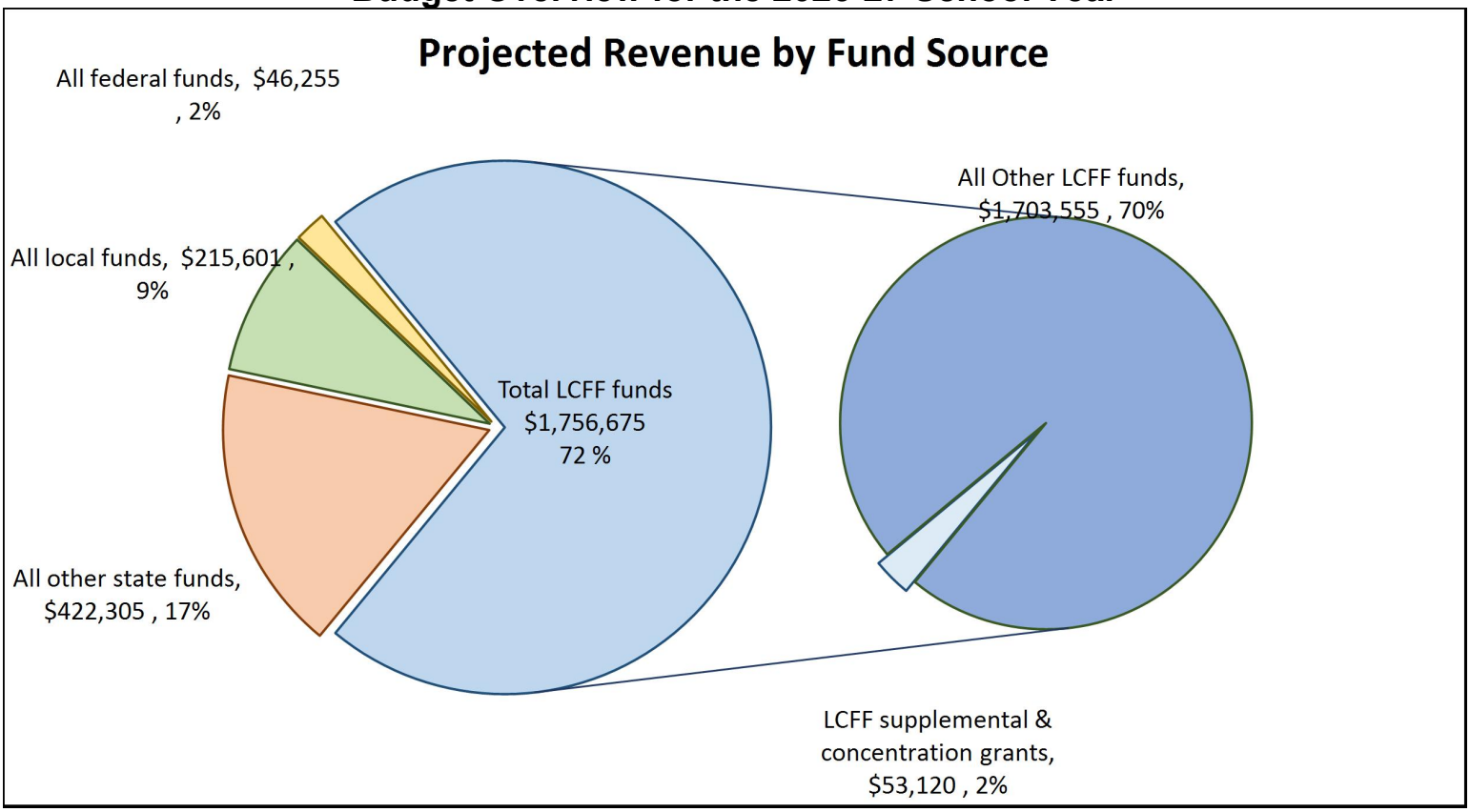
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gratton School District
CDS Code: 50710840000000
School Year: 2026-27
LEA contact information:
Wendy Williams
Superintendent

(209) 632-0505

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

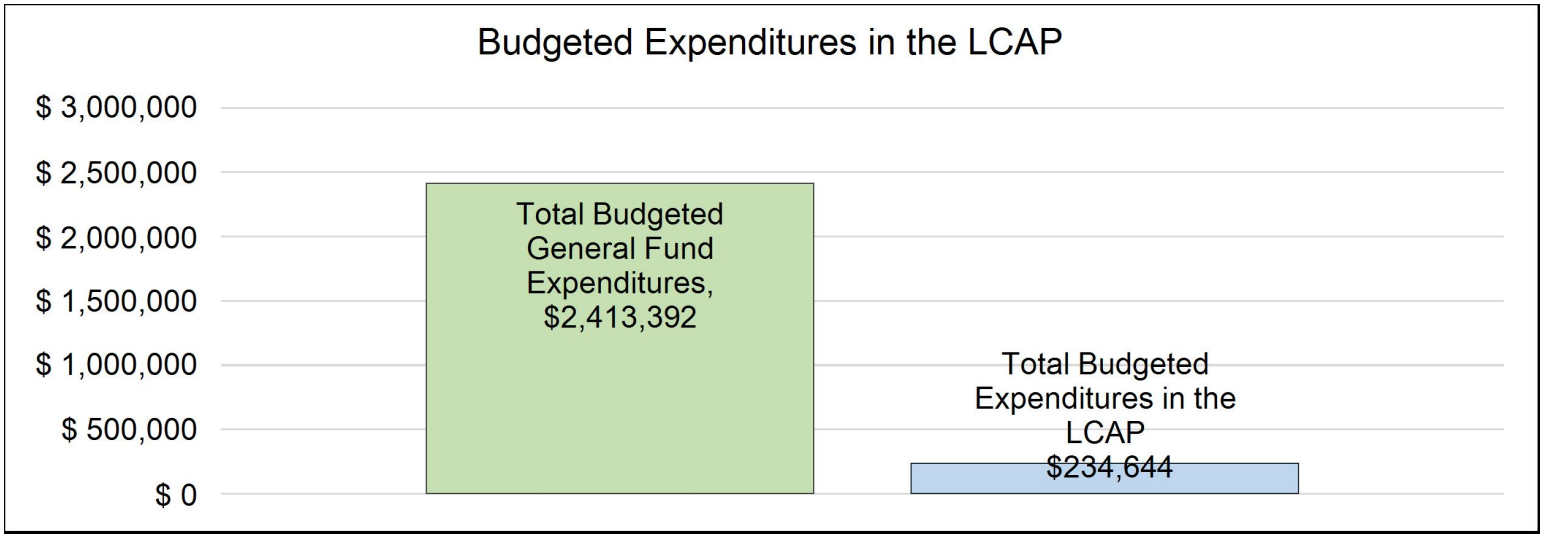


This chart shows the total general purpose revenue Gratton School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gratton School District is $2,440,836, of which $1,756,675 is Local Control Funding Formula (LCFF), $422,305 is other state funds, $215,601 is local funds, and $46,255 is federal funds. Of the $1,756,675 in LCFF Funds, $53,120 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 Gratton 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: Gratton School District plans to spend $2,413,392 for the 2026-27 school year. Of that amount, $234,644 is tied to actions/services in the LCAP and $2,178,748 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

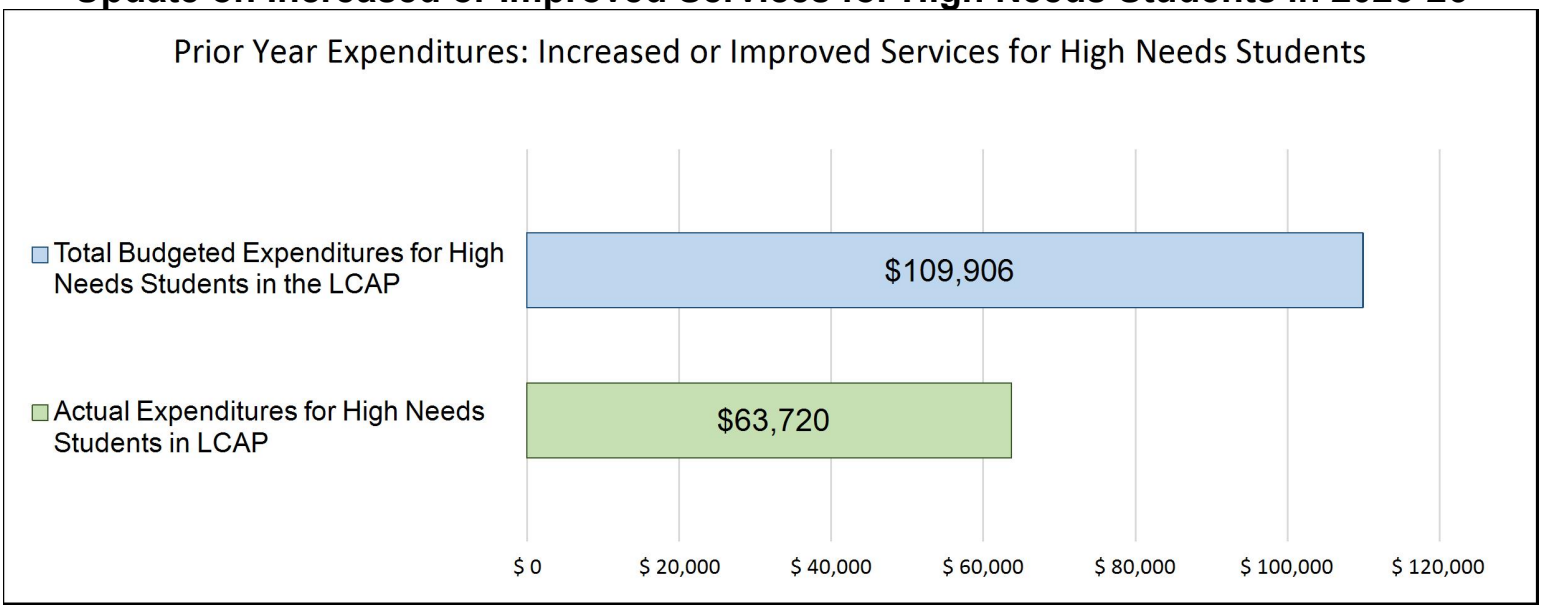
Gratton Elementary District allocates other General Fund expenditures, which are not included in the LCAP, to cover a broad range of essential needs. These expenditures encompass salaries and benefits, ensuring we attract and retain high-quality staff. Additionally, funds are allocated for books and supplies to provide our students with the necessary educational materials. Services and operating expenditures are also covered to maintain smooth and efficient school operations. Furthermore, capital outlay investments are made to enhance our facilities, and other outgoing costs are addressed to support the overall functioning of our district. These strategic allocations are crucial for sustaining and advancing our educational mission.
The District has calculated two LCFF formulas based on District and Charter. The District is $502,614 and the Charter amount is $1,223,527. These funds are used to support actions within the LCAP to address the specific needs of high need students within both programs.

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

In 2026-27, Gratton School District is projecting it will receive $53,120 based on the enrollment of Foster Youth, English learner, and low-income students. Gratton School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gratton School District plans to spend $53,276 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 Gratton 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 Gratton 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, Gratton School District's LCAP budgeted $109,906 for planned actions to increase or improve services for high needs students. Gratton School District actually spent $63,720 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $46,186 had the following impact on Gratton School District’s ability to increase or improve services for high needs students:

The difference between the total budgeted expenditures and the actual expenditures had no impact on the actions and services provided for high-needs students in the 2025-26 school year. This variance did not affect the level or quality of support and resources dedicated to these students, ensuring their educational experience remained robust and uninterrupted. Our commitment to addressing the unique needs of high needs students remained steadfast, with all planned programs and services delivered as intended. This stability underscores our dedication to fostering an inclusive and supportive learning environment for every student.

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
Gratton School District	Wendy Williams Superintendent	wwilliams@grattonschool.net (209) 632-0505

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.

Gratton School District is a rural district encompassing just five square miles, serving students from transitional kindergarten through eighth grade. The district includes two schools: Gratton Elementary and Gratton Charter. For the 2025-26 school year, the combined English Learner population at both schools is 2.1%, and 15.7% of students qualify for Free and Reduced meals. Currently, the district does not serve any foster students.

In addition to the core curriculum, all students participate in the STEAM enrichment program, and those in grades 5 through 8 engage in competitive sports. The district employs a Response to Intervention (RTI) program to support students requiring academic or behavioral assistance or differentiation. Furthermore, the district provides onsite support from a Resource Specialist and a Speech Pathologist and has recently added Mental Health Supports. All other Special Education services are provided by a regional provider.

Reflections: Annual Performance

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

Gratton Elementary School District received the following statuses on the 2025 California Dashboard:

- Chronic Absenteeism:

Charter: Blue (Very High) maintaining at 0%
Elementary: Population too small to be given a Performance Color 0%, with a decline of 4.5%

- Suspension Rate:

Charter: Blue (Very High) with a decline of 0.8%
Elementary: Population too small to be given a Performance Color 0%, maintaining at 0%

- English Language Arts:

Charter: Green (High) at 25.9 points above the standard, maintaining at -2.5 points
Elementary: 9 points below the standard - Due to the small size of the student population, the Elementary program did not meet the minimum threshold for state reporting in the previous year; therefore, no Performance Color or growth indicator was assigned for this measure.

- Mathematics:

Charter: Green (High) at 26.9 points above the standard, an increase of 18.6 points
Elementary: 3.3 points below the standard - Due to the small size of the student population, the Elementary program did not meet the minimum threshold for state reporting in the previous year; therefore, no Performance Color or growth indicator was assigned for this measure.

- English Learner Progress: Population too small to be given a Performance Color or growth information. The state average is 46.4%.

When evaluating growth from the prior year in terms of Decline, Maintain, or Increase, Gratton demonstrated continued strong performance in several areas. The Charter program maintained performance in English Language Arts and improved significantly in Mathematics. Both the Elementary and Charter programs reported 0% Chronic Absenteeism and 0% Suspension Rates. While the Elementary program showed performance below standard in English Language Arts and Mathematics, the district will continue to monitor progress and provide academic supports through the LCAP. Due to the small student population, minor changes in student performance may result in larger shifts in reported outcomes.

Gratton Elementary is a single-school district; therefore, there are no multiple schools to compare performance levels within the LEA.

Due to the small size of our student population, several student groups are not reported in state indicators. Given this limitation, we are unable to identify a lowest performing student group at this time.

All Learning Recovery Emergency Block Grant (LREBG) funds have been fully committed and are scheduled to be expended by June 30, 2026.

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Gratton Elementary only received status in Chronic Absenteeism and Suspension Rate on the 2024 California Dashboard, with all other data points for review falling under Gratton Charter School. For the purposes of reviewing data and determining programming, this document will reflect data points from the Charter School, with the specific areas for the Elementary School also included.

- Chronic Absenteeism Charter: Blue (Very High) maintained at 0%
- Chronic Absenteeism Elementary: Population too small to be given a Performance Color 5%, with an increase of 4.5%
- Suspension Rate Charter: Blue (Very High),declined 0.8%
- Suspension Rate Elementary: Population too small to be given a Performance Color, maintained at 0%
- English Language Arts: Green (High) at 28.4 points above the standard, a decline of 3.9 points. The state of California was ranked Low at 13.2 points below the standard.
- Mathematics: Green (High) at 8.3 points above the standard, a decline of 9.5 points. The state of California was ranked Low at 47.6 points below the standard.

- English Learner Progress: Population too small to be given a Performance Color or growth information. The state average was 45.7%.

When evaluating growth from the prior year in terms of Decline, Maintain, or Increase, Gratton demonstrated continued strong performance across multiple indicators. The Charter program maintained strong achievement in English Language Arts and showed significant improvement in Mathematics, while maintaining a 0% Chronic Absenteeism Rate. Suspension Rates also remained at 0% for both the Charter and Elementary programs. Significant effort continues to be dedicated to Academic Interventions through the maintenance of the district's Response to Intervention Program to support student achievement and individualized learning needs. The district will continue to monitor student performance and provide academic and behavioral supports through the LCAP process. Due to the district's small student population, minor changes in individual student outcomes may result in larger shifts in reported data from year to year.

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

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Gratton Elementary only received status in Chronic Absenteeism and Suspension Rate on the 2023 California Dashboard, with all other data points for review falling under Gratton Charter School. For the purposes of reviewing data and determining programming, this document will reflect data points from the Charter School, with the specific areas for the Elementary School also included.

- Chronic Absenteeism Charter: Blue (Very High) maintained at 0%
- Chronic Absenteeism Elementary: Population too small to be given a Performance Color, declined 18.8%
- Suspension Rate Charter: Yellow (Medium), declined 0.8%
- Suspension Rate Elementary: Population too small to be given a Performance Color, maintained at 0%
- English Language Arts: Green (High) at 32.4 points above the standard, an increase of 3.7 points. The state of California is ranked Low at 13.6 points below the standard.
- Mathematics: Green (High) at 17.8 points above the standard, an increase of 11.1 points. The state of California is ranked Low at 49.1 points below the standard.
- English Learner Progress: Population too small to be given a Performance Color or growth information.

When evaluating growth from the prior year in terms of Decline, Maintain, or Increase, we observed improvement in student achievement in both English Language Arts and Mathematics and maintained a 0% Chronic Absenteeism Rate. Significant effort has been dedicated to Academic Interventions over the past 5-7 years with the maintenance of our Response to Intervention Program. We recognize the increase in Suspension and will address strategies to support students in this area throughout the LCAP. It should also be noted that due to our small population, this increase is the result of one singular suspension.

Reflections: Technical Assistance

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

Gratton School District is ineligible for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrator	As Gratton School District has only one administrator who serves as both the Principal and Superintendent, input is provided during all other Educational Partner meetings.
Teachers & Other School Personnel	Our school has organized our Professional Development calendar to include weekly Staff Development and Department Meetings. During these meetings, we review student data collectively and by specific student groups as it becomes available. This data includes CAASPP scores, the California Dashboard, STAR assessments, and other curriculum-based assessments. These meetings allow staff to provide input on student needs. At these meetings, we hold frequent grade-level span (K-2, 3-5, 6-8) professional conversations with the Principal/Superintendent and Resource Teacher. In these sessions, teacher cohorts review student data and identify additional needs or trends. Through these discussions, staff provides feedback on the effectiveness of current programs, suggesting modifications and determining which programs should continue.
Students	Our Student Council comprises representatives from each upper-grade classroom. In their monthly meetings with their Teacher Advisor, they provide input to the Principal/Superintendent on which activities and programs they find engaging and which they do not.
Parents	We facilitate parent engagement and input through various public meetings, including monthly Board Meetings and Parent Advisory Meetings (School Site Safety & Violence, School Site Council, and

Educational Partner(s)	Process for Engagement
	Title I) held three times annually. Our Parent Advisory Group includes representatives of English Learners and Students with Disabilities. In addition, Parent's Club meetings are held monthly. During these meetings, parents are informed about student successes and needs and are encouraged to provide feedback on programs they find successful and those requiring improvement. Additionally, due to our school's size, we frequently meet with parents individually or in small groups to gather specific input, helping us better develop our programs.
SELPA	Ongoing conversations between our Local SELPA and Principal/Superintendent focus on analyzing the achievement of our students with disabilities. Insights and suggestions from these discussions are shared with our other educational partners.
Local Bargaining Unit	Gratton School District does not have a Local Bargaining Unit.

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

The adopted LCAP was influenced by feedback gathered from educational partners during the 2025–26 school year, including staff, families, students, and the Governing Board. Educational partners reviewed current local and state data, including California Dashboard results, attendance data, CAST and SBAC performance, student and parent survey results, and student engagement indicators. Feedback confirmed that the District's two broad goals—1) Student Academic Achievement and 2) Student Emotional Needs, inclusive of School Climate—continue to effectively address the needs of students and align with district priorities.

Educational partners identified the importance of maintaining targeted academic supports and interventions, particularly in English Language Arts, where the Charter program experienced a slight decline in Dashboard performance over time and the Elementary program received reportable Dashboard data for the first time. Feedback also supported continuing the district's Response to Intervention Program and supplemental academic supports to address learning needs and maintain strong performance in Mathematics and Science.

Survey data gathered during the 2025–26 school year also influenced the development of the LCAP. Parent, student, and staff surveys reflected high levels of satisfaction related to school safety, connectedness, and school climate, reinforcing the importance of maintaining social-emotional supports, student engagement opportunities, and family communication practices. Attendance and behavior data, including 0% suspension, expulsion, chronic absenteeism, and middle school dropout rates, further supported continuing current practices and interventions related to student wellness and school climate.

Following review of the data and educational partner input, stakeholders agreed that the current goals, actions, and metrics remain aligned to district needs and priorities. As a result, the plan was approved with the continuation of the existing goal structure and supports.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of appropriately assigned and fully credentialed teachers.	100% of credentialed teachers were appropriately assigned and fully credentialed in the 2023-24 School Year.	100% of credentialed teachers were appropriately assigned and fully credentialed in the 2024-25 School Year.	100% of credentialed teachers were appropriately assigned and fully credentialed in the 2025-26 School Year.	100% of credentialed teachers are appropriately assigned and fully credentialed.	There was no difference between the baseline and the Year 2 outcome for this metric, as both achieved 100%.
1.2	Percentage of students with access to a broad course of study includes ELA/ELD, Math, Science, Social Studies,	100% of students had access to a broad course of studyincludes ELA/ELD, Math, Science, Social Studies, Physical Education, and	100% of students had access to a broad course of study includes ELA/ELD, Math, Science, Social	100% of students had access to a broad course of study includes ELA/ELD, Math, Science, Social	100% of students have access to a broad course of studyincludes ELA/ELD, Math, Science, Social	There was no difference between the baseline and the Year 2 outcome for this

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Physical Education, and Fine Art.	Fine Arts in the 2023-24 School Year.	Studies, Physical Education, and Fine Arts in the 2024-25 School Year.	Studies, Physical Education, and Fine Arts in the 2025-26 School Year.	Studies, Physical Education, and Fine Art.	metric, as both achieved 100%.
1.3	Percentage of students with access to standards aligned curriculum.	100% of students had access to a standards aligned curriculum in the 2023-24 School Year.	100% of students had access to a standards aligned curriculum in the 2024-25 School Year.	100% of students had access to a standards aligned curriculum in the 2025-26 School Year.	100% of students with access to a standards aligned curriculum.	There was no difference between the baseline and the Year 2 outcome for this metric, as both achieved 100%.
1.4	Performance Indicator in the areas of Language Arts and Math on the California Dashboard.	As reported on the 2023 California Dashboard: English Language Arts Color Indicator of Green, indicating 32.4 Points Above Standard. Math Color Indicator of Green, indicating 17.8 Points Above Standard.	As reported on the 2024 California Dashboard: English Language Arts Color Indicator of Green, indicating 28.4 Points Above Standard. Math Color Indicator of Green, indicating 8.3 Points Above Standard.	As reported on the 2025 California Dashboard: CHARTER: English Language Arts Color Indicator of Green, indicating 25.9 Points Above Standard. Math Color Indicator of Green, indicating 26.9 Points Above Standard. ELEMENTARY (first reporting): English Language Arts -9 Points Below Standard.	Performance Indicator in the areas of Language Arts and Math on the California Dashboard will receive a color of Green or Blue, at minimum 15 points above standard.	Current dashboard results indicate that the Charter program has maintained a Green performance level in both English Language Arts and Mathematics when compared to the 2023 baseline data. English Language Arts decreased from 32.4 to 25.9 Points Above Standard (–6.5), while Mathematics increased from 17.8 to 26.9 Points Above Standard (+9.1). Although English Language Arts showed a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Math -3.3 Points Below Standard.		slight decline over the two-year period, the district continues to exceed the target of maintaining at least 15 points above standard in both academic areas. Mathematics performance demonstrated significant growth from the baseline year. The Elementary program received first-time reporting in both English Language Arts and Mathematics on the 2025 California Dashboard, as prior years did not meet the minimum student population threshold required for state reporting. Current results indicate performance at 9 points below standard in English Language Arts and 3.3 points below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						standard in Mathematics. The district will continue to support student achievement through targeted Academic Interventions and the ongoing implementation of the Response to Intervention Program.
1.5	Percent of students meeting or exceeding standard on the CAST.	50% of student population met or exceeded the standards on the 2022-23 CAST.	66.7% of student population met or exceeded the standards on the 2024 CAST.	58.3% of student population met or exceeded the standards on the 2025 CAST.	58% of student population met or exceeded the standards on the CAST.	Current results indicate that 58.3% of the student population met or exceeded standards on the 2025 California Science Test (CAST), compared to the baseline of 50% on the 2022–23 CAST, reflecting an increase of 8.3 percentage points. Although performance declined from 66.7% in 2024, the district continues to exceed its goal of 58% of students meeting or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						exceeding standards on the CAST. Although we met our three-year goal, the small size of our student population can result in volatile percentage changes from year to year. To ensure we are observing sustained, long-term growth, we will maintain the current goal for this LCAP cycle.
1.6	Percentage of English Learners and students with disabilities who receive core instruction.	100% of English Learners and students with disabilities received core instruction in the 2023-24 School Year..	100% of English Learners and students with disabilities received core instruction in the 2024-25 School Year.	100% of English Learners and students with disabilities received core instruction in the 2025-26 School Year.	100% of English Learners and students with disabilities receive core instruction.	There was no difference between the baseline and the Year 2 outcome for this metric, as both achieved 100%.
1.7	Percentage of English Learner Progress as reported on the California Dashboard.	Population too small to be given a Performance Color or growth information on the 2023 California Dashboard.	Population too small to be given a Performance Color or growth information on the 2024 California Dashboard.	Population too small to be given a Performance Color or growth information on the 2025 California Dashboard.	N/A due to lack of baseline.	At this time, we are unable to make formal comparisons or receive a Performance Color rating on the California Dashboard, as our student population

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						remains too small to meet the state's minimum reporting thresholds.
1.8	Percentage of Reclassified Fluent English Proficient.	20% of English Learners were reclassified in the 2023-24 school year.	29% of English Learners were reclassified in the 2024-25 school year.	25% of English Learners were reclassified in the 2025-26 school year.	Maintain (20%) or Increase Percentage of Reclassified Fluent English Proficient.	In the 2024–25 school year, 29% of English Learners were reclassified, an increase of +9% from the previous year's rate of 20%. Due to the small size of this student population, the data should be interpreted with caution, as even small changes in student numbers can significantly impact percentages.
1.9	Percentage of teachers who receive training in CCSS-aligned curriculum and effective instructional strategies.	100% of teachers received training in CCSS-aligned curriculum and effective instructional strategies in the 2023-24 school year.	100% of teachers are receiving training in CCSS-aligned curriculum and effective instructional strategies in the 2024-25 School Year.	100% of teachers are receiving training in CCSS-aligned curriculum and effective instructional strategies in the 2025-26 School Year.	100% of teachers will receive training in CCSS-aligned curriculum and effective instructional strategies.	There was no difference between the baseline and the Year 2 outcome for this metric, as both achieved 100%.
1.10	Achievement gap between general population and Students with Disabilities will	As reported on the 2023 SBAC: English Learners • Population too small to report	As reported on the 2024 SBAC: English Learners	As reported on the 2025 SBAC: CHARTER English Learners	Maintain or Decrease Achievement gap between general population and	Performance data for English Learners and Students with Disabilities was not

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	decrease as increases in achievement occur.	Socioeconomically Disadvantaged • -11.1 Points Below in ELA • -26.7 Points Below in Math Students with Disabilities • Population too small to report	• Population too small to report Socioeconomically Disadvantaged • -13.8 Points Below in ELA • -28.2 Points Below in Math Students with Disabilities • Population too small to report	• Population too small to report Socioeconomically Disadvantaged • +1 Point Above in ELA • +11.7 Points Above in Math Students with Disabilities • Population too small to report	Students with Disabilities. Socioeconomically Disadvantaged • -10 Points Below in ELA • -25 Points Below in Math Students with Disabilities • N/A due to lack of baseline	reported due to populations being too small to meet state reporting thresholds. For Socioeconomically Disadvantaged students, performance improved significantly in both English Language Arts and Mathematics when compared to the baseline year. English Language Arts increased from 11.1 points below standard to 1 point above standard (+12.1 points), while Mathematics improved from 26.7 points below standard to 11.7 points above standard (+38.4 points). These results reflect substantial progress toward closing achievement gaps

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						and exceeding the district's established goals for this student group.

Goal Analysis [2025-26]

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

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

There were no substantive differences between the planned and actual implementation of actions during this LCAP cycle, nor were there any significant challenges encountered. All planned actions were fully implemented as described in the adopted LCAP, and the District continues to demonstrate steady progress across identified metrics, indicating that the current model of implementation remains effective and aligned to student needs.

The District successfully implemented actions related to staff development, standards-aligned curriculum, academic interventions, student data analysis, and English Learner supports. Teachers continued to receive professional development in CCSS-aligned instructional strategies, students maintained access to standards-aligned core and supplemental curriculum, and targeted academic interventions were provided through the district's Response to Intervention Program. The District also maintained implementation of student support systems related to attendance, school climate, student engagement, and social-emotional development.

Additionally, the District continued implementation of family and community engagement practices, including parent, student, and staff surveys, communication supports, and opportunities for educational partner input. These actions contributed to continued positive outcomes in attendance, school climate, and student engagement metrics throughout the LCAP cycle.

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.

Action 1.1: Staff Development
There was a material difference in expenditures for this action. While $10,000 was originally budgeted, Gratton Elementary School District expended $13,438. The planned actions were fully implemented, and the increase in expenditures was primarily due to additional professional development opportunities and associated staffing costs needed to support instructional programs and student needs throughout the school year.

Action 1.5: Student Data Analysis
There was a material difference in expenditures for this action. While $5,000 was originally budgeted, Gratton Elementary School District expended $2,500. The planned actions were fully implemented; however, portions of the costs associated with student data analysis and

assessment supports were funded through alternative funding sources, allowing the District to maintain services while reducing expenditures from this action.

Action 1.6: Academic Interventions – Tier I
There was a material difference in expenditures for this action. While $5,000 was originally budgeted, Gratton Elementary School District expended $2,500. The planned actions were fully implemented; however, supplemental intervention supports and instructional materials were partially funded through alternative funding sources, allowing the District to continue providing Tier I interventions without reducing student services.

During the 2025–26 school year, the LEA utilized Learning Recovery Emergency Block Grant (LREBG) funds to support the implementation of existing LCAP actions; however, these funds were not explicitly identified within the adopted 2025–26 LCAP.

To ensure transparency and alignment between expenditures and LCAP actions, the LEA has identified the specific actions supported by LREBG funds during 2025–26:

- Action 1.1: Staff Development – $3,799 in LREBG funds expended

This documentation reflects actual expenditures during the 2025–26 school year and is being included here to ensure accurate reporting and to inform ongoing implementation and planning.

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

Effective Actions

Action 1.1 – Staff Development
Status: Effective
Evidence: 100% of teachers were fully credentialed and appropriately assigned in the 2025–26 school year. In addition, all teachers received training in CCSS-aligned curriculum and effective instructional strategies. The district also demonstrated continued success supporting English Learners, with a 25% RFEP rate in 2025–26.
Relevant Metrics: Teacher Assignments (1.1), RFEP Students (1.8), Staff Training (1.9)

Action 1.3 – Core Curriculum
Status: Effective
Evidence: The Charter program maintained Green performance levels in both English Language Arts and Mathematics on the 2025 California Dashboard, with Mathematics improving to 26.9 points above standard.
Relevant Metrics: ELA/Math Achievement (1.4), Achievement Gap (1.10)

Action 1.4 – Supplemental Curriculum
Status: Effective

Evidence: 100% of students maintained access to a broad course of study and standards-aligned curriculum. English Learners and students with disabilities received full access to core instruction. Science achievement remained above the district goal, with 58.3% of students meeting or exceeding standards on the CAST.
Relevant Metrics: Broad Course Access (1.2), Standards-Aligned Curriculum (1.3), ELA/Math Achievement (1.4), CAST Achievement (1.5), ELs & SWDs Receiving Core Instruction (1.6), Achievement Gap (1.10)

Action 1.5 – Student Data Analysis
Status: Effective
Evidence: Ongoing use of student performance data supported continued Green Dashboard performance in both ELA and Mathematics for the Charter program, as well as significant improvement among Socioeconomically Disadvantaged students in both academic areas.
Relevant Metrics: ELA/Math Achievement (1.4), EL/SWD Core Instruction (1.6), Achievement Gap (1.10)

Action 1.6 – Academic Interventions (Tier I)
Status: Effective
Evidence: 100% of English Learners and students with disabilities received core instruction. Socioeconomically Disadvantaged students demonstrated substantial improvement in both English Language Arts and Mathematics, indicating that Tier I supports are effectively addressing learning needs.
Relevant Metrics: ELA/Math Achievement (1.4), EL/SWD Core Instruction (1.6), EL Progress (1.7)

Action 1.7 – Academic Interventions (Tier II & III)
Status: Effective
Evidence: Academic intervention supports contributed to strong performance growth among Socioeconomically Disadvantaged students, who improved to 1 point above standard in ELA and 11.7 points above standard in Mathematics.
Relevant Metrics: ELA/Math Achievement (1.4), EL/SWD Core Instruction (1.6), EL Progress (1.7), Achievement Gap (1.10)

Action 1.8 – English Learner Development
Status: Effective
Evidence: English Learner Progress data was not reported on the 2025 California Dashboard due to the student population being too small to meet reporting thresholds. However, the district achieved a 25% RFEP rate, demonstrating continued progress in supporting English Learners toward reclassification. English Learners continued to receive full access to core instruction and targeted instructional supports.
Relevant Metrics: RFEP Students (1.8), EL/SWD Core Instruction (1.6), EL Progress (1.7)

Emerging Effectiveness

Action 1.2 – Student Achievement & Development
Status: Near Effective
Evidence: While the Charter program maintained Green performance levels in both ELA and Mathematics, the Elementary program’s first reported Dashboard results showed performance below standard in both subject areas. Due to the district’s small student population, these results may fluctuate significantly from year to year; however, continued targeted supports and instructional development will remain a focus.
Relevant Metrics: ELA/Math Achievement (1.4), EL/SWD Core Instruction (1.6), EL Progress (1.7), Achievement Gap (1.10)

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

No changes are being made to the planned goal, metrics, target outcomes, or actions for the upcoming 2026–27 LCAP. Reflections on prior practice indicate that the current plan is effectively supporting progress toward the goal, as demonstrated by the Charter program maintaining Green performance levels in both English Language Arts and Mathematics and exceeding the established target outcomes in Mathematics and Science. Although the district has met or exceeded several target outcomes, including the CAST goal and the Mathematics Dashboard target, the small size of the student population can lead to year-to-year variability in percentage outcomes and Dashboard performance. Maintaining the current metrics and targets will allow the district to continue monitoring trends over time and support sustained long-term growth.

Additionally, the Elementary program received California Dashboard reporting in English Language Arts and Mathematics for the first time during the 2025 reporting cycle due to meeting the minimum student population threshold. Because the district's Elementary reporting population remains very small, it is possible that future Dashboard reporting may again be unavailable if minimum reporting thresholds are not met. Should the district receive multiple consecutive years of reportable Elementary data, consideration will be given to establishing additional site-specific goals or metrics in future LCAP cycles.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Maintain highly qualified staff through access and promotion of research based professional development opportunities aligned with student academic achievement in all content areas: • Provide and monitor teacher and support staff participation in ongoing professional development. • Ensure qualified teacher participation in an approved Induction Support Program. • Provide training in supporting English Language Development. • Monitor and certify teacher assignment in CBEDs reporting.	$12,742.00	Yes
1.2	Student Achievement & Development	Increase student achievement and development through enhanced in-class strategies:	$29,776.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Maintain stand-alone grade levels and support low student-to-teacher ratios to regularly embed in-class interventions for students of need. • Provide access to classroom and/or school libraries which have various ability-level books to meet the needs of all students.		
1.3	Core Curriculum	Assure that all students have access to the entire curriculum and instruction in all subject areas through a variety of strategies inclusive of: • Conduct annual review to verify sufficient quantity of State Standards compliant instructional materials. • Purchase instructional materials and resources aligned to State Standards. • Provide sufficient quantities of State Standard-aligned instructional materials. • Conduct annual review to verify sufficient quantity of State Standard-compliant instructional materials. • Maintain & update curriculum adoptions in alighnment with CDE approved adoption cycles.	$79,000.00	No
1.4	Supplemental Curriculum	Enhance student learning by incorporating hands-on and interactive learning opportunities which actively engage students in the CCSS. Targeted strategies include, but are not limited to: • Embedded Technology use throughout the various content areas. • Supplemental Instructional Materials and Curriculums aligned with grade level State Standards. • Experiential Learning Opportunities aligned with State Standards (ie. field trips, workshops, presentations)	$8,000.00	
1.5	Student Data Analysis	Evaluate student progress and achievement through multiple forms of assessment to provide targeted instruction and support: • Administer benchmark assessments; analyze results to inform instruction and services. • Analyze SBAC and CAST results; modify general and intervention instructional practices and programming based on analysis.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Evaluate discrepancies within populations to provide targeted support (ie. Data Collaborative Meetings). • Monitor implementation of assessments, instructional practices and targeted instruction (ie. Walk-Throughs).		
1.6	Academic Interventions - Tier I	Supplement Tier I instruction through various research based strategies and programming aligned with the State Standards inclusive of: • Provide computer based supports which offer individualized student programming through embedded assessments. • Purchase instructional materials and resources.	$1,000.00	Yes
1.7	Academic Intervention - Tier II & III	Enhance academic achievement by implementing Tier II & III Student Interventions and Programs aligned with the State Standards by incorporating strategies such as: • Provide Software & Instructional Materials for Instruction. • Provide and train Intervention Staff to implement tiered and/or explicit instruction. • Provide extended services in and out of the regular school day through identifying student needs, appropriate programming and training staff on implementation. • Enhance Specialized Education Instruction (Resource) through maintaining and/or increasing services.	$26,110.00	Yes
1.8	English Learner Development	Enhance academic achievement & language development of English Learners through strategic instructional strategies: • Analyze English Language Proficiency Assessment of California (ELPAC) student scores to identify student needs. • Embedded ELD instruction and strategies throughout all core curriculum and content areas. • Ensure ELPAC administrator participates in training of the purpose, understanding of, and administration of the ELPAC. • Provide ELD Curriculum and/or Software and Web-Based Programs. • Monitor Reclassified as Fluent English Proficient (RFEP) students, identify instructional needs and provide as necessary.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Complete monthly Facilities Inspection Checklists and make repairs as needed.	Facilities Inspection Checklists were completed monthly 0-2 findings and repairs made as needed in the 2023-24 School Year.	Facilities Inspection Checklists were completed monthly and repairs have been made as needed in the 2024-25 School Year.	Facilities Inspection Checklists were completed monthly and repairs have been made as needed in the 2025-26 School Year.	Facilities Inspection Checklists are completed monthly and repairs are made as needed.	There was no difference between the baseline and the Year 2 outcome for this metric, as both were completed monthly as required.
2.2	Implementation of Parent Survey with emphasis on parents of students with disabilities	Baselines are to be established in 2024-25.	Average Scale of Parents who agree that the School is welcoming: 4.8	Average Scale of Parents who agree that the School is welcoming: 4.9	Average Scale of Parents who agree that the School is	Baseline parent survey data was established during the 2024–25

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and unduplicated students. Average Scale of Parents who agree that the School is welcoming. Average Scale of Parents who agree that the School Provides Meaningful Involvement Average Scale of Parents who feel the school is safe.		Average Scale of Parents who agree that the School Provides Meaningful Involvement: 4.7 Average Scale of Parents who feel the school is safe: 4.9	Average Scale of Parents who agree that the School Provides Meaningful Involvement: 4.9 Average Scale of Parents who feel the school is safe: 4.9	welcoming = 4.0 or higher Average Scale of Parents who agree that the School Provides Meaningful Involvement = 4.0 or higher Average Scale of Parents who feel the school is safe = 4.0 or higher	school year. Since that time, the Average Scale of Parents who agree that the school is welcoming increased from 4.8 to 4.9. The Average Scale of Parents who agree that the school provides meaningful involvement increased from 4.7 to 4.9. The Average Scale of Parents who feel the school is safe remained at 4.9. These results indicate continued strong parent satisfaction across all measured areas and exceed the district's goal of maintaining average ratings of 4.0 or higher in school climate, safety, and parent involvement.
2.3	Percentage of Student participating in Student Survey.	Gratton School did not administer a student climate survey in 2023-	93% of Students participated in the Student Survey	95% of Students participated in the Student Survey	Average Scale of Students who feel	Baseline student survey data was established during

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average Scale of Students who feel safe at school. Average Scale of Students who feel connected to school.	24. Baselines are to be established in 2024-25.	during the 2024-25 school year (5th-8th). Average Scale of Students who feel safe at school: 4.6 Average Scale of Students who feel connected to school: 4.3	during the 2025-26 school year (5th-8th). Average Scale of Students who feel safe at school: 4.6 Average Scale of Students who feel connected to school: 4.3	safe at school = 4.0 or higher Average Scale of Students who feel connected to school = 4.0 or higher	the 2024–25 school year. Student participation in the survey increased from 93% to 95% among students in grades 5–8. The Average Scale of Students who feel safe at school remained at 4.6, while the Average Scale of Students who feel connected to school remained at 4.3. These results indicate continued positive student perceptions regarding school safety and connectedness and exceed the district's goal of maintaining average ratings of 4.0 or higher in both areas.
2.4	Percentage of Teachers participating in Staff Survey.	Baselines are to be established in 2024-25.	100% of Teachers participated in the Staff Survey during the 2024-25 school year.	100% of Teachers participated in the Staff Survey during the 2025-26 school year.	Average Scale of Staff who feel safe at school = 4.0 or higher	Baseline staff survey data was established during the 2024–25 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average Scale of Staff who feel safe at school. Average Scale of Staff who feel connected to school.		Average Scale of Teachers who feel safe at school: 5.0 Average Scale of Teachers who feel connected to school: 5.0	Average Scale of Teachers who feel safe at school: 5.0 Average Scale of Teachers who feel connected to school: 4.7	Average Scale of Staff who feel connected to school = 4.0 or higher	Teacher participation in the staff survey remained at 100%. The Average Scale of Staff who feel safe at school remained at 5.0, while the Average Scale of Staff who feel connected to school decreased slightly from 5.0 to 4.7. Despite the slight decline in staff connectedness, results continue to reflect strong positive staff perceptions regarding school safety and connectedness and exceed the district's goal of maintaining average ratings of 4.0 or higher in both areas.
2.5	Percentage of suspensions.	0% suspensions as reported on the 2023 California Dashboard for Elementary.	0% suspensions as reported on the 2024 California Dashboard for Elementary.	0% suspensions as reported on the 2025 California Dashboard for Elementary.	Percentage of suspensions = 1% or less	In the area of suspensions, both the Elementary and Charter programs maintained a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.8% suspensions as reported on the 2023 California Dashboard for Charter.	0% suspensions as reported on the 2024 California Dashboard for Charter.	0% suspensions as reported on the 2025 California Dashboard for Charter.		suspension rate of 0% on the 2025 California Dashboard. Compared to the 2023 baseline data, the Elementary program maintained its 0% suspension rate, while the Charter program improved from 0.8% to 0%. These results reflect continued progress and indicate that the district has exceeded its goal of maintaining suspension rates at 1% or less.
2.6	Percentage of expulsion.	0% expulsions for 2022-23 school year.	0% expulsions for 2023-24 school year.	0% expulsions for 2024-25 school year.	Percentage of expulsion = 0%	In the area of expulsions, both the Elementary and Charter programs maintained a rate of 0% during the 2024–25 school year, continuing to meet the district's goal of zero expulsions. These results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						demonstrate sustained success in maintaining positive student behavior and supportive school environments.
2.7	Percentage of Middle School Drop Out.	0% Middle School Drop-Out rate for 2023-24 school year.	0% Middle School Drop-Out rate for 2024-25 School Year.	0% Middle School Drop-Out rate for 2025-26 School Year.	Percentage of Middle School Drop Out = 0%	The Middle School dropout rate remained at 0% during the 2025–26 school year, maintaining the district's baseline and continuing to meet the goal of 0% Middle School dropouts. These results reflect the district's ongoing commitment to student engagement, support, and school connectedness.
2.8	Percentage of Chronic Absenteeism.	0% Chronic Absenteeism for 2022-23 school year in both the Elementary and the Charter.	Elementary - 5% Chronic Absenteeism for 2023-24 school year. Charter - 0% Chronic Absenteeism for 2023-24 school year.	Elementary - 0% Chronic Absenteeism for 2024-25 school year. Charter - 0% Chronic Absenteeism for 2024-25 school year.	Percentage of Chronic Absenteeism = 5% or less	In the area of Chronic Absenteeism, both the Elementary and Charter programs reported a rate of 0% during the 2024–25 school year. Compared to the baseline year, the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Charter program maintained a 0% Chronic Absenteeism rate, while the Elementary program improved from 5% in 2023–24 back to 0%. These results indicate that the district continues to meet and exceed its goal of maintaining Chronic Absenteeism rates at 5% or less. It is important to note that, due to the small population size at the Elementary level, this data should be reviewed with caution, as statistical fluctuations can appear more significant than they are.
2.9	Percentage of Average Daily Attendance.	93.62% Daily Attendance Rate for 2022-23 school year.	98.5% Daily Attendance Rate for 2023-24 school year.	99.27% Daily Attendance Rate for 2024-25 school year.	Percentage of Average Daily Attendance = 95% or higher	Overall attendance improved from the baseline rate of 93.62% in 2022–

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						23 to 99.27% in 2024–25, reflecting an increase of 5.65 percentage points. Attendance also increased from 98.5% in 2023–24, demonstrating continued growth in student attendance and engagement. These results exceed the district's goal of maintaining an Average Daily Attendance rate of 95% or higher.
2.10	Percentage of students participating in the Physical Fitness Test (PFT) in grades 5 & 7.	100% of students participated in the Physical Fitness Test (PFT) in grade 5 during the 2023-24 School Year. 100% of students participated in the Physical Fitness Test (PFT) in grade 7 during the 2023-24 School Year.	100% of students participated in the Physical Fitness Test (PFT) in grade 5 during the 2024-25 School Year. 100% of students participated in the Physical Fitness Test (PFT) in grade 7 during the 2024-25 School Year.	100% of students participated in the Physical Fitness Test (PFT) in grade 5 during the 2025-26 School Year. 100% of students participated in the Physical Fitness Test (PFT) in grade 7 during the 2025-26 School Year.	Percentage of students participating in the Physical Fitness Test (PFT) in grades 5 & 7 = 100%	Participation in the Physical Fitness Test (PFT) remained consistent, with 100% of students in grades 5 and 7 participating during the 2023–24, 2024–25, and 2025-26 school years.

Goal Analysis [2025-26]

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

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

There were no substantive differences between the planned and actual implementation of actions during this LCAP cycle, nor were there any significant challenges encountered. All planned actions were fully implemented as described in the adopted LCAP, and the District continues to demonstrate steady progress across identified metrics related to school climate, student engagement, attendance, and social-emotional supports.

The District successfully implemented actions related to facilities maintenance, attendance monitoring, student engagement, social-emotional development, extracurricular and enrichment opportunities, career readiness activities, and family communication. Monthly facilities inspections were completed and repairs were addressed as needed to maintain safe learning environments. Attendance monitoring systems and intervention supports continued to be implemented to support strong student attendance and engagement outcomes.

The District also maintained implementation of social-emotional and school climate supports through ongoing communication with families, student engagement opportunities, parent and student surveys, and positive behavior supports. Parent, student, and staff survey data continued to reflect strong perceptions of school safety, connectedness, and meaningful involvement, indicating that current implementation practices remain effective and aligned to student and family needs.

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.

Action 2.5: Social-Emotional Development
There was a material difference in expenditures for this action. While $49,000 was originally budgeted, Gratton Elementary School District expended $73,058. The planned actions were fully implemented. The increase in expenditures was primarily related to staffing costs associated with salary schedule adjustments due to step and column movement, negotiated salary increases, and the return of full-year staffing following a maternity leave during the prior year, which had reduced expenditures during that LCAP cycle.

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

Effective Actions

Action 2.1 – Facilities
Status: Effective
Evidence: Facilities Inspection Checklists were completed monthly, and repairs were made as needed throughout the 2025–26 school year, supporting safe and well-maintained learning environments.
Relevant Metrics: Facilities Inspection Checklists (2.1)

Action 2.2 – Attendance
Status: Effective

Evidence: Both the Elementary and Charter programs maintained 0% Chronic Absenteeism rates, while Average Daily Attendance increased to 99.27%. Suspension rates also remained at 0% for both programs, and the Middle School Drop-Out rate remained at 0%.
Relevant Metrics: Suspensions (2.5), Middle School Drop-Out (2.7), Chronic Absenteeism (2.8), Average Daily Attendance (2.9)

Action 2.3 – Extra-Curricular and Enrichment Activities
Status: Effective
Evidence: Student participation in the Student Survey increased to 95%, with students reporting high levels of school safety (4.6) and school connectedness (4.3), indicating strong student engagement and participation in school programs and activities.
Relevant Metrics: Student Survey (2.3)

Action 2.4 – Student Engagement
Status: Effective
Evidence: The district maintained a 0% Middle School Drop-Out rate, 0% Chronic Absenteeism rate, and a 99.27% Average Daily Attendance rate. Student survey results also reflected positive perceptions of school safety and connectedness.
Relevant Metrics: Student Survey (2.3), Middle School Drop-Out (2.7), Chronic Absenteeism (2.8), Average Daily Attendance (2.9)

Action 2.5 – Social-Emotional Development
Status: Effective
Evidence: Suspension rates remained at 0% for both the Elementary and Charter programs, while Chronic Absenteeism and Middle School Drop-Out rates also remained at 0%. Student survey data reflected strong perceptions of school safety and connectedness, indicating successful implementation of social-emotional supports.
Relevant Metrics: Student Survey (2.3), Suspensions (2.5), Expulsions (2.6), Middle School Drop-Out (2.7), Chronic Absenteeism (2.8), Average Daily Attendance (2.9)

Action 2.6 – Career Readiness
Status: Effective
Evidence: Students maintained strong attendance and engagement, with a 99.27% Average Daily Attendance rate and 0% Chronic Absenteeism. In addition, 100% participation in the Physical Fitness Test (PFT) for grades 5 and 7 reflected continued student participation and engagement in school programs.
Relevant Metrics: Student Survey (2.3), Chronic Absenteeism (2.8), Average Daily Attendance (2.9), Physical Fitness Test Participation (2.10)

Action 2.7 – Parent Communication
Status: Effective
Evidence: Parent survey data reflected strong positive perceptions of the school environment, with ratings of 4.9 in school welcoming climate, meaningful involvement, and school safety. In addition, the district maintained 0% suspension, expulsion, and Middle School Drop-Out rates, as well as strong attendance outcomes.
Relevant Metrics: Parent Survey (2.2), Suspensions (2.5), Expulsions (2.6), Middle School Drop-Out (2.7), Chronic Absenteeism (2.8), Average Daily Attendance (2.9)

Action 2.8 – Parent Communication: English Learners
Status: Effective
Evidence: Parent survey results reflected strong family engagement and communication, with ratings of 4.9 in school welcoming climate, meaningful involvement, and school safety, indicating that families, including English Learner families, feel supported and connected to the school community.
Relevant Metrics: Parent Survey (2.2)

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

No changes are being made to the planned goal, metrics, target outcomes, or actions for the upcoming 2026-27 LCAP. Reflections on prior practice indicate that the current plan is effectively supporting progress toward the goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Facilities	Provide general facility maintenance and upkeep: • Monitor facility and certify the annual completion of School Facility Inspection Tool. • Consider suggestions of School Safety Committee and implement any necessary improvements and/or strategies. • Maintain Groundskeeping/Maintenance Staff to ensure safe and welcoming school climate.	$3,844.00	No
2.2	Attendance	Maintain and increase high levels of Student Attendace: • Review and monitor attendance; follow-up absences with parent outreach. • Provide tangible rewards to increase attendance and reinforce good behavior. • Provide necessary attendence interventions and improvement plans as necessary.	$1,000.00	Yes
2.3	Extra-Curriculur and Enrichment Activities	Enhance the regular school experience through meaningful and/or research driven student activities which aim to better engage students:	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Enhance physical education program through increase and/or targeted instruction, inter-mural opportunities and events, and activity programming inclusive of necessary equiptment. • Provide training opportunities to school staff to develop engaging and safe student physical activities. • Administer and analyze the Physical Fitness Test (PFT). • Provide learning experiences and activities which promote the development of healthy living strategies (ie. agricultural knowledge and how it relates to healthy foods)		
2.4	Student Engagement	Analyze and promote student engagement through varied strategies including but not limited to: • Implement and utilize in-class student engagement strategies • Support and promote student leadership opportunities such as Student Council • Soliciting input from students through surveys and interviews • Embed student activities throughout the school year (ie. spirit & theme days, clubs, assemblies)	$5,000.00	Yes
2.5	Social-Emotional Development	Support the Social-Emotional and Behavioral Development of all students through research-based strategies such as: • Provide professional-development to staff on Social-Emotional and Behavioral strategies, system and/or curriculums • Purchase materials, supplies and incentives to support the implementation and/or maintenance of Social-Emotional and Behavioral strategies, systems and/or curriculums. • Provide Mental Health and Behavioral supports through individial, small-group, and/or large group instruction or counseling. • . Provide learning experiences and activities which promote the development of Social-Emotional and Behavioral Development (ie. access to calming activities)	$54,672.00	Yes
2.6	Career Readiness	Foster career awareness to ignite curiosity and open the world of possibilities for our students to build connection between what they learn in school and future careers:	$1,000.00	Yes

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$53,120	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.175%	0.000%	$0.00	3.175%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 32.4 points above standard English Learners - student population too small to report	By prioritizing strong foundational training and ongoing professional development for all educators, we can guarantee UPP students have access to Highly Qualified Teachers. Providing this action LEA-wide ensures all certificated staff have the opportunity to develop their knowledge and skills, a consistent approach to instruction across the LEA, and a shared understanding among educators about how to support students with diverse needs.	1.1 Fully Credentialed Teachers 1.8 RFEP Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED - -11.1 points below standard Math: All Students - 17.8 points abovestandard English Learners - student population too small to report SED - -26.7points below standard **Scope:** LEA-wide		
1.2	**Action:** Student Achievement & Development **Need:** In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 32.4 points above standard English Learners - student population too small to report SED - -11.1 points below standard Math: All Students - 17.8 points abovestandard English Learners - student population too small to report SED - -26.7points below standard **Scope:** LEA-wide	This action provides a Highly Qualified Teacher at each grade level, maintaining single graded classes, and ensures that unduplicated students also have access to ability level materials within those classrooms. Providing this action LEA-wides guarantees all students benefit from low student-to-teacher ratios and receive explicit instruction in their grade-level content. This approach creates more opportunities for targeted interventions and enrichments tailored to each student's needs.	1.4 California Dashboard ELA & Math Achievement 1.6 ELs & SWD who receive Core Instruction 1.7 EL Progress 1.10 SWD Achievement Gap

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Supplemental Curriculum **Need:** In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 32.4 points above standard English Learners - student population too small to report SED - -11.1 points below standard Math: All Students - 17.8 points above standard English Learners - student population too small to report SED - -26.7points below standard **Scope:**	By offering a diverse range of visual, experiential, and interactive learning opportunities, this action caters to diverse learning styles and effectively meets unduplicated students instructional needs. Implementing this action LEA-wide ensures that all students have access to applicable state standards through a current and relatable curriculum, supported by effective instructional resources and strategies tailored to meet individual student needs.	1.2 Access to a Broad Course of Study 1.3 Access to Standards Aligned Curriculum 1.4 California Dashboard ELA & Math Achievement 1.6 ELs & SWD who receive Core Instruction 1.7 EL Progress 1.10 SWD Achievement Gap
1.5	**Action:** Student Data Analysis **Need:** Data analysis is necessary to pinpoint students at risk and their specific achievement gaps, which are more prominent in the identified student groups as demonstrated by the following information: In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 32.4 points above standard	By analyzing student data, we are better able to tailor interventions and supports, maximizing unduplicated student success. To ensure accurate identification of achievement gaps, we analyze data for all students at a LEA-wide basis, allowing us to also monitor intervention effectiveness.	1.4 California Dashboard ELA & Math Achievement 1.6 ELs & SWD who receive Core Instruction 1.7 EL Progress 1.10 SWD Achievement Gap

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
	English Learners - student population too small to report SED - -11.1 points below standard Math: All Students - 17.8 points above standard English Learners - student population too small to report SED - -26.7points below standard **Scope:** LEA-wide		
1.6	**Action:** Academic Interventions - Tier I **Need:** At-risk students are in need of instructional resources that embed ability-driven learning opportunities and research bases instructional strategies to increase equitable-access to curriculum. There need can be observed in the following data: In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 32.4 points above standard English Learners - student population too small to report SED - -11.1 points below standard Math: All Students - 17.8 points abovestandard	Through targeted Tier I learning opportunities and resources, we address the individual needs of unduplicated students. This allows them to build on their existing skills and apply that knowledge to current learning experiences. Our school implements a school-wide Response to Intervention program to fluidly meet the intervention neesds of our UPP students and all students, therefore. this action is being rolled out district-wide to serve their needs.	1.4 California Dashboard ELA & Math Achievement 1.6 ELs & SWD who receive Core Instruction 1.7 EL Progress 1.10 SWD Achievement Gap

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
	English Learners - student population too small to report SED - -26.7points below standard **Scope:** LEA-wide		
1.7	**Action:** Academic Intervention - Tier II & III **Need:** At times, students may have gaps in their learning in need of more specific and explicit instructional methods to meet their academic needs that could not otherwise be met through instructional strategies and Tier I interventions. These needs can be observed in the following data: In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 32.4 points above standard English Learners - student population too small to report SED - -11.1 points below standard Math: All Students - 17.8 points above standard English Learners - student population too small to report SED - -26.7points below standard **Scope:**	By implementing this action, we're providing more targeted instructional services to unduplicated students, both within the regular school day and through additional support programs. Our school implements a school-wide Response to Intervention program to fluidly meet the intervention needs of our UPP students and all students, therefore. this action is being rolled out district-wide to serve their needs.	1.4 California Dashboard ELA & Math Achievement 1.6 ELs & SWD who receive Core Instruction 1.7 EL Progress 1.10 SWD Achievement Gap

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Attendance **Need:** Data shows our at-risk student groups experience higher absenteeism compared to their peers. Specific Data can be found below: In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Chronic Absenteeism: All Students - 0% Chronically Absent (Elementary & Charter) English Learners - Student population too small to report. SED - Student population too small to report. **Scope:** LEA-wide	Since regular attendance is crucial for academic success, prioritizing strategies to improve attendance is essential for unduplicated students to maintain a strong learning path. This action is implemented LEA-wide because all students can suffer academic deciline when not attending school regularly. This decline could change a students status to academically or behaviorally at-risk, our system is designed to be preventative.	2.5 Suspensions 2.6 Expulsions 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance
2.4	**Action:** Student Engagement **Need:** Due to the need to maintain students' attendance, we will continue to increase engagement and connection to the school community which can lead to improved attendance and behavior as indicated by research. Specific Data can be found below:	By offering activities four our unduplicated students that encourage interaction and relationship building, accessible to all students regardless of language, status, or academic ability, we promote connectedness and engagement with the school environment. This is particularly beneficial for our EL and SED students, who are showing higher levels of chronic absenteeism. This action is implemented LEA-wide to foster a strong school community requires an LEA-wide effort to ensure all students feel connected and engaged.	2.3 Student Survey 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Chronic Absenteeism: All Students - 0% Chronically Absent (Elementary & Charter) English Learners - Student population too small to report. SED - Student population too small to report. **Scope:** LEA-wide		
2.5	**Action:** Social-Emotional Development **Need:** To address the social-emotional and behavioral needs of our diverse student groups, school-based support systems are crucial, as access to these services may be limited outside of the school environment. Our low Chronically Absent rates indicate that the efforts we have made toward supporting Social Emotional and Behavioral Development have been successful and should be continued. All Students - 0% Suspension Rate (Elementary) 0.8% (Charter) English Learners - Student population too small to report. SED - Student population too small to report. **Scope:**	Disruptive behavior can hinder the learning experience for all students. To create a positive and inclusive environment, we're implementing these strategies LEA-wide. This will not only promote a well-managed school enviornment, but also foster a stronger understanding and acceptance of unduplicated students as well as those with exceptional needs.	2.3 Student Survey 2.5 Suspensions 2.6 Expulsions 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.6	**Action:** Career Readiness **Need:** Students need to feel more connected to school and understand the connection between what they learn in school and future. Specific Data can be found below: In reviewing the 2023 California Dashboard, we observed the following discrepancies in the area of Chronic Absenteeism: All Students - 0% Chronically Absent (Elementary) 0.8% (Charter) English Learners - Student population too small to report. SED - Student population too small to report. **Scope:** LEA-wide	By exploring careers, unduplicated students can begin to set long-term goals and identify the educational steps needed to achieve them. Implementing this action LEA-wide ensures that all students have access to career awareness and development opportunities, fostering motivation and highlighting the importance of their education.	2.3 Student Survey 2.8 Chronic Absenteeism 2.9 Average Daily Attendance
2.7	**Action:** Parent Communication **Need:** To connect and inform parents/gaurdians of students on their academic and social-emotional progress, we must communicate in various methods to meet the needs of our diverse population **Scope:**	By providing in-person, printed, and digital communication options, we expand our reach and ensure all families, including unduplicated students, are well-informed and supported. To proactively engage all families and address potential concerns early on, we're implementing this communication initiative LEA-wide. This comprehensive approach will equip families with the information they need, ultimately fostering stronger engagement and potentially reducing the risk of behavioral and academic challenges for students.	2.2 Parent Survey 2.5 Suspensions 2.6 Expulsions 2.7 Middle School Drop Out 2.8 Chronic Absenteeism 2.9 Average Daily Attendance

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** English Learner Development **Need:** English Learners are in need of specific and direct instruction targeting their language development, which also impacts their ability to access core curriculum and content. While our student population is too small for formal reporting on discrepancies, we have identified areas of lower success through individual review during our grade-level data analysis meetings. In reviewing the 2023 California Dashboard, we observed the following discrepancies indicating academic needs: ELA: All Students - 32.4 points abovestandard English Learners - student population too small to report Math: All Students - 17.8 points abovestandard	By identifying specific needs through ELPAC score analysis, embedding ELD instruction across subjects, and providing dedicated support and training for staff, we ensure that students receive continuous, targeted language support. Utilizing specialized curriculum and monitoring RFEP students further reinforces this support, leading to enhanced academic achievement and language development.	1.5 CAST Student Achievement 1.6 ELs & SWD who receive Core Instruction 1.10 SWD Achievement Gap

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners - student population too small to report **Scope:** Limited to Unduplicated Student Group(s)		
2.8	**Action:** Parent Communication - English Learners **Need:** Our English Learner families need information presented in a manner which is accessible to them, and together with any Foster Youth and Low Income Families they need to be informed of their parent rights and resources available to them. **Scope:** Limited to Unduplicated Student Group(s)	These strategic actions will promote the participation of parents of English Learners, Students with Disabilities, and economically disadvantaged students by ensuring that information is accessible and clear. Including an English Learner representative on the School Site Council and holding an annual Title I meeting will directly engage these families in the decision-making process. Providing translation for parent conferences and home-school communications ensures that language barriers do not hinder understanding. These measures will help inform families of their rights and available resources, fostering a more inclusive and supportive school community.	2.2 Parent Survey

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.

Gratton Schools do not receive Concentration Grant Funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
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	$1,673,021	$53,120	3.175%	0.000%	3.175%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$122,120.00	$112,524.00	$0.00	$0.00	$234,644.00	$109,558.00	$125,086.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$12,742.00	$8,000.00	$4,742.00			$12,742.00	
1	1.2	Student Achievement & Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$29,776.00	$0.00	$29,776.00	$0.00			$29,776.00	
1	1.3	Core Curriculum	All	No			All Schools		$0.00	$79,000.00	$60,000.00	$19,000.00			$79,000.00	
1	1.4	Supplemental Curriculum					All Schools		$0.00	$8,000.00	$5,000.00	$3,000.00			$8,000.00	
1	1.5	Student Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.6	Academic Interventions - Tier I	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.7	Academic Intervention - Tier II & III	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$25,110.00	$1,000.00	$1,000.00	$25,110.00			$26,110.00	
1	1.8	English Learner Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.1	Facilities	All	No			All Schools		$0.00	$3,844.00	$3,844.00				$3,844.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Attendance	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.3	Extra-Curriculur and Enrichment Activities	All	No			All Schools		$0.00	$6,000.00		$6,000.00			$6,000.00	
2	2.4	Student Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.5	Social-Emotional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$54,672.00	$0.00		$54,672.00			$54,672.00	
2	2.6	Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.7	Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.8	Parent Communication - English Learners	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,673,021	$53,120	3.175%	0.000%	3.175%	$53,276.00	0.000%	3.184 %	**Total:**	$53,276.00
								LEA-wide Total:	$49,776.00
								Limited Total:	$3,500.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
1	**1.2**	Student Achievement & Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,776.00	
1	**1.3**	Core Curriculum				All Schools	$60,000.00	
1	**1.4**	Supplemental Curriculum				All Schools	$5,000.00	
1	**1.5**	Student Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
1	**1.6**	Academic Interventions - Tier I	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	**1.7**	Academic Intervention - Tier II & III	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	**1.8**	English Learner Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Facilities				All Schools	$3,844.00	
2	2.2	Attendance	Yes	LEA-wide	English Learners Low Income	All Schools	$1,000.00	
2	2.3	Extra-Curriculur and Enrichment Activities				All Schools		
2	2.4	Student Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$5,000.00	
2	2.5	Social-Emotional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.6	Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	2.7	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	2.8	Parent Communication - English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$1,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$248,762.00	$187,822.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Staff Development	Yes	$10,000	17237
1	**1.2**	Student Achievement & Development	Yes	$10,000	24289
1	**1.3**	Core Curriculum	No Yes	$40,000	7635
1	**1.4**	Supplemental Curriculum	Yes	$10,000	8867
1	**1.5**	Student Data Analysis		$7,500	2500
1	**1.6**	Academic Interventions - Tier I	Yes	$5,000	2500
1	**1.7**	Academic Intervention - Tier II & III	Yes	$59,262	24358
1	**1.8**	English Learner Development	Yes	$6,500	5000
2	**2.1**	Facilities	No Yes	$30,000	7500
2	**2.2**	Attendance	Yes	$1,000	1000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.3**	Extra-Curriculur and Enrichment Activities	No	$5,000	6228
2	**2.4**	Student Engagement	Yes	$5,000	4150
2	**2.5**	Social-Emotional Development		$49,000	73058
2	**2.6**	Career Readiness	Yes	$5,000	3000
2	**2.7**	Parent Communication	Yes	$4,500	250
2	**2.8**	Parent Communication - English Learners	Yes	$1,000	250

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)
$63,397	$109,906.00	$63,720.00	$46,186.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Staff Development	Yes	$10,000.00	0		
1	1.2	Student Achievement & Development	Yes	25949	24289		
1	1.3	Core Curriculum	Yes	$10,000.00	7635		
1	1.4	Supplemental Curriculum	Yes	10000	8009		
1	1.6	Academic Interventions - Tier I	Yes	$5,000.00	2500		
1	1.7	Academic Intervention - Tier II & III	Yes	26957	137		
1	1.8	English Learner Development	Yes	5000	5000		
2	2.1	Facilities	Yes	$1,000.00	7500		
2	2.2	Attendance	Yes	$5,000.00	1000		
2	2.4	Student Engagement	Yes	5000	4150		
2	2.6	Career Readiness	Yes	$5,000.00	3000		
2	2.7	Parent Communication	Yes	500	250		
2	2.8	Parent Communication - English Learners	Yes	500	250		

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)
$1,704,469	$63,397	0	3.719%	$63,720.00	0.000%	3.738%	$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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