hours, with a target of 6 hours and no specific focus areas identified in ECE, ELD, or multigrade instruction. This reduction is not the result of a deliberate strategic shift but rather an honest reflection of the significant time constraints facing a teacher/principal/superintendent managing all aspects of a one-room school district. The district recognizes that professional development — particularly in ELD strategies — remains an identified need and will prioritize opportunities that are low-barrier, embedded in existing commitments, and accessible within the constraints of the role. Any professional development completed beyond the 6-hour target will be documented and reported in the annual update.

Action 1.5 (Accelerated Learning Opportunities): The MakerBot 3D printing program will continue as the district's specialized accelerated learning offering. The district will explore ways to expand access to the printer for all students in a simplified capacity, consistent with the intent described during the 2025–26 implementation.

Action 1.7 and 1.8 (Support Staff and Instructional Aide): Both actions will continue as planned, supported in part by remaining Learning Recovery Emergency Block Grant funds, with continued focus on EL and special education student support. Progress will continue to be monitored through STAR360 assessments and ELPAC outcomes. The wording of these actions was edited slightly from using the word "hiring" to instead using the word "maintaining", since staff has been hired for the role.

Metrics 1.7-1.10 were updated to the May 2026 date so that data aligned to the correct school year.

Metric 1.16 (EL Reclassification Rate): The district has set a Year 3 target of a 10% reclassification rate. Given this year's shift in EL population and developmental stages, the district will restructure the daily classroom station schedule for 2026–27 to reduce screen-based language instruction and increase structured, in-person language practice, in addition to continued progress monitoring through ELPAC and STAR360 outcomes.

Beyond the adjustments described above, no further changes to Goal 1's planned actions, metrics, or target outcomes are being made at this time.

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)	$833.00	No
1.2	Supplemental Instructional Materials	Research, adopt, and implement supplemental standards-aligned instructional materials at all levels, including intervention, and English Language Development.	$5,830.00	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)	$920.00	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.	$2,325.00	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.	$610.00	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)	$8,505.00	Yes
1.7	Maintaining Appropriately	Panoche Elementary will maintain an appropriately qualified substitute staff member for a 1/2 day each week to support students and	$3,936.00	No

Action #	Title	Description	Total Funds	Contributing
	Qualified Support Staff	teacher/principals scheduling constraints. This action is supported in part by Learning Recovery Emergency Block Grant funds.		
1.8	Maintaining Instructional Aide Support for EL's	Panoche Elementary will maintain a 5-hour instructional aide to support EL student learning needs (Funding LCFF/REAP).	$24,184.00	Yes

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%	Attendance rate for 2025-2026 95.53%	Increase the overall attendance rate by 1.5 percentage points from the baseline year	Overall attendance rate increased by 3.26 percentage points.
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%	Chronic Absenteeism rate for 25-26 school year is 16.7%	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 1.48 percentage points.
2.3	Suspension/Expulsion rates Data Source: Suspension/Expulsion Records	0% Suspension, 0% Expulsion rate for 2023-2024 school year	0% Suspension, 0% Expulsion rate for 2024-2025 school year	0% Suspension, 0% Expulsion rate for 2025-2026 school year	Maintain 0% Suspension/Expulsion Rate	0% Suspension/Expulsion Rate was maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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)	80% of parents who returned the Parent School Climate Survey strongly agreed to the statement "My child(ren)'s learning needs are being met." (April 2026 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."	Decreased by 20 percentage points from the baseline of 100%.
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)	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 2026 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 course of study as evidenced by the school's course offerings and master schedule.	In the 2024-2025 school year, 100% of students, including unduplicated pupils and students with exceptional needs, had access to a broad course of study as evidenced by the	In the 2025-2026 school year, 100% of students, including unduplicated pupils and students with exceptional needs, had access to a broad course of study as evidenced by the	Maintain 100% of students, including unduplicated pupils and students with exceptional needs, having access to a broad course of study as evidenced by the school's course	Maintained the baseline of 100% of students, including unduplicated pupils and students with exceptional needs, having access to a broad course of study as evidenced by the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school's course offerings and master schedule.	school's course offerings and master schedule.	offerings and master schedule.	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%	2025-2026 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.	A participation log for each field trip was created for the 2025-2026 school year. Number of trips taken: 4 Average Participation Rate: 83.5%	This action was added during the 24-25 annual update.	Participation logs were created for the first time in 2025-26, documenting 4 field trips at an average participation rate of 83.5%.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Goal 2 was implemented with strong results in student engagement, school climate, and facility maintenance. Several planned actions were implemented as intended, while outcomes on certain metrics require context-sensitive interpretation given the district's extremely small student population.

A key implementation note for Metric 2.2 (Chronic Absenteeism): the district's chronic absenteeism rate increased from 12.5% in 2024–25 to 16.7% in 2025–26. This increase was concentrated in a small number of absences tied to short-term illness and family transportation constraints rather than a systemic pattern of disengagement. In a school of our size, rate-based metrics are highly sensitive to individual student circumstances. Because the district's attendance data must be reported using the state-required methodology, the district will continue to pair the required rate-based metric with narrative context in future LCAP updates.. Overall attendance (Metric 2.1) continued to improve, reaching 95.53%, exceeding the Year 3 target of a 1.5 percentage point increase from baseline.

Suspension and expulsion rates (Metric 2.3) remained at 0%, continuing the district's unbroken record of maintaining a safe and supportive school environment.

School climate survey results showed a mixed but overall positive picture. Student climate results (Metric 2.5) remained at 100% agreement on both indicators — understanding school rules and feeling that their teacher cares about them — consistent with baseline and meeting the

Year 3 target. Parent climate results (Metric 2.4) showed a slight shift, with 80% of respondents strongly agreeing and 60% agreeing that their children's learning needs are being met. Given the very small number of survey respondents, this shift likely reflects natural variation rather than a meaningful decline in satisfaction, though it will be monitored closely.
Access to a broad course of study (Metric 2.6) and the middle school dropout rate (Metric 2.7) both remained consistent with baseline, with 100% of students maintaining access to a broad course of study and a 0% dropout rate.
Action 2.2 (Field Trips and Experiential Learning Opportunities) was successfully implemented, with four trips completed during the school year at an average participation rate of 83.5%, as documented in the participation logs introduced under Metric 2.8. These experiences provided meaningful enrichment and real-world learning opportunities, particularly benefiting unduplicated pupils.
Action 2.4 (Mental Health Supports) continued to be implemented effectively through the MooZoom SEL program, with no individual student referrals required, indicating that the universal support structures in place are proactively maintaining a healthy and supportive school climate.
Facility-related actions — Action 2.5 (Pest Control), Action 2.6 (Cleaning and Grounds Maintenance), and Action 2.7 (Tree Trimming) — were fully implemented throughout the year, ensuring a safe, clean, and well-maintained learning environment for all students and staff.
Overall implementation reflected both meaningful successes and ongoing challenges. Key successes included sustained improvement in overall attendance, a continued 0% suspension and expulsion rate, strong and consistent student climate survey results, and the successful reinstatement of field trip participation logging and reporting. The primary challenge was the increase in the chronic absenteeism rate, which is addressed in detail below, along with a modest shift in parent climate survey results — both of which the district interprets within the context of its very small respondent population, where individual circumstances can meaningfully affect overall percentages.

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.

Overall, Goal 2 expenditures came in below budget, with the most notable variances as follows.
Action 2.1 (Attendance and Engagement) showed $0 in recorded expenditures against a budgeted amount of $500. The action was implemented as planned, with the reward system shifting to literacy-focused book rewards tied to monthly homework completion and SEL calendar participation. Any associated costs were minimal and may have been captured under a different budget line.
Action 2.2 (Field Trips and Experiential Learning Opportunities) came in below budget, with actual expenditures of $75 against a planned $350. All four planned field trips were completed as documented in participation logs, with the variance reflecting lower-than-anticipated costs for the trips taken rather than a reduction in the number or scope of experiences provided.
Action 2.5 (Pest Control) came in slightly over budget at $2,997 against a planned $2,000. Monthly treatments were carried out as planned throughout the year, with the variance reflecting general economic cost increases.
Action 2.6 (Cleaning and Grounds Maintenance) showed actual expenditures of $16,113 against a budgeted amount of $34,300, a difference of $18,187. Regular monthly cleaning and grounds services were performed as planned throughout the year, and this variance is attributable to an overestimate at the budgeting stage.
Action 2.7 (Tree Trimming and Maintenance) came in slightly over budget at $2,600 against a planned $2,000. The variance reflects additional unplanned work required to address several unstable trees identified as safety concerns during the year.
All other Goal 2 expenditure variances were negligible and do not require further explanation.

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

Highly Effective Actions:
Action 2.1 (Attendance and Engagement) continued to prove highly effective in promoting student responsibility and consistent engagement. The revised reward system tied to monthly homework completion and SEL calendar participation remained well-suited to the developmental level of the TK–8 population, contributing to a sustained improvement in overall attendance (Metric 2.1), which reached 95.53% — exceeding the Year 3 target.
Action 2.5 (Pest Control), Action 2.6 (Cleaning and Grounds Maintenance), and Action 2.7 (Tree Trimming) remained highly effective in maintaining a clean, safe, and welcoming campus environment, supporting uninterrupted instructional time and contributing overall to a general satisfaction rate in both parent and student climate survey results (Metrics 2.4 and 2.5).
Action 2.2 (Field Trips and Experiential Learning Opportunities) was effectively implemented for its first full year under the reinstated action, with four trips completed at an average participation rate of 83.5% as documented in participation logs (Metric 2.8). These experiences provided meaningful enrichment and real-world learning, particularly benefiting unduplicated pupils.
Moderately Effective Actions:
Action 2.4 (Mental Health Supports) continued to be moderately effective. The universal MooZoom SEL program was implemented successfully and no individual student referrals were needed, indicating a proactively supportive school climate. However, as in the prior year, the full scope of mental health support was not activated, and the system remains in place should higher levels of support become necessary.
Actions Requiring Attention:
Metric 2.2 (Chronic Absenteeism) reflects an increase from 12.5% to 16.7% in 2025–26. Given the district's extremely small enrollment, rate-based metrics are highly sensitive to individual student circumstances, and this increase was concentrated in a small number of absences tied to short-term illness and family transportation constraints rather than a systemic pattern of disengagement or extended non-attendance. Because the underlying circumstances were short-duration and are expected to be less of a factor going into 2026–27 following conversations with the family, the district does not consider independent study packets an appropriate response in this instance — that option is best suited to extended or planned absences (e.g., travel, long-term medical needs), rather than the intermittent short-term absences driving this year's rate. The district will continue to monitor attendance patterns closely given its small size and will consider independent study as a tool for future cases involving extended, planned, or medically-necessary absences. To provide additional context for this metric in future LCAP cycles, the district will continue to include narrative explanation alongside the rate-based data where individual circumstances significantly affect the outcome, given the volatility inherent in rate-based metrics for a district this size.
Effectiveness in Outcomes:
The effectiveness of these actions is supported by outcome data:
Overall attendance rate (Metric 2.1) increased to 95.53%, exceeding the Year 3 target.
Suspension and expulsion rates (Metric 2.3) remained at 0%.
Student climate survey results (Metric 2.5) maintained 100% positive responses on both indicators.
Field trip participation (Metric 2.8) was documented for the first time, with four trips and an 83.5% average participation rate.
100% of students maintained access to a broad course of study (Metric 2.6) and the middle school dropout rate (Metric 2.7) held at 0%.
These results demonstrate that while one rate-based metric showed an increase attributable to individual student circumstances, the overall strategy for Goal 2 remained effective in supporting student engagement, safety, and well-being across the school community.

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 reflections on prior practice, the following considerations and refinements are being carried forward into 2026–27 while the overall structure of Goal 2 remains intact.
Metric 2.2 (Chronic Absenteeism): The district is actively reflecting on whether the current percentage-based metric provides a meaningful measure of chronic absenteeism in a school of this size. As noted, a small number of absences tied to short-term illness and family transportation constraints produced a 16.7% rate in 2025–26 — a figure that does not accurately reflect the overall engagement and attendance culture of the school community. Because the district's attendance data must be reported using the state-required methodology, the district will instead continue to pair the required rate-based metric with narrative context in future LCAP updates, so that isolated circumstances are not misread as systemic disengagement. In addition, for students who require extended absences for state-excused reasons — such as documented medical needs — the district will continue to offer independent study packets to ensure continuity of instruction and allow the student to recoup ADA. Any changes to how this metric is contextualized will be made in consultation with educational partners and reflected in a future LCAP update.
Action 2.1 (Attendance and Engagement): The revised reward system tied to monthly homework completion and SEL calendar participation will continue as-is, as it has proven developmentally appropriate and effective in supporting student engagement. For 2026-27, the district will place additional emphasis on encouraging parent involvement in the reward system to increase participation rates and strengthen the school-home connection.
Action 2.2 (Field Trips and Experiential Learning Opportunities): This action will continue at its current scope and budget. Building on the successful implementation of four trips in 2025-26, the district will focus on increasing the average participation rate, which stood at 83.5%, by proactively engaging families in trip planning and communication to ensure maximum student attendance on field trip days.
Action 2.4 (Mental Health Supports): The district's SEL provider, previously known as MooZoom, has rebranded as SchoolBeat. The program, services, and support structure remain the same under the new name. No changes to implementation are planned, as the universal SEL program continues to maintain a proactively supportive school climate with no individual student referrals required.
Metric 2.4 (Parent Climate Survey): The 2025-26 survey results showed 80% of parents strongly agreeing that their children's learning needs are being met, compared to 100% in prior years. Given the extremely small number of survey respondents, this shift is attributed to natural variation — a single respondent's change in rating was sufficient to move the overall percentage. The district will continue to monitor this metric closely while maintaining its commitment to family engagement and communication.
No additional changes to Goal 2's planned actions, metrics, or target outcomes are being made at this time, as the overall strategy has proven effective in fostering a positive, inclusive, and safe 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.	$300.00	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).	$300.00	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 School Beat (formally called 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.	$2,500.00	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)	$40,030.00	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.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

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.	At least one representative from each student's family attended every one of the 5 family/community engagement activities, giving the school 100% participation rate in family/community engagement activities.	100% of families will participate in at least one family engagement activity during the school year.	11% increase in number of families that participated in at least one family engagement activity during the 2025-2026 school year.
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."	40% of parents who returned the April 2026 School Climate Survey responded "strongly agree" to the statement "The school encourages parent involvement in school activities." 60% of parents who returned the April 2026 School Climate Survey responded "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.	Decreased by 60 percentage points from the baseline of 100% of parents responding "strongly agree".

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	5 Family/Community Engagement Activities took place in 2025-2026: Back to School Night, Winter Concert, Literacy Night, Parent Breakfast to Go, and Spring Concert/Graduation.	Five or more Community Engagement Activities will be scheduled and take place over the 2026-2027 school year.	Increased by 2 community engagement activities from the baseline of 3.
3.4	Monthly activity calendars for families Data Source: Activity Calendar records/hard copies	No at-home learning opportunities/supports provided to families May 2024.	10 (monthly) learning opportunities/supports provided to families May 2025.	10 (monthly) learning opportunities/supports provided to families May 2026.	25% of families will complete an average of 30 activities or more from the provided monthly calendars over the course of the full school year. Modified as of 5/5/25 as there was a typo and it should have stated 10 activities or more not 30. 25% of families will complete an average of 10 activities or more from the provided monthly calendars over the course of	10 monthly learning opportunities/supports provided to families in 2025-2026.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					the full school year.	
3.5	School-to-Home Communication Effectiveness Data Source: Monthly Newsletters digital copies	0 monthly communication folders were sent home in 2023-2024.	10 monthly communication folders were sent home in 2024-2025.	10 monthly communication folders were sent home in 2025-2026.	9 monthly communication folders sent home per year (accounting for summer months)	Exceeded our Target for Year 3 of 9 folders by sending home 10 folders, which is an increase of about 11%

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Goal 3 was implemented with strong results across most areas of family and community engagement, with several actions continuing from prior years and one notable new success in parent education.
Action 3.1 (Family Engagement Coordinator and Event Funding) continued to face the same geographic challenges as in prior years, with the district unable to secure a qualified individual willing to serve as a dedicated Family Engagement Coordinator given the school's rural location. Despite this ongoing limitation, all five community engagement events outlined in the Year 3 target were successfully held — Back to School Night, Winter Concert, Literacy Night, Parent Breakfast to Go, and the Spring Concert/Graduation — achieving 100% family participation (Metric 3.1) and meeting the Year 3 target of five or more community engagement activities (Metric 3.3). Events continued to be coordinated internally at minimal cost.

Action 3.2 (Parent Education Workshops) was successfully implemented for the first time after being unrealized in prior years due to difficulties securing presenters willing to travel to the district's rural location. The district partnered with Raise Readers to provide a literacy-focused workshop, which was exceptionally well-attended — at least one adult representative attended for every enrolled student. This represents a significant milestone in the district's family engagement efforts and demonstrates that targeted outreach and partnership with appropriate organizations can overcome prior logistical barriers.

Action 3.3 (Technology Access) continued to be implemented as in prior years, with internet hotspots provided to families with limited access. Utilization remained consistent with prior years.

Action 3.4 (Yearbook) was successfully implemented, with the district contracting a designer to complete the yearbook layout and production. Each enrolled student received a yearbook at no cost to families. Total expenditure for this action was $500.

Action 3.5 (Monthly Home Communication Folder) was fully implemented, with 10 monthly folders sent home throughout the year — consistent with prior years and exceeding the Year 3 target of 9 folders (Metric 3.5). Monthly activity calendars were similarly distributed, with 10 provided to families over the course of the year (Metric 3.4).

Parent survey results (Metric 3.2) showed a shift from prior years, with 40% of respondents strongly agreeing and 60% agreeing that the school encourages parent involvement. It is important to note that with only four families in the district, survey results are inherently subject to significant variation — a single respondent's rating change is sufficient to meaningfully shift the overall percentage. The district interprets this result within that context and notes that 100% of families participated in at least one engagement activity (Metric 3.1), suggesting that family engagement itself remains strong regardless of the survey outcome.

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.

Overall, Goal 3 expenditures were close to budget, with the following variances noted.
Action 3.1 (Family Engagement Coordinator and Event Funding) was budgeted at $0 but reflected actual expenditures of $209, which was used to purchase food for family engagement events held during the school year.
Action 3.2 (Parent Education Workshops) showed $0 in actual expenditures against a budgeted amount of $500. The Raise Readers literacy workshop was successfully implemented as described in the implementation narrative above; however, the workshop was provided at no cost through a partnership with the San Benito County Office of Education, eliminating the need for the budgeted expenditure.
Action 3.4 (Yearbook) came in over budget, with actual expenditures of $607 against a planned $200. The variance reflects the cost of contracting a designer at $500 and an additional $107 for the purchase of yearbooks for all enrolled students and one copy for the classroom library. The 2026-27 budget for this action has been adjusted to $500 to more accurately reflect actual costs going forward.
All other Goal 3 expenditure variances were negligible and do not require further explanation.

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

Effective Actions:
Action 3.2 (Parent Education Workshops) proved highly effective in its first successful year of implementation. After going unrealized in prior years due to geographic barriers, the district's partnership with Raise Readers resulted in a well-attended literacy workshop with at least one adult representative present for every enrolled student. This outcome demonstrates that targeted outreach and partnership with appropriate organizations can overcome the logistical challenges of serving a rural community, and directly supports the district's goals for family engagement as reflected in Metrics 3.1 and 3.2.
Action 3.5 (Monthly Home Communication Folder) continued to be highly effective, with 10 monthly folders distributed throughout the year — exceeding the Year 3 target of 9 (Metric 3.5). This action has consistently supported transparent and regular communication with all families, particularly those of unduplicated pupils who may face language or technology barriers.
Action 3.1 (Family Engagement Coordinator and Event Funding) was effective in achieving strong engagement outcomes despite the continued inability to secure a dedicated coordinator. All five community engagement events were successfully held, meeting the Year 3 target of five or more events (Metric 3.3) for the first time and achieving 100% family participation (Metric 3.1). These outcomes demonstrate that internally coordinated events can be highly successful even in the absence of a dedicated coordinator, though the gap in formal coordination remains an area of focus.

Action 3.3 (Technology Access) continued to be effective in ensuring equitable access to digital resources and school communications for families with limited connectivity, supporting the district's broader family engagement goals as reflected in Metrics 3.2 and 3.4.
Action 3.4 (Yearbook) was effectively implemented, with a contracted designer producing a high-quality yearbook distributed to all enrolled students at no cost to families. This action continues to support school pride and community building, contributing to the positive school climate reflected in Metrics 3.1 and 3.2.
Areas for Improvement:
Action 3.1 (Family Engagement Coordinator): While engagement event outcomes were strong, the district has been unable to secure a dedicated Family Engagement Coordinator for three consecutive years due to its rural location. The absence of a dedicated coordinator continues to represent a gap in the full implementation of this action. The district will continue to explore alternative approaches including virtual coordination models and community volunteer options to address this ongoing challenge.
Action 3.2 (Parent Education Workshops): While the Raise Readers literacy workshop was a significant success, this action went unimplemented for the first year of the LCAP cycle. The district recognizes the need to sustain this momentum and ensure that parent education workshops are planned and secured early in the school year to avoid implementation gaps.
Effectiveness in Outcomes:
The effectiveness of these actions is supported by outcome data:

Action 3.1 contributed to 100% family participation in at least one engagement activity (Metric 3.1) and five community engagement events held (Metric 3.3), meeting the Year 3 target for the first time.
Action 3.2 resulted in the first successfully implemented parent education workshop in the LCAP cycle, contributing to family engagement outcomes reflected in Metrics 3.1 and 3.2.
Action 3.3 ensured continued equitable technology access for all families, supporting engagement outcomes across Metrics 3.2 and 3.4.
Action 3.4 contributed to community building and school pride, with yearbooks distributed to all students at no cost to families.
Action 3.5 exceeded its Year 3 target with 10 monthly communication folders sent home (Metric 3.5), maintaining consistent and transparent family communication throughout the year.

These results demonstrate that while the challenge of securing a dedicated Family Engagement Coordinator persists, the overall strategy for Goal 3 has proven effective in strengthening family and community engagement, with several key milestones achieved during the 2025–26 school year.

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

Based on reflections on prior practice, the following refinements and considerations are being carried forward into 2026-27 while the overall structure of Goal 3 remains intact.
Action 3.1 (Family Engagement Coordinator and Event Funding): The district is actively consulting with stakeholders regarding the future direction of this action. After three consecutive years of being unable to secure a qualified Family Engagement Coordinator willing to serve in the district's rural location, the district is evaluating whether to revise the action to focus solely on event funding and internal coordination, which has proven effective in achieving strong engagement outcomes. A decision will be made in consultation with educational partners and reflected in the next LCAP cycle.

Action 3.2 (Parent Education Workshops): Building on the success of the Raise Readers literacy workshop in 2025-26, the district is committed to sustaining this momentum by planning and securing a parent education workshop early in the 2026-27 school year. The district will consider Raise Readers as a returning partner while remaining open to other providers that can meet the needs of our families, particularly those of unduplicated pupils. Early planning will be prioritized to avoid the implementation gaps experienced in prior years.
Action 3.4 (Yearbook): The budget for this action will be adjusted to $650 to accurately reflect the actual cost of contracting a designer, as experienced in 2025-26. This adjustment ensures more accurate budgeting and avoids the need for mid-year reallocation.
Action 3.3 (Technology Access) and Action 3.5 (Monthly Home Communication Folder): Both actions will continue as-is, as they have proven consistently effective in supporting equitable access to resources and maintaining transparent family communication throughout the year.
Metric 3.2 (Parent Survey Results): The district acknowledges that with only four families, parent survey results are inherently subject to significant variation, and a single respondent's rating change can substantially shift overall percentages. The current metric language will be maintained for the final year of this LCAP cycle, as the three-year framework calls for consistency in measurement. The district will revisit the framing of this metric when developing the next LCAP cycle to better reflect the realities of an extremely small school community.
No additional changes to Goal 3's planned actions, metrics, or target outcomes are being made at this time. The overall strategy has proven effective in strengthening family and community engagement, and the district remains committed to building on the successes of the current cycle as it moves into the final year of the LCAP.

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.	$600.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 for the LEA to supply each enrolled student with a yearbook at no cost to families.	$650.00	Yes
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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$14,722	$1,114

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
4.719%	0.000%	$0.00	4.719%

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	**Action:** Supplemental Instructional Materials **Need:** Need: Diverse learning materials to support differentiated instruction for our high percentage of English Learners (40%) and students with disabilities (60%) in a multi-grade classroom setting.	Given our small student population and high percentage of English Learners (40%) and students with disabilities (60%), 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
	Scope: LEA-wide		
1.3	**Action:** Progress Monitoring **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. **Scope:** LEA-wide	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.	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.
1.5	**Action:** Accelerated Learning Opportunities **Need:** Enrichment and challenge opportunities for high-achieving students to ensure their continued growth and engagement within our small school environment. **Scope:** LEA-wide	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.	Metrics 1.7, 1.8, 1.9, and 1.10 will be used to monitor the effectiveness of this action.
1.6	**Action:** Music and Art Instruction **Need:**	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	Metrics 2.4 and 2.5 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
	Well-rounded educational experiences that support alternative modes of learning and expression, particularly beneficial for our English Learners and students with disabilities. **Scope:** LEA-wide	students with disabilities by offering alternative modes of expression and learning.	
1.7	**Action:** Maintaining Appropriately Qualified Support Staff **Need:** Specialized support to address the diverse learning needs of our student population, particularly our high percentage of English Learners and students with disabilities. **Scope:**	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.	Metrics 1.3, 1.7, 1.8, 1.9, and 1.10 will be used to monitor the effectiveness of this action.
1.8	**Action:** Maintaining Instructional Aide Support for EL's **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. **Scope:** LEA-wide	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.	Metrics 1.3, 1.7, 1.8, 1.9, 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
2.1	**Action:** Attendance and Engagement **Need:** Reduce chronic absenteeism rate, which is currently at 18.18% for the 2023-2024 school year. **Scope:** LEA-wide	Implementing a comprehensive attendance and engagement program addresses the need to improve attendance rates for all students. It's provided LEA-wide because in our small school, every student's attendance significantly impacts our overall rate and school climate.	Metrics 2.1 and 2.2 will be used to monitor the effectiveness of this action.
2.2	**Action:** Field Trips and Experiential Learning Opportunities **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. **Scope:** LEA-wide	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.	Metric 2.8-Participation logs documenting number and type of trips per year
2.4	**Action:** Mental Health Supports **Need:**	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.	Metrics 2.4 and 2.5 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
	Address the social-emotional needs of students to support their overall well-being and academic success. **Scope:** LEA-wide		
3.1	**Action:** Family Engagement Coordinator or Liaison and event funding. **Need:** Strengthen the connection between school and families to support student success. **Scope:** LEA-wide	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.	Metrics 3.1, 3.2, and 3.3 will be used to monitor the effectiveness of this action.
3.2	**Action:** Parent Education Workshops **Need:** Empower parents with knowledge and skills to support their children's education. **Scope:** LEA-wide	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.	Metrics 3.1 and 3.2 will be used to monitor the effectiveness of this action.
3.3	**Action:** Technology Access **Need:** Ensure all families have access to digital resources and communication tools.	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.	Metrics 3.2 and 3.4 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
	Scope: LEA-wide		
3.4	**Action:** Yearbook **Need:** Foster school pride and create lasting memories for our small school community. **Scope:** LEA-wide	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.	Metrics 3.1 and 3.2 will be used to monitor the effectiveness of this action.
3.5	**Action:** Monthly Home Communication Folder **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. **Scope:** LEA-wide	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: -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. The folders will include translations for English Learner families, provide stability of information for Foster Youth, and ensure Low-Income families	Metric 3.5 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
		have equal access to school news and resources without relying on digital means.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

Panoche Elementary School District received $1114 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 $1100 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. 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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$311,947	14,722	4.719%	0.000%	4.719%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$63,732.00	$7,466.00	$0.00	$24,925.00	$96,123.00	$28,800.00	$67,323.00

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	$833.00				$833.00	$833.00	
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	$5,830.00	$5,830.00				$5,830.00	0.02
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	$920.00	$920.00				$920.00	
1	1.4	Broad Course of Study	All	No			All Schools	Ongoing	$0.00	$2,325.00		$2,325.00			$2,325.00	
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	$610.00	$610.00				$610.00	
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	$8,505.00	$7,300.00	$1,205.00			$8,505.00	
1	1.7	Maintaining Appropriately Qualified Support Staff	All	No			All Schools	Ongoing	$3,936.00	$0.00	$0.00	$3,936.00			$3,936.00	
1	1.8	Maintaining Instructional Aide Support for EL's	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$24,184.00	$0.00	$12,092.00			$12,092.00	$24,184.00	
2	2.1	Attendance and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$300.00	$300.00				$300.00	
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	$300.00	$300.00				$300.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	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	$750.00				$750.00	1.12
2	2.5	Pest Control	All	No			All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.6	Cleaning and Grounds Maintenance	All	No			All Schools	Ongoing	$680.00	$39,350.00	$28,030.00			$12,000.00	$40,030.00	
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	$600.00	$600.00				$600.00	
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	$650.00	$650.00				$650.00	
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	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$311,947	14,722	4.719%	0.000%	4.719%	$31,202.00	1.140%	11.142 %	**Total:**	$31,202.00
								LEA-wide Total:	$31,202.00
								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	$5,830.00	0.02
1	**1.3**	Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$920.00	
1	**1.5**	Accelerated Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$610.00	
1	**1.6**	Music and Art Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,300.00	
1	**1.8**	Maintaining Instructional Aide Support for EL's	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,092.00	
2	**2.1**	Attendance and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300.00	
2	**2.2**	Field Trips and Experiential Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth	All Schools	$300.00	

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	**2.4**	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$750.00	1.12
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	$600.00	
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	$650.00	
3	**3.5**	Monthly Home Communication Folder	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$80,715.00	$83,952.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	No	$475.00	$400.00
1	**1.2**	Supplemental Instructional Materials	Yes	$6,984.00	$6,130.00
1	**1.3**	Progress Monitoring	Yes	$1,090.00	$920.00
1	**1.4**	Broad Course of Study	No	$3,500.00	$850.00
1	**1.5**	Accelerated Learning Opportunities	Yes	$500.00	$1,872.00
1	**1.6**	Music and Art Instruction	Yes	$8,400.00	$8,346.00
1	**1.7**	Hiring of Appropriately Qualified Support Staff	Yes	$5,233.00	$4,220.00
1	**1.8**	Hiring of Instructional Aide	Yes	$12,083.00	$23,712.00
2	**2.1**	Attendance and Engagement	Yes	$500.00	$0.00
2	**2.2**	Field Trips and Experiential Learning Opportunities	Yes	$350.00	$75.00
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 Yes	$750.00	$750.00
2	2.5	Pest Control	No	$2,000.00	$2,997.00
2	2.6	Cleaning and Grounds Maintenance	No	$34,300.00	$28,444.00
2	2.7	Tree trimming and maintenance	No	$2,000.00	$2,600.00
3	3.1	School and Parent Events	Yes	$0.00	$209.00
3	3.2	Parent Education Workshops	Yes	$500.00	$0.00
3	3.3	Technology Access	Yes	$1,850.00	$1,820.00
3	3.4	Yearbook	Yes	$200.00	$607.00
3	3.5	Monthly Home Communication Folder	Yes	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$11,890	$30,057.00	$30,748.00	($691.00)	1.280%	1.170%	-0.110%

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	$6,984.00	$4,293.00	0.03	0.02
1	1.3	Progress Monitoring	Yes	$1,090.00	$920.00		
1	1.5	Accelerated Learning Opportunities	Yes	$500.00	$1,872.00		
1	1.6	Music and Art Instruction	Yes	$6,000.00	$8,346.00		
1	1.7	Hiring of Appropriately Qualified Support Staff	Yes	$0.00	$0.00		
1	1.8	Hiring of Instructional Aide	Yes	$12,083.00	$11,856.00		
2	2.1	Attendance and Engagement	Yes	$500.00	$0.00		
2	2.2	Field Trips and Experiential Learning Opportunities	Yes	$350.00	$75.00		
2	2.4	Mental Health Supports	Yes	$0.00	$750.00	1.25	1.15
3	3.1	School and Parent Events	Yes	$0.00	$209.00		
3	3.2	Parent Education Workshops	Yes	$500.00	$0.00		
3	3.3	Technology Access	Yes	$1,850.00	$1,820.00		
3	3.4	Yearbook	Yes	$200.00	$607.00		

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)
3	**3.5**	Monthly Home Communication Folder	Yes	$0.00	$0.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$304,184	$11,890	0.81%	4.719%	$30,748.00	1.170%	11.278%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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