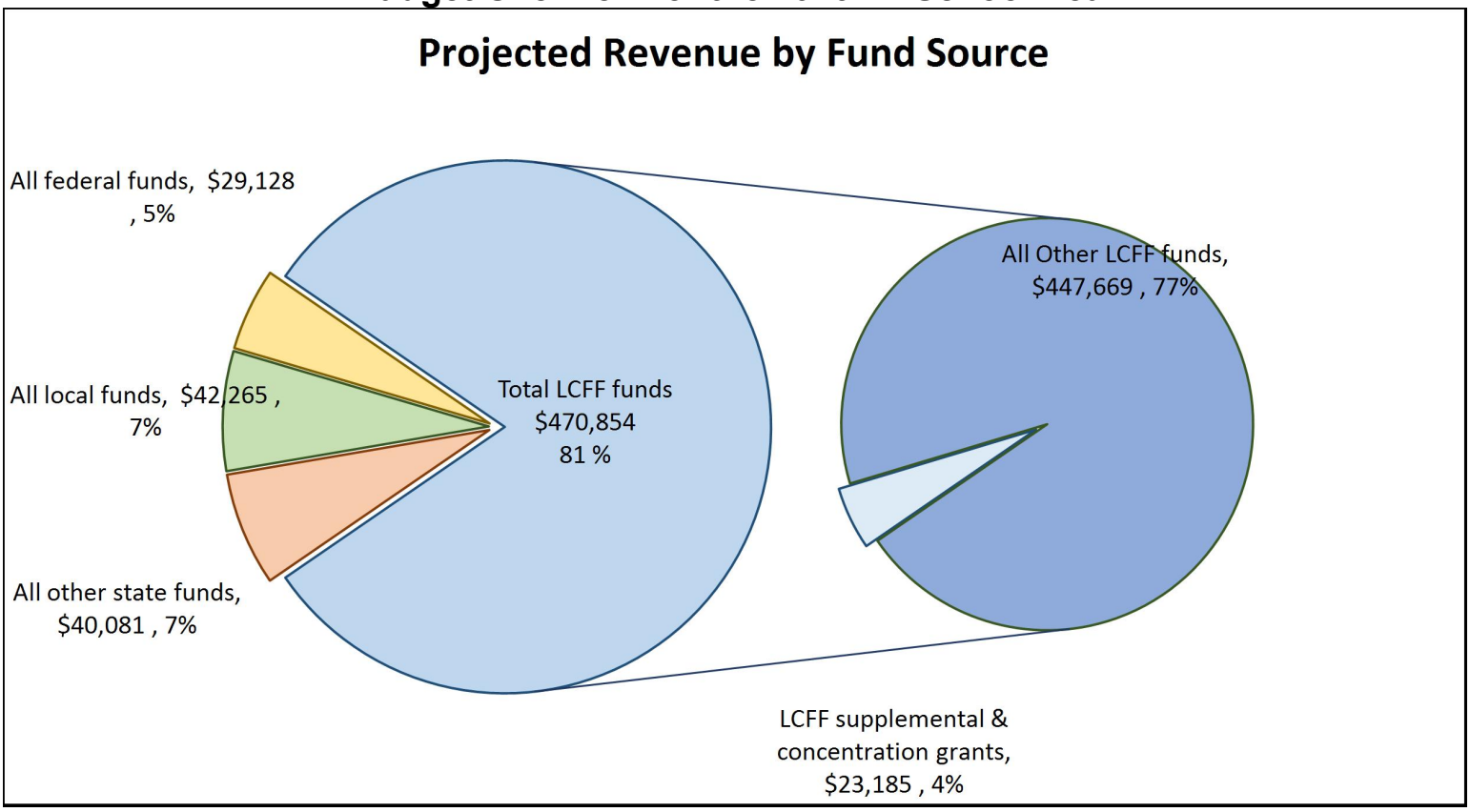
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Willow Grove Union Elementary School District
CDS Code: 35-67579-0000000
School Year: 2026-27
LEA contact information:
Gabriella Armenta
Teacher/Principal
garmenta@sbcoe.org
(831) 628-3256

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

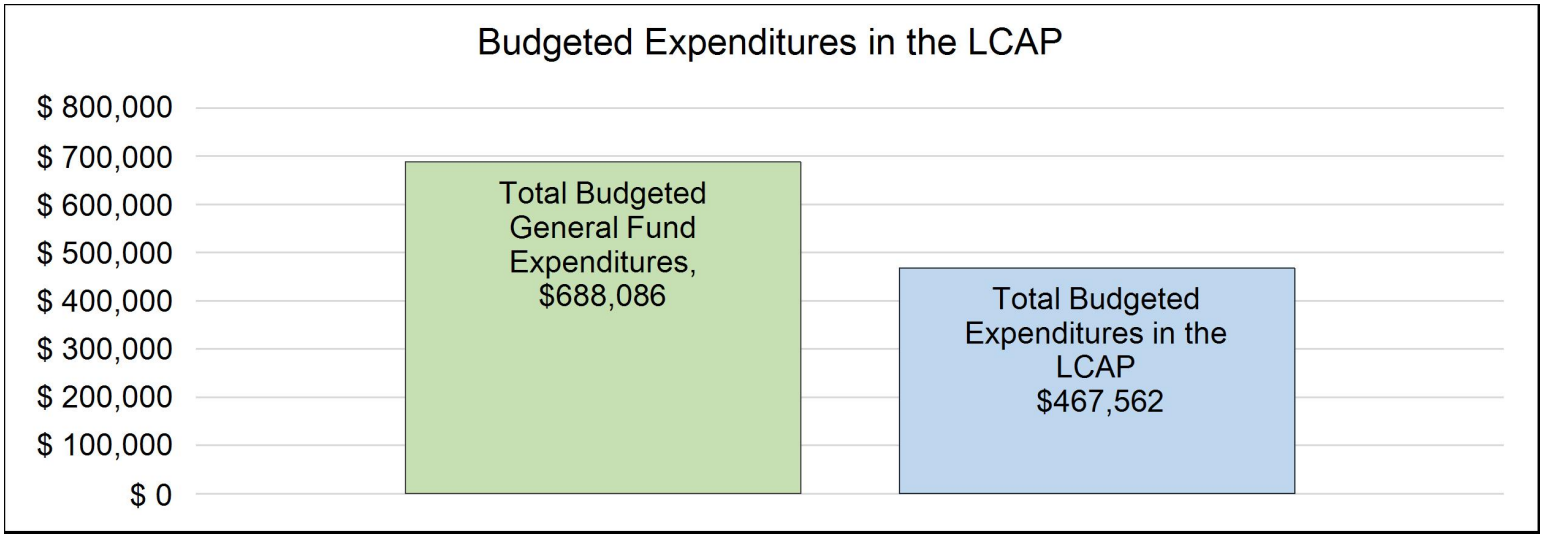


This chart shows the total general purpose revenue Willow Grove Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Willow Grove Union Elementary School District is $582,328, of which $470,854 is Local Control Funding Formula (LCFF), $40081 is other state funds, $42,265 is local funds, and $29,128 is federal funds. Of the $470,854 in LCFF Funds, $23,185 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 Willow Grove Union 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: Willow Grove Union Elementary School District plans to spend $688,086 for the 2026-27 school year. Of that amount, $467,562 is tied to actions/services in the LCAP and $220,524 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

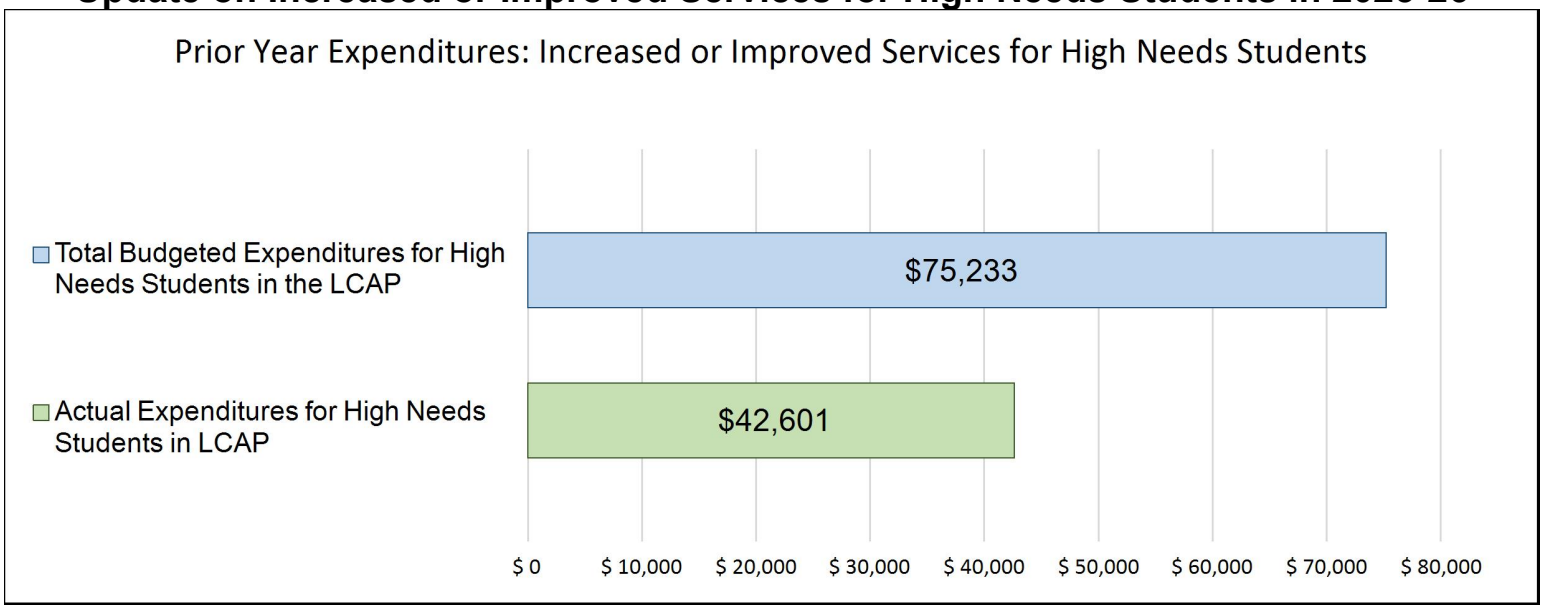
General Fund expenditures not included in the LCAP include routine operational costs such as maintenance, custodial services, and other general support for school operations.

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

In 2026-27, Willow Grove Union Elementary School District is projecting it will receive $23,185 based on the enrollment of Foster Youth, English learner, and low-income students. Willow Grove Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Willow Grove Union Elementary School District plans to spend $30,107 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 Willow Grove Union 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 Willow Grove Union 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, Willow Grove Union Elementary School District's LCAP budgeted $75,233 for planned actions to increase or improve services for high needs students. Willow Grove Union Elementary School District actually spent $42,601 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $32,632 had the following impact on Willow Grove Union Elementary School District's ability to increase or improve services for high needs students:

In 2025-26, actual expenditures for actions and services to increase or improve servcies for unduplicated pupils were $32,632 less than budgeted. An instructional aide position originally included as a contributing action was instead funded through the district's general fund to meet required TK staffing ratios. While this expenditure was no longer counted as a contributing action, the instructional aide position was maintained, and services to students continued as planned. Field trip costs were lower than budgeted as some trips were funded through ELOP funds rather than this action, resulting in reduced expenditures.

Despite the difference in expenditures, the district was able to maintain the implementation of key actions and services, and the overall level of increased or improved services for unduplicated pupils was not significantly impacted.

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
Willow Grove Union Elementary School District	Gabriella Armenta Teacher/Principal	garmenta@sbcoe.org (831) 628-3256

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.

Willow Grove Union School District is a small, single-school, rural district in southern San Benito County. Our student population has ranged from 14-24 students over the past few years. Willow Grove employed two credentialed full-time teachers, a part-time intervention teacher, one part-time (5 hour) Instructional Aide, an administrative assistant and one part-time administrator. At the beginning of the 2025-26 school year, we started the year with 24 students in grades TK - 8th grades and ended the year with 21 students. During 2025-26, 42.9% of students qualified as socio-economically disadvantaged. 0% foster youth, and 28.6% qualified as English Learners. Our population is often changing during the year. When students must be out due to illness or inclement weather, we can use short term independent study with a combination of online work through Google meets and paper packets sent home. Internet access remains a challenge for some families due to insufficient bandwidth for multiple users, or the physical terrain that hinders internet access. The school stays in constant contact with the families to use the best options of learning available under the difficult and rural circumstances. The LCAP supports the districts' vision of supporting students towards their individual student success in all areas of academics. A specific emphasis is placed on the ability of students to be at or above grade level in Reading/Language and Math. Since there are between one and five students at any one grade level, and growth patterns, scores for grades and/or students are not shown on the California School Dashboard because of the very low number of students. Parents are very proud of Willow Grove School and are very involved with family after school or evening events, parent meetings or conferences, and their children's overall education. The development of the LCAP goals and actions are discussed and developed after several types of ongoing meetings with staff and parents (sometimes individually). Parent input is also garnered during special school planned functions as well as individual conversations with parents during parent conferences, parent pick-up, parent drop-off in the morning, individual meetings with parents during the day, and phone conversations.

We have carryover Equity Multiplier Funds for our school site for 2025-26. However the school is no longer eligible to receive those funds for this school year. The Local Control Funding Formula (LCFF) Equity Multiplier provides additional funding to local educational agencies (LEAs) for allocation to school site/districts with prior year non-stability rates greater than 25% and prior year socioeconomically disadvantaged pupil rates greater than 70%. The Equity Multiplier information for Willow Grove School includes the rate data of 33.3% for non-stability of students and the socioeconomically disadvantaged rate data of 85%, both during the 2022-23 school year.

Reflections: Annual Performance

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

A review of the 2025 Willow Grove School Dashboard shows an enrollment of 21 students, with 42.9% of the students as Socioeconomically disadvantaged, 28.6% English Language Learners and 5% Students with Disabilities. Due to enrollment being that low, the data is not displayed on the Dashboard due to privacy. The chronic absenteeism is a concern as 36.4% of students were chronically absent based on the 2025 Dashboard. Chronic absenteeism continues to be an area of concern, however there are signs of improvement. The 2023-2024 rate was 39.3%, a decrease of 4.5%. In addition, during the 2024-25 school year, our chronic attendance rate declined by 14.3%. (We saw an increase in the improvement beyond that since this spring 2025 as well.) Attendance incentives were implemented and continued connections with families help in this decline. Willow Grove School attendance rate was for the 2024-2025 school year was 92%.

During the 2024-25 school year, Willow Grove maintained a 0% suspension and expulsion rate, reflecting our commitment to positive behavior support and a nurturing school climate.

LOCAL DATA
For the year 2025-26 school year, students were given the STAR assessment at 8-10 week intervals throughout the year to assist with weekly lesson planning, direct instruction, interventions, and after school tutoring. For the STAR Reading, 77% of students showed growth in their scaled scores, 14% of students had a minimal decrease (less than 5 points), and 9% had a minimal decrease due to computer issues. Ninety percent of students stayed the same or increased their reading grade level equivalency score and 62% are meeting their reading grade level equivalency. For the STAR Math, 86% of students showed growth in their scaled scores and 14% had a minimal decrease (less than six points). Eighty-five percent of students stayed the same or increased their math grade level equivalency score and 58% are meeting their math grade level equivalency. (Special Education student(s) are included in the findings). The individual student STAR assessments were shared with the parents at the parent conferences in Fall of 2025 and Spring of 2026.

For the year 2024-25, students were given the STAR test at 8-10 week intervals throughout the year to assist with the lesson planning and instruction. The assessments indicated a 100% of students made growth in Reading and Mathematics. Reading scores from July (2024) through May (2025), showed students in grades 1st and 2nd at a minimum of 1 year of growth; students in grade 3rd showed from 6 mos. to 1 yr. growth and one student grew 2 yrs. and is now at the 7.5 grade level equivalent; in grades 4th - 8th, all students showed significant growth in reading, growing 4-6yrs. in scores on the STAR test and their Lexile scores improving as well. (Only 2 students with special needs are not in this grouping.); For Math: students in Kinder showed they are ready for their first grade year; the students 1st - 3rd grade showed an average of 8 mos. growth overall with 2 students meeting the beginning grade level for their next school year; students in grades 4th -6th making from 4mos. to 2yrs. growth respective to the students; grades 7th and 8th are scoring at the high school level. (Only 2 students with special needs are not in this grouping.). The individual student improvements were shared with the parents at our parent conferences (Fall of 2024 and Spring of 2025). These measures were a result of the focused individual instruction which we are able to provide our students

throughout the school year. They are in direct alignment with our 2024-25 LCAP Goals and the educational program of instruction and intervention (as determined by academic need) for all students at Willow Grove School. According to the research presented by the Renaissance Company, these assessments have shown a strong correlation to the state assessments and many of our local schools use them. In both Reading and Mathematics, Willow Grove's scores reflect only a 50% correlation to the CAASPP results.

SUCCESSES
We implemented a process of assisting the students eligible under this focus goal in the academic areas of English Language Arts and Mathematics. The process included hiring an aide who has the ability to communicate with these students clearly and be understood. The aide works with target students in the classroom along with the teacher to assist them in understanding the assignment given by the teacher. Since the addition of a reading intervention teacher, low performing students have positively progressed in reading. Also, we have seen an increase in student interest in chapter books and literature circle involvement.

Willow Grove attendance rate for 2025-2026 was 95% as of May 29, 2026. This is a 3% increase due to attention and communication with parents.

CHALLENGES
It is important to understand that due to the low number of students at each grade level, any one or "a few" students can change the dynamics of what the trends for the scores show in any subject area. This is true from the beginning of the year to the end of the year or even starting the following year as students leave and are (or not) replaced by other students. Sometimes students who start at the school are not the same population that end the school year. (This lack of Stability rate within Willow Grove School makes the state, or local testing totally unreliable for trends as a grade level.) With this information in mind, we look at each student individually to determine what their growth has been and where their needs are to make improvements to their learning.

Our higher percentages of unduplicated students includes the socio-economically disadvantaged and the English Learner student groups. These have risen to a level we have not seen in the last 12 years. In 2024-25 school year, this has become an intensive area of need based on the low skill levels of these students. Many of these students are also Migrant students and so we have been working with this program in our area to help find some additional resources for our new students. No other school feeds in to our school as we are a single school district in a rural area. Thus, we have consulted with the San Benito County Office of Education, the Migrant Program in San Benito County, and discussed the needs with the parents of these students as well. It is these conversations that assisted us in developing our focus goal for these students using our one-time Equity Multiplier Funds which will be fully utilized in the 2026-2027 school year.

In 2025-26, Willow Grove School District employed two full time teachers, one of whom teaches TK through 3rd grade and the other teaches 4th grade through 8th grade. Both teachers are fully credentialed and qualified to teach in their grade levels. In addition, we have one part time aide who works with the students individually or in groups. We also employed two, part-time credentialed reading intervention teachers. One works with K-3rd grade students and the other staff member works with 4-8th grade students who were previously assessed and determined to need specific instruction in learning skills necessary for success in reading. These staff additions also helped improve the ELD skills for second language learners. 100% of the students improved a level in at least one section of the ELPAC test (Listening, Speaking, Reading, or Writing). Building language skills for all students has been a targeted goal in professional development conversations with

teachers and instruction with students. Students receive frequent opportunities to go on field trips in order to build their real world experiences and to communicate what they learned. Lastly, we have a bilingual aide to assist with ELPAC lessons and vocabulary under the Equity Multiplier Fund.
The District will use the LREBG funds for the 2026-27 school year to continue the support for our low performing students in Reading and Math.

Willow Grove is very proud of the partnerships we have made with the local SELPA for support and counseling services, as well as mental health counseling services for some of our students and parents. During the 2024-25 school year, they have helped with their anxiety levels, attendance issues, and coping skills in school and at home. In 2025-26, SELPA and other partnerships in the community have assisted our families and students with mental and physical health issues. There were several positive outcomes for our students. We look forward to continuing the great connections we have made this year. Our latest consultation occurred May 29, 2026.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers/Principal Administrator (daily)	Staff meetings with Principal/Superintendent: 2024-25: 7/18, 7/19, 8/23, 8/27, 11/15, 12/5, 12/18, 1/6, 2/12, 3/13, 4/3 Staff Surveys - July and November 2024 2025-26: 7/14, 8/21, 9/25, 10/23, 11/20, 12/11, 1/29, 2/26, 3/19, 4/23, 5/21, 6/1 Staff surveys: February and June 2026
Students (weekly)	Principal/Superintendent - Individual student meetings: 2024-25 (July-April): Every other week for individual students. 2025-26: weekly meetings with individual students based on daily needs, attendance, wellness, and mental health. Student Surveys: May 2026
Parents (weekly or monthly depending on needs and topics of discussion)	Principal/Superintendent - 2024-25: Individual parent meetings (individual conversations) at pick-up and/or drop-off (weekly throughout the year), over the phone as needed monthly or in individual meetings with translators and sometimes with Migrant services for more information. Regularly scheduled group meetings were held in September 2024 and May 2025. Parent and student needs were discussed with teacher, administrator and parents during report card conferences October 21-25, 2024 and March 3-7, 2025, as well as at Back to School Event September 17, 2024 and Open House Event May 1, 2025. 2025-26: Individual parent meetings (individual conversations) at pick-up and/or drop-off (weekly throughout the year), over the phone as

Educational Partner(s)	Process for Engagement
	needed monthly or in individual meetings with translators and sometimes with Migrant services for more information. Parent and student needs were discussed with teacher, administrator and parents during report card conferences October 27-31, 2025 and March 2-6, 2026, as well as at Back to School Event August 21, 2025 and Open House Event May 20, 2026. Parent surveys: May 2026
SELPA Consultation: Feedback Method: Formal document shared between SELPA and the LEA.	Principal/Superintendent: SELPA - One on One consultation with the SELPA Director on May 22, 2025. Feedback: Agreed on strategies to continue to support students with disabilities and align with special education requirements. One on One consultation with the SELPA Director on May 29, 2026
Board members monthly (see next column for dates)	Board meetings with Principal/Superintendent: 2024: 1/16, 2/20, 3/19, 4/16, 5/21, 6/11, 7/16. 8/20, 9/17, 11/15,12/17 2025: 1/21, 1/27, 2/11, 3/11, 4/22, 5/13, 6/5, 6/17, 7/18, 7/24, 7/29, 8/12, 8/19, 8/22, 9/16, 10/21, 11/10, 11/18, 12/16 2026: 1/20, 2/25, 3/2, 3/5, 3/11, 3/17, 4/3, 4/21, 5/26, 6/9, 6/16

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

Willow Grove School District encourages open communication between all of the parents, staff, students, community and School Board. This school district/school is fortunate to be small enough that there are optimal opportunities for all parents to be very involved with the school daily throughout the school year. We have built a culture of trust and have been able to capitalize on the fact that the parents are all available at the beginning of school and at parent pick-up every day. The parents are also very responsive to coming to the school for parent meetings where we talk about the plans for the coming year, and solicit input from the parents regarding their interests and needs in regard to their child's school and education. We have found these meetings to be much more worthwhile, productive, and desirable by parents than sending home paper surveys and notices of things that require specific input or where general parent input is sought. (This process does not single out the parents who can neither read or write.). (Goal/ Action 3.1)

Parents of homeless students, EL students, low income students, and special education students were all included in meetings and discussions (2024-25 & 2025-26) regarding parent support at home, nutrition, mental health needs for students, school schedules, and parent conferences. Translations were made available to parents as needed. (Goal 2)

Student meetings for 2024-25 & 2025-26: Students talk individually or in groups with the teachers, staff, and with the principal.
The Principal is open to having discussions with the students at impromptu moments for various topics or just to "check-in", there are formal/ scheduled sessions where students are brought into conversation with the principal for topics related to their school experiences and success. Students discuss their progress on their class assignments and the progress on their assessments. The students also express their

interest in field trips to take, the assistance they are getting from the different adults at school and if they have any problems they need help with on the playground, or for counseling. Other discussion items with the students involved playground changes and character building between students. Due to staffing changes in 2025-26, the principal is also the teacher/principal and has daily interactions with students regarding class assignments, assessments, and mental wellness. (Goal/Action 3.3 and 3.2 and 3.1)

Staff Meetings include all staff members: teachers, classroom aides, administrative assistant, and Principal.
2024-25: Staff meetings and planning days with staff were used for training all staff in CPR and AED (Automatic External Defibrillators) as well as use of the EPI Pen. Additionally, days were used for training and discussion of student writing, vocabulary development, monitoring student progress, and the Effects of Bullying. Staff meetings were also used for planning students' conferences and special events, discussing school climate and safety needs, staffing needs, and importance of reading/writing and student appropriate activities to do in extended learning. Other school personnel provided by the SELPA and SBCOE were helpful in providing input on Goals, instructional practices, resources and allocations. (Goal 1 Action 1.4 and Goal/Action 3.3)
2025-26: Staff meetings and planning days with staff were used for review of safety protocols, yearly after school events, state and local assessments, curriculum trainings, attendance rates, independent study contracts, field trips, and math curriculum pilots for next year, and LCAP goals. (Goal 1)

Board meetings are held monthly and meeting agendas are posted at the school, in town at the Post Office and in the monthly school calendar which is sent home with each student. The Board and all other stakeholders (parents, teachers, students, community members) drive the vision for the LCAP. The basis for the goals are discussed at Board meetings throughout the year and then developed as the plan is being written. Board meetings are open forums for discussion and community members and parents are invited to attend. (Goal/ Action 3.3)

Parents value the intervention services used with students individually and in small groups to help students reach their highest achievement level. The input from all groups (parents, staff, students and the Board) were expecting that these direct services to students, with identified needs from the periodic assessments given throughout the year, be continued in 2024-25 and 2025-26 school year. Some of the students were in need of counseling for personal reasons, some of which being accentuated by the pandemic. The SELPA and County Office of Education have been supportive in providing services through Behavioral Health for a therapist for Social Emotional well-being for identified students at Willow Grove School. These sessions are developing the student relationships as well as assisting them in learning skills to refrain from any bullying or aggressive behaviors. Rather, the students have been learning to use their words in a positive manner to build friendships and relate more positively to their peers. (Goal/Action 2.1 and Goal Actions 3.1 and 3.2)

Formal consultation with the SELPA took place on May 22, 2025 with informal consultation having taken place throughout the 2024-25 school year.
Formal consultation with the SELPA took place on May 29, 2026 with informal consultation having taken place throughout the 2025-26 school year.

The inclusion of mental health counseling and Social Emotional activities will continue in the LCAP for 2026-27 school year due to the responses/feedback from the students, parents and staff.

Additional actions and expenditures which received support within the LCAP were the intervention for students needing strategic assistance with academic learning. Field trips were also highly regarded by many of our families who expressed difficulty in going to places for their children to visit and learn. (Goal/Action 3.3)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a high quality teaching and learning environment where all students have access to standards based instruction in a safe and well maintained physical environment. (Priority 1 - Pupil Achievement), (Priority 2 - Implementation of State Standards), (Priority 7 - Course Access)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The metrics and actions described below will be implemented to ensure that the progress made within these priorities will be maintained over this coming year. These areas will be evaluated on a regular basis to ensure maintenance of progress and legal obligations are being met. The accompanying actions have been selected because they are a continuation of a planning process to improve student achievement and provide a complete academic instruction based on the state standards of instruction for student learning. These goals reflect input from staff, students, site administrator, Board, and parents.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Maintain 100 % highly qualified teachers who meet the California state credentialing requirements (credentials)	100% teachers are appropriately credentialed and highly qualified (2023-24).	100% teachers are appropriately credentialed and highly qualified (2024-25)	100% teachers are appropriately credentialed and highly qualified (2025-26)	100% of teachers are appropriately credentialed and highly qualified (2026-27).	The current difference from the baseline is 100% of the teachers were appropriately credentialed (2024-25)
1.2	Standards aligned instructional material for ELA/ELD and Math.	100% All students have access to use appropriate ELA /ELD	100% All students have access to use appropriate ELA /ELD	100% All students have access to use appropriate ELA /ELD	100% of All students have access to use appropriate ELA	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Walk throughs)	materials and Math materials (2023-2024). 100% Common Core aligned with ELA and Math. (2023-24)	materials and Math materials (2024-2025). 100% Common Core aligned with ELA and Math. (2024-25)	materials and Math materials (2025-2026). 100% Common Core aligned with ELA and Math. (2025-26)	/ELD materials and Math materials (2026-2027). 100% Common Core aligned with ELA and Math. (2026-27)	
1.3	Maintain facilities in good repair and address any needs from Keenan or Fire Dept. walk-through, using the FIT results.	100% FIT results show a standing of "good" every year. (2023-24)	100% FIT results showed a standing of "good". (2024-25)	100% FIT results showed a standing of "exemplary". (2025-26)	100% of facilities will receive a rating or Good or better on the FIT rating yearly for (2026-27)	Increased
1.4	Implementation of state standards for instruction and teaching. (Local data)	100% of staff attend professional development every year. (2023-24)	100% of staff attended professional development . (2024-25)	100% of staff attended professional development . (2025-26)	Given staff development days, 100% of staff will attend staff development offerings every year. (2026-27)	Maintained
1.5	Provide a broad course of study aligned to the standards for History/Social Science, Science, P.E., and the Arts. (Master Schedule and/or walk through)	100% of students have access to a cross curricular and stand alone units of study. (2023-24)	100% of students have access to a cross curricular and stand alone units of study. (2024-25)	100% of students have access to a cross curricular and stand alone units of study. (2025-26)	100% students will have access to the materials aligned to the standards for a broad coarse of study in History/Social Science, Science, P.E., and the Arts. (2026-27)	Maintained
1.6	Physical Education Test (PFT)- Students will show growth each year on their individual scores.	The baseline will begin with the scores from May 2024. 100% of students who were eligible participated in	Scores are not posted in the SARC due to low numbers of students.	Scores are not posted in the SARC due to low numbers of students.	100% of students eligible, participated in the PFT annually and show growth from	Scores are available on-site.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Scores are not posted in the SARC due to low numbers of students.	the PFT and this year will be their baseline year.	Scores will be kept on site and growth next year will be measured by student performance. (2024-25)	Scores will be kept on site and growth next year will be measured by student performance. (2025-26)	the previous year. (2026-27)	

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.

The successes of this goal were: Staff received professional development in Reading Literacy, ELD strategies, SBCMI math strategies..
No substantive differences in the planned actions or implementation.
Staffing changes mid-year of 2026 caused challenges in implementing parts of the actions of this goal.
There were not instances in which any actions in this goal were not implemented.
There were no instances in which any of the actions were implemented in a manner significantly different than what was 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.

Goal 1, Action 1 - Maintain highly qualified teachers
Budget: $217,853
Est Spent: $238,253
Difference: $20,400

Goal 1, Action 2 - Well Maintained Facilities
Budget: $22,100.00
Est Spent: $23,914
Difference: $1,814

Goal 1, Action 3 - Curriculum
Budget: $1,636.00
Est Spent: $2,267.00

Difference: $631.00
Purchase of ELPAC Materials

Goal 1, Action 4 - Professional Development by Administrator
Budget: $500.00
Est Spent: $0.00
Difference: $500.00
Administrator unexpected transition

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

Actions 1.1-1.4 are effective based on the data provided in the metric section.

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.

Upon reflection of current practices for Action 1.1, the additional certificated teacher will provide increased individualized student support, student access to their grade-level standards, and overall student and staff connections.
Action 1.2 addresses the irrigation and field maintenance.
Action 1.3 addresses our implementation of a pilot program in mathematics. We are piloting two California adopted materials, hands-on materials and spiral programs to address learning gaps.
There will be no changes to Action 1.4 as this action was successfully implemented and helped us reach our yearly goal in maintaining high quality teacher professional development in instruction of the standards.

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	Recruit and maintain highly qualified teachers	The district will recruit and retain highly qualified and appropriately credentialed teachers to ensure consistent, high-quality instruction for all students. In 2026–27, the district will add one certificated teacher to provide co-teaching support for grades 4–8. This additional staffing will allow for	$312,194.00	No

Action #	Title	Description	Total Funds	Contributing
		increased individualized support, improved access to grade-level standards, and enhanced student engagement. Funding for this position will be shared between LREBG and the General Fund.		
1.2	Well Maintained Facilities	Willow Grove Board will assess current conditions, plan and purchase needed materials to ensure an equitable, safe and well maintained facility for all students, staff and parents. To provide a safe campus/buildings for student and staff use since our facility is aging and must be kept up of be refurbished. The facility affects all students and staff at the campus thus it is on an LEA wide basis. 100% of the FIT results show a standing of "Good" each year	$35,796.00	No
1.3	Provide a broad course of study aligned to the standards	All students have access to use appropriate ELA /ELD materials and Math materials aligned with Common Core and with ELA and Math standards as well as History/Social Science, Science, P.E., and the Arts.	$13,800.00	No
1.4	Implementation of state standards for instruction and teaching focusing on improvement of vocabulary, teaching strategies, various materials. (professional development calendar)	Staff will attend 4 staff development days every year planned by the administrator.	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will be provided with support to increase their individual student achievement including programs and services developed for English learners, economically disadvantaged, homeless/foster youth, and individuals with exceptional needs.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

An analysis of available data and input received from educational partners has identified the following as priorities which have been viewed as critical to the success of students at Willow Grove School District. The metrics and actions described below will be implemented to ensure that the progress is made within these priorities. All students do not currently show improvement in all areas of English Language Arts and Math to allow them to reach grade level skills by the end of each year. Regular periodic assessments will be completed and will be evaluated on a regular basis with specific skill intervention assigned to ensure that every student has an equitable opportunity to develop and be successful in their academic goals. Focus areas will be on vocabulary, intervention for specific skills in Language Arts and Math, and writing skills for all grade levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	STAR-360 for Math and English Language Arts, Individual students will show growth throughout the school year as measured by the STAR-360 and achieve at or above grade level status	STAR 360 scores are posted in this document under the Annual Update in GOAL 1 * Students showed improvement in their Reading May, showing 67%	For 2024-25 based on the STAR 360 100% of the students are showing growth in both ELA and Math.	For 2025-26, based on the STAR Reading local assessment, 77% of the students showed growth in their scaled scores and	100% of students will show continuous growth on the STAR-360 during the school year. By the end of 2026-27, 87% of	Maintained in ELA grade equivalency from baseline and a decrease in math of 21% from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by the end of the school year. Students on an IEP will use their goals as a measure of growth as well	(6 out of 9) students within or above grade level. * Math scores, likewise for July through May, showed improvement in Math scores, with 78% (7 out of 9 students) within or above grade level.(June 2023-2024)	ELA scores show 81% of students are meeting or exceeding their grade level and 19% are approaching grade level. For Math, 88% are meeting or exceeding grade level and 13% are approaching grade level. Special Education students are meeting IEP goals.	67% met or exceeded their grade equivalency. For the STAR Math local assessment, 86% of students showed growth in their scaled scores and 57% met or exceeded their grade equivalency. Special Education students are meeting yearly IEP goals.	students will be at or above grade level on the ELA and Math portions of the STAR-360 assessment.	
2.2	ELPAC assessment. Students will show at least one level of growth per school year in the ELPAC testing. Scores are not posted to the Dashboard due to low numbers of students per grade level (less than 5).	25% of students advanced in one level in the Summative ELPAC June 2023.	0% of students advanced in one level in the Summative ELPAC May 2024 15% of students advanced in one level on the Summative ELPAC 2025.	100% of students advanced in at least one level on the Summative ELPAC 2026. Fifty-seven percent of students scored a 4 (highest level) on the Summative ELPAC 2026.	100% of ELL students will show a growth of at least one level on the ELPAC. (2026-2027)	75% increased in Summative ELPAC
2.3	CAASPP ELA, Math and Science (CAST) Students meeting or exceeding standard. (CAASPP student scores)	44% Met or Exceeded Standard on the 2022-2023 ELA CAASPP 43% Nearly Met Standards on the 2022-2023 Math CAASPP 100% Nearly Met Standards on the 2022-	43% Met or Exceeded Standard on the 2023-24 ELA CAASPP 43% Nearly Met Standard on the 2023-2024 Math CAASPP	25% Met or Exceeded Standard on the 2024-2025 ELA CAASPP 33% Nearly Met Standards on the 2024-2025 ELA CAASPP	90% Met or Exceeded Standard on the 2026-2027 ELA CAASPP 90% Met or Exceeded Standards on the	19% decrease in met or exceeded in ELA 7% increase in nearly met standards in math. 67% decrease in nearly met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 Science (CAST) CAASPP	Test not submitted correctly. No data available.	17% Met or Exceeded Standard on the 2024-2025 Math CAASPP 50% Nearly Met Standards on the 2024-2025 Math CAASPP 33% Met or Exceeded Standard on the 2024-2025 Science (CAST) CAASPP 33% Nearly Met Standards on the 2024-2025 Science (CAST) CAASPP	2026-2027 Math CAASPP 90% Met or Exceeded Standard on the 2026-2027 Science (CAST) CAASPP	standards in science.
2.4	EL reclassification rate	9% of students were reclassified on the June 2023 ELPAC.	0% students were reclassified 2024.	0% students were reclassified 2025.	50% of students will show growth on the ELPAC each year with 90% of the ELL students reclassifying by the 6th grade. (2026-2027)	9% decrease from baseline
2.5	Writing by Design	0% of the students scored proficient on the Writing By Design assessment. This is a new metric for 2024-25.	For 2024-25, based on the Writing By Design assignments in Write an Opinion and in Personal Narrative, The	No data available.	80% of the students scored proficient on the writing by design assessment.	No data available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students showed by their writings that 73% were meeting standard. (2024-25)			

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.

Successful Implementation: Actions 2.1, 2.3, 2.4, and 2.5 were successfully implemented.

Implementation Challenges: Metric 2.5 was a challenge due to lack of training and implementation.

Partial Implementation:
Action 2.2: Assessments were completed however it was not utilized to adopt or develop curriculum to assess the strengths and weaknesses of each student design a plan of instruction.

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.

Goal 2, Action 1 - Provide ELA/Math Intervention (Intervention Teacher)
Budgeted: $53,571
Est Spent: $24,553
Difference: $29,018
Associated costs are for Intervention Specialist only and does not include an IA. Due to enrollment in TK-3 classroom, IA funding shifted from LCFF to GF due to ratio in classroom of 1:10.

Goal 2, Action 3 - Extended School Year
Budgeted: $13,328.00
Est Spent: $14,574.00
Difference: $1,246
District cancelled one day of school during the year reducing the number of instructional days from 187 to 186, increased costs in Admin and Teacher salaries was also a contributing factor.

Goal 2, Action 4 - Strengthen vocabulary skills

Budgeted: $1,350.00
Est Spent: $0.00
Difference: $1,350
Transition of staff and lack of cohesion

Goal 2, Action 5 - Field Trips
Budgeted: $4,900.00
Est Spent: $1,141.00
Difference: $3,759.00
Utilized other funding and staffing challenges

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

Effective
Action 2.2. Conducting periodic assessments of student progress assists staff in knowing the areas of need and next steps to take in assisting student learning. (Effective). These periodic assessments are the STAR 360 assessments in math and in reading. They assist staff in keeping track of the progress being made by each student
Action 2.5 Our students attended 5 planned field trips aligned with CA State Standards.

Partially Effective
Action 2.1: Providing math and ELA intervention with our staff assists students to reach grade level or above standards. (Effective). Over 60% of the students at Willow Grove receive intervention in academics. Intervention is used for students with below level skills and students who are having a hard time increasing their skills over time.
Action 2.3. Provide for improved attendance and year round school and increasing the days of instruction so that students do not have a lapse in their learning.
Action 2.4. Strengthen vocabulary skills for all students. (Effective). Students benefit from extra activities such as field trips and visiting learning opportunities to assist with their language development.

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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.

Modify 2.3 from 187 - 184 due staff training in July 2026.

There will be no changes to the Actions supporting Goal 2 as each of these actions was successfully implemented and helped us reach our Goal in all areas of student achievement.

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	Provide ELA/Math intervention	Staff (1 - 5-hour Instructional Aide and 1 - part-time Intervention Teacher) will provide one-on-one or small group intervention focused on Reading, Writing, Language and Math for identified students to reach grade level standards. In addition students with SPED goals will meet their goals in ELA/math. All students will show growth.	$37,960.00	Yes
2.2	Conduct periodic assessment of student progress.	Approximately every 8 -12 weeks, the staff will use the student assessment information from STAR-360 and the adopted/developed curriculum to assess the strengths and weaknesses of each student and design a plan of instruction so as to maintain formal reviews of student progress, using all data collected through programs or assessment.	$1,960.00	Yes
2.3	Provide extended year round school program	Instructional days decrease from 187 to 184 days due to staff summer training.	$11,850.00	Yes
2.4	Strengthen vocabulary skills	The staff will use academic vocabulary, student frames for questions, and writing strategies that support access for all with a specific focus on unduplicated students. Continue to support the school library with books and materials.	$1,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Field Trips	The planning and execution of 5-6 field trips for each class to build language, writing, science, and information processing for all students. However, this is done with an emphasis on the unduplicated students.	$3,550.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Willow Grove School is supportive of its parents, students and staff in their efforts to maintain excellent attendance for their students, a positive climate and system of support for each member of the school community. This support needs to expand to more information to help families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

An analysis of parental participation, student surveys and observations, as well as periodic check-ins with staff have identified a need to provide support to all aspects of our school community (i.e. students, parents, staff) to support the social-emotional well-being of all individuals. The school will use behavioral data and survey data of students as well as survey data from parents and staff collected as part of a wellness check to monitor social emotional well-being of our school community.
The attendance for several students has been adversely affected by the inclement weather and some families cannot drive down the mountainous dirt roads or cross the river during rain storms. In addition, some families leave for Mexico for visitation with relatives or during the non-work periods. Further, parents want students to be at home for some of the activities on their ranches (branding etc.). All of these circumstances cause a lapse in learning and the overall student growth academically.
The LEA will continue to build SEL competencies for staff, students and community and will work to deepen partnerships within the school community to better the student attendance rates.

By having staff that will integrate student support into the regular instructional day and the daily interaction with students providing specific assistive counseling or other forms of support provided as needed to students and parents, as well as school partnerships with community-based mental health providers for support to students and related parental issues, as well as the school administrator overseeing school climate, attendance, system for truancy letters to assist with lower truancy rates, implementation and annual review of system for evaluating effectiveness of school programs and staff/student wellness, and review systems and procedures for student encouragement. Searching opportunities for parents to connect with the school programs of instruction, student culture and character building programs. Coaching and planning with teachers, and connecting with county personnel for regular educational support and SPED support, and finally staff will create community-building structures that strengthen staff relationships and peer supports (i.e. SEL informational sessions, support times together for meals, discussions and/or trainings, professional development sessions regarding school support systems for their teaching (including support from the county SPED personnel) to continue to build a positive school climate, these actions will help us reach our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Different surveys for students, parents and for staff will be reviewed for use with this goal to determine social/emotional well-being and possible needs of each group within our school community, including students and parents feeling safe and connected at school. (Local Survey)	In May of 2024, 97% of students feel safe and connected at school. 97% of parents feel their students are safe and connected at school as per School Survey and recording of instances.	In May of 2025, 87% of students feel safe and connected at school as per conversations with students in groups and individually. Parents (96%) still do feel that their children are safe at school. The climate of uncertainty around undocumented people is concerning to families.	In May 2026, 94% of students feel safe and connected at school. 100% of parents feel their students are safe at school per School Survey.	The desired outcome is 100% of students feel safe and connected at school. 100% of parents feel their students are safe and connected at school. (2026-2027)	There was a 3% decrease in students feeling safe and connected at school per student survey. There was a 3% increase in parents feeling their student is safe at school.
3.2	Chronic absenteeism and attendance rate for students (Aeries/Dataquest)	The attendance rate was 79% and 52% for chronic absenteeism. (2022-23)	The attendance rate was 92% and the chronic absenteeism rate was 47.7% for 2023-2024.	The attendance rate was 92% and the chronic absenteeism rate was 34.8% for 2024-2025.	Chronic absenteeism will be 4% and attendance rate will be 95% or above for the year. (2026-27)	The attendance rate increased by 13% The chronic absenteeism rate decreased 17.2%
3.3	Parent participation in school meetings, Family Nights, and other school activities. (Local Data) Sign in sheets	Observations showed that our parents participated nearly 100% reflected by sign-in sheets. (2023-24)	Observations showed that our families participated nearly 100% reflected by sign-in sheets. (2024-25)	Observations showed that our families participated nearly 100% reflected by sign-in sheets. (2025-26)	100% participation by parents as shown on sign-in sheets. (2026-27)	Parent participation was maintained.
3.4	Suspension rate 0% (Aeries/Dataquest)	Suspension rate 0% (2023-24)	Suspension rate 0% (2024-25)	Suspension rate 5% (1 student) (2025-26)	Suspension rate 0% each year. (2026-27)	5% increase in the suspension rate (1 student)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Expulsion Rate 0% (Aeries/Dataquest)	Expulsion Rate 0% (2023-24)	Expulsion Rate 0% (2024-25)	Expulsion Rate 0% (2025-26)	Expulsion rate 0% each year. (2026-27)	[0% Expulsion rate was maintained.
3.6	Drop out rate for Middle School. (Aeries/Dataquest)	Dropout rate for Middle School is 0%. (2023-24)	Dropout rate for Middle School is 0%. (2024-25)	Dropout rate for Middle School is 0%. (2025-26)	Middle School Drop out rate 0% each year. (2026-27)	Middle School drop out rate was maintained at 0%

Goal Analysis [2025-26]

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

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

There was no substantive difference in the planned actions and the actual implementation of the actions.
The goals and actions in the LCAP were effective and there were no instances where any of the goals and actions were not implemented. Attendance rate issues were addressed with students' parents resulting in improvement. On campus student safety and well-being is being addressed through multiple strategies and programs. San Benito County mental health services provided hotlines and pamphlets for students and families needing support.

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.

Goal 3, Action 1 - SEL Topics provided to students and/or parents
Budgeted: $500.00
Est Spent: $0.00
Difference: $500.00
Other funds were used.

Goal 3, Action 3 - Administrative Support
Budgeted: $38,676.00
Est Spent: $39,427.12

Difference: $751.00

Goal 3, Action 4 - Staff Community Building
Budgeted: $600.00
Est Spent: $59.00
Difference: $541.00
Difference is due to staff transitions.

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

Effective:
Action 3.1 The integration of student support and daily interaction was effective in helping to increase better attendance for students with poor attendance rates.
Action 3.2 The introduction of community based mental health providers and the classroom presentations and activities they provided was effective in creating a more inclusive environment for students leading to fewer student conflicts
Partially Effective due to staff transitions:
Action 3.3 Principal/Superintendent presence at Parent/Teacher conferences was an effective strategy to assess parent/student needs along with all other programs planned by the site administrations, including but not limited to, daily student/parent interactions.
Action 3.4 Staff meetings, including certificated and classified employees, have led to an effective way to create a cohesive healthy environment for employees as well as for student trust and learning.

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

No plan changes for this school year. Metric data for 3.2 was updated to reflect Data Quest information.

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	Provide staff with SEL topics of learning	Staff will integrate student support into the regular instructional day and the daily interaction with students providing specific assistive counseling or other forms of support provided as needed to students and parents.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Community Partnerships	The school will partner with community-based mental health providers for support to students and related parental issues.	$0.00	Yes
3.3	Provide administrative support for school community	The school administrator will oversee school climate, attendance, SARB, system for truancy letters to assist with lower truancy rates, implementation and annual review of system for evaluating effectiveness of school programs and staff/student wellness, review systems and procedures for student encouragement. Searching opportunities for parents to connect with the school programs of instruction, student culture and character building programs. Coaching and planning with teachers, and connecting with county personnel for regular ed support and sped support.	$44,162.00	No
3.4	Student, Family, and Community Engagement	Staff will create community-building structures that strengthen staff relationships and peer supports (i.e. SEL informational sessions, support times together for meals, discussions and/or trainings, professional development sessions regarding school support systems for their teaching (including support from the county SPED personnel) to continue to build a positive school climate.	$600.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The Local Control Funding Formula (LCFF) Equity Multiplier (Equity Multiplier) provides additional funding to local educational agencies (LEAs) for allocation to school, sites with prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. Pursuant to California Education Code (EC) 42238.024 Equity Multiplier funding is required to be used to provide evidence-based services and supports for students at these schoolsites. LEAs are also required to document the efforts to improve outcomes for students at these school sites beginning with the 2024–25 Local Control and Accountability Plan (LCAP). Support will be provided to increase individual student achievement for, specifically, programs and services developed for English learners, economically disadvantaged, homeless/foster youth, and individuals with exceptional needs. It is also to be used to encourage better attendance rates at the school site. In addition to our unduplicated students, the Equity Multiplier Funds will also address the attendance rate for our student population. This will be addressed through individual parent meetings and education, contracts with parents whose students have been absent more than 4 days, and to have a school wide incentive program to encourage perfect attendance. The District is no longer eligible to receive funds for this school year.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Some unduplicated students have a difficult time in the regular class with understanding the manner in which they must proceed during certain academic learning times. More access to instructional assistance, especially for our English Language Learners, would help the students to excel at a much quicker rate of learning. We developed a goal because we were eligible for Equity Multiplier Funds. At a Board of Trustees meeting low test scores were discuss and the Board expressed a desire to hire additional staff to improve student achievement using this fund.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Renaissance scores for Reading and Math in English (Star 360)	53% of students were at grade level (2023-24)	82% of students taking the Renaissance reading test scored at grade level or higher 59% of students taking the Renaissance math test scored at grade level or higher.	For 2025-26, based on the STAR Reading local assessment, 77% of the students showed growth in their scaled scores and 67% met or exceeded their grade equivalency. For the STAR Math local assessment, 86% of students showed growth in their scaled scores and 57% met or exceeded their grade equivalency.	90% of students were at grade level (2026-27)	From Year 1 (since Baseline data is incomplete) Renaissance Reading grade equivalency decreased by 15%. Renaissance Math grade equivalency decreased by 2%.
4.2	Finish assignments in a timely manner. (Local Data)	Assignments 46% completed. (2023-24)	Assignments 89% completed. (2024-25)	Assignments 80% completed. (2025-26)	Assignments which are review, will be completed at 90% with 80% accuracy. (2026-27)	34% increase from baseline
4.3	Complete assignments with understanding of the new or reviewing information. (Local Data)	Little understanding of concepts and unable to complete assignments on own. 12% accuracy. (2023-24)	Understanding of concepts and able to complete assignments on own 80% of the time for assignments that are review. (2024-25)	Understanding of concepts and able to complete assignments on own 70% of the time for assignments that are review. (2025-26)	Understanding of concepts and able to complete assignments on own 80% of the time for assignments that are review. (2026-27)	From Year 1 (since Baseline data is incomplete) 10% decrease

Goal Analysis [2025-26]

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

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

There was no substantive difference in the planned actions and the actual implementation of the actions once staff was hired. Local data was incomplete due to staffing changes during the 2025-26 school year.
The goals and actions in the LCAP were effective and there were no instances where any of the goals and actions were not implemented.

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.

Goal 4, Action 1 - Bilingual Aide
Budget: $35,507.00
Est Spent: $17,552.00
Difference: $17,955
Due to staff hiring challenges, staff was not available until December.

Goal 4, Action 2 - Supplies
Budget: $500.00
Est Spent: $0.00
Difference: $500.00
General funds were used.

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

This process of having an adult be able to help the students understand the process directed by the teacher was a significant help to the success of these students. Due to staffing changes, the data percentages are approximate. In addition to our unduplicated students, the Equity Multiplier Funds were also to address the attendance rate for several of our student population. These issues were addressed thoroughly through parent meetings and discussion with the students. Completion of classroom work, reading assignments and ability to stay on task with positive behavior was maintained between 70%-80%.
Action 4.1 and 4.2 were partially effective based on the metrics data above.

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.

There will be no changes to the Actions supporting Goal 4 as each of these actions were successfully part of the implementation and did help us reach our Goal in all areas of student progress in this Goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Additional classroom support for unduplicated students.	Bilingual aide or an adult who can adequately communicate with the students speaking only Spanish, to work with students in the regular class along with the teacher and explaining to the student the information regarding the assignment and the manner in which they need to proceed with an assignment. (If necessary, in the student's native language.) The aide also able to assist students after school to continue this assistance. Currently will use 0.10 FTE of IA for this action.	$2,940.00	No
4.2	Additional learning support for unduplicated students.	Materials and/or programs designed to assist in learning for students with differing needs from the regular class of students. These programs can be used after school or before school and may address learning style, language differentiation, or skill level.	$500.00	No

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
$$23,185	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.755%	0.000%	$0.00	6.755%

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
2.1	**Action:** Provide ELA/Math intervention **Need:** For 2025-26, based on the STAR Reading local assessment, 77% of the students showed growth in their scaled scores and 67% met or exceeded their grade equivalency. For the STAR Math local assessment, 86% of students showed growth in their scaled scores	In order to build knowledge and vocabulary, our students need various experiences. When students are doing assignments in class, they do a better job and learn more when an adult is working with them than working alone. Much of what they learn with an aide or intervention teacher stays with them for future use on assignments or assessments. Since our LEA is one school thus, it is on an LEA wide basis.	Metric 2.1 will 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
	and 57% met or exceeded their grade equivalency. Special Education students are meeting yearly IEP goals. **Scope:** LEA-wide		
2.2	**Action:** Conduct periodic assessment of student progress. **Need:** Since many of our students score lower on their growth in ELA and Math, it is helpful to assess these skills periodically so as to see the growth or lack thereof and to ascertain the next steps towards improvement of skills not mastered. **Scope:** LEA-wide	To get a score of student achievement periodically over the school year, will allow the teachers to judge the growth of student learning. This then tells the teacher the areas which are learned as opposed to areas which still are not a solid part of the student's knowledge. This would be done using a tool (adjusted by grade level) for all students and one that is geared to show scores through assessments commensurate with the state assessments. This can also be beneficial in that it gives the students more opportunities to do assessments similar to the state ones. Our LEA is one school and thus, it is on an LEA wide basis.	Metric 2.1 will monitor the effectiveness of this action.
2.3	**Action:** Provide extended year round school program **Need:** Our school is in a rural location and can encounter unpredictable weather or uncontrollable situations. It is important to us that we maintain some extra days of learning to safe guard against our unpredictable environment.	Willow Grove have been using a longer school year than the typical 180 days. This has seemed to work well and we have seen less student learning loss throughout the year. Our LEA is one school and thus, it is on an LEA wide basis.	Metric 2.1 will 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		
2.4	**Action:** Strengthen vocabulary skills **Need:** Students have shown through assessment and teacher/staff observation, that their vocabulary usage and knowledge is very limited. Scores in writing and language arts assessments as well as staff observation, show a lower score and/or knowledge level from most students than expected at their age level. **Scope:** LEA-wide	The needs within our unduplicated students also apply to all students in terms of excellent teaching. Since all of the students at this site are living in a rural area, many do not have the richer vocabulary as students from an area with greater access to extra curricular, cultural, or even many usual occurrences as the students who live in the rural setting (i.e. many of our students have never ridden a bus until we did a field trip, or had gone to the beach- even though it is only approximately 45 min away.). These activities and others provide so much more language for students to be able to learn and use in their writings and understanding of texts which they may read, as well as discussion topics in the classroom. In addition, the teaching strategies used to teach vocabulary are varied and it takes skill and increased knowledge to make sure each student learns the words and phrases adequately. Our LEA is one school and thus, it is on an LEA wide basis.	Metric 2.5 will be used to monitor the effectiveness of this action.
2.5	**Action:** Field Trips **Need:** Increased vocabulary from "real world" experiences. Students score lower on the language arts assessments due to lack of knowledge of a wider vocabulary. **Scope:** LEA-wide	The planning and execution of 5-6 field trips for each class to build language, writing, science, and information processing for all students. However, this is done with an emphasis on the unduplicated students.	Metrics 1.3 and 1.5 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
3.2	**Action:** Community Partnerships **Need:** Unduplicated pupils have greater social-emotional and mental health needs and face barriers to accessing services in a rural community. This action provides access to mental health and social work support to address those needs. **Scope:** LEA-wide	Our school has several students who have an increased anxiety level to school when they come to us. This results in poorer attendance, and their ability to have coping skills for school activities and interactions with students is lacking. All of this anxiety also shows up in their lower academic skills.Counseling and or SEL programs provided by the SBCOE allow the teachers to have more options for dealing with the various needs of the students. As the students go through their days with difficult tasks and student conflicts, the bank of knowledge from these lessons and from counseling sessions provide an end result where there are less absences and less conflicts.Absentee rates, rates of major conflicts within the students.	Metrics 3.1, 3.2, 3.4, 3.5, 3.6

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.

N/A

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

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	$343,243	$23,185	6.755%	0.000%	6.755%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$399,941.00	$44,203.00	$0.00	$23,418.00	$467,562.00	$405,452.00	$62,110.00

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	Recruit and maintain highly qualified teachers	All	No			All Schools	Ongoing	$312,194.00	$0.00	$288,776.00			$23,418.00	$312,194.00	
1	1.2	Well Maintained Facilities	All	No			All Schools	Ongoing	$8,196.00	$27,600.00	$35,796.00				$35,796.00	
1	1.3	Provide a broad course of study aligned to the standards	All	No			All Schools	Ongoing	$0.00	$13,800.00		$13,800.00			$13,800.00	
1	1.4	Implementation of state standards for instruction and teaching focusing on improvement of vocabulary, teaching strategies, various materials. (professional development calendar)	All	No			All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
2	2.1	Provide ELA/Math intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$37,960.00	$0.00	$11,497.00	$26,463.00			$37,960.00	
2	2.2	Conduct periodic assessment of student progress.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,960.00	$1,960.00				$1,960.00	
2	2.3	Provide extended year round school program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$11,850.00	$11,850.00				$11,850.00	
2	2.4	Strengthen vocabulary skills	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,250.00	$1,250.00				$1,250.00	
2	2.5	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,550.00	$3,550.00				$3,550.00	
3	3.1	Provide staff with SEL topics of learning	All	No			All Schools	Ongoing	$0.00	$500.00		$500.00			$500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Community Partnerships	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			$0.00	1.02
3	3.3	Provide administrative support for school community	All	No			All Schools	Ongoin	$44,162.00	$0.00	$44,162.00				$44,162.00	
3	3.4	Student, Family, and Community Engagement	All	No			All Schools	Ongoing	$0.00	$600.00	$600.00				$600.00	
4	4.1	Additional classroom support for unduplicated students.	All	No			All Schools	Year 2 of 2	$2,940.00	$0.00		$2,940.00			$2,940.00	
4	4.2	Additional learning support for unduplicated students.	All	No			All Schools	Year 2 of 2	$0.00	$500.00		$500.00			$500.00	

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
$343,243	$23,185	6.755%	0.000%	6.755%	$30,107.00	1.020%	9.791 %	**Total:**	$30,107.00
								LEA-wide Total:	$30,107.00
								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 (%)
2	**2.1**	Provide ELA/Math intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,497.00	
2	**2.2**	Conduct periodic assessment of student progress.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,960.00	
2	**2.3**	Provide extended year round school program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,850.00	
2	**2.4**	Strengthen vocabulary skills	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,250.00	
2	**2.5**	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,550.00	
3	**3.2**	Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	1.02

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$393,355.00	$416,638.37

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**	Recruit and maintain highly qualified teachers	No	$217,853.00	$238,253.00
1	**1.2**	Well maintained facilities	No	$22,100.00	$23,914.00
1	**1.3**	Provide a broad course of study aligned to the standards	No	$1,636.00	$2,267.00
1	**1.4**	Implementation of state standards for instruction and teaching focusing on improvement of vocabulary, teaching strategies, various materials. (professional development calendar)	No	$500.00	166.00
2	**2.1**	Provide ELA/Math intervention	Yes	$53,571.00	$47,946.00
2	**2.2**	Conduct periodic assessment of student progress.	Yes	$2,334.00	$2,333.00
2	**2.3**	Provide extended year round school program	Yes	$13,328.00	$17,022.00
2	**2.4**	Strengthen vocabulary skills	Yes	$1,350.00	$0.00
2	**2.5**	Field Trips	Yes	$4,900.00	$1,808.00

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)
3	3.1	Provide staff with SEL topics of learning	No	$500.00	$0.00
3	3.2	Community Partnerships	Yes	$0.00	$0.00
3	3.3	Procide administrative suppor for school community	No	$38,676.00	$39,427.00
3	3.4	Student, Family, and Community Engagement	No Yes	$600.00	$252.37
4	4.1	Additional classroom support for unduplicated students.	No	$35,507.00	$43,250.00
4	4.2	Additional learning support for unduplicated students.	No	$500.00	$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)
$19,180	$75,833.00	$48,469.00	$27,364.00	0.000%	1.140%	1.140%

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)
2	2.1	Provide ELA/Math intervention	Yes	$53,571.00	$27,054.00		
2	2.2	Conduct periodic assessment of student progress.	Yes	$2,334.00	$2,333.00		
2	2.3	Provide extended year round school program	Yes	$13,328.00	$17,022.00		
2	2.4	Strengthen vocabulary skills	Yes	$1,100.00	$0.00		
2	2.5	Field Trips	Yes	$4,900.00	$1,808.00		
3	3.2	Community Partnerships	Yes	$0.00	$0.00	0.00	1.14
3	3.4	Student, Family, and Community Engagement	Yes	$600.00	$252.00		

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)
$306,717	$19,180	0.00%	6.253%	$48,469.00	1.140%	16.943%	$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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