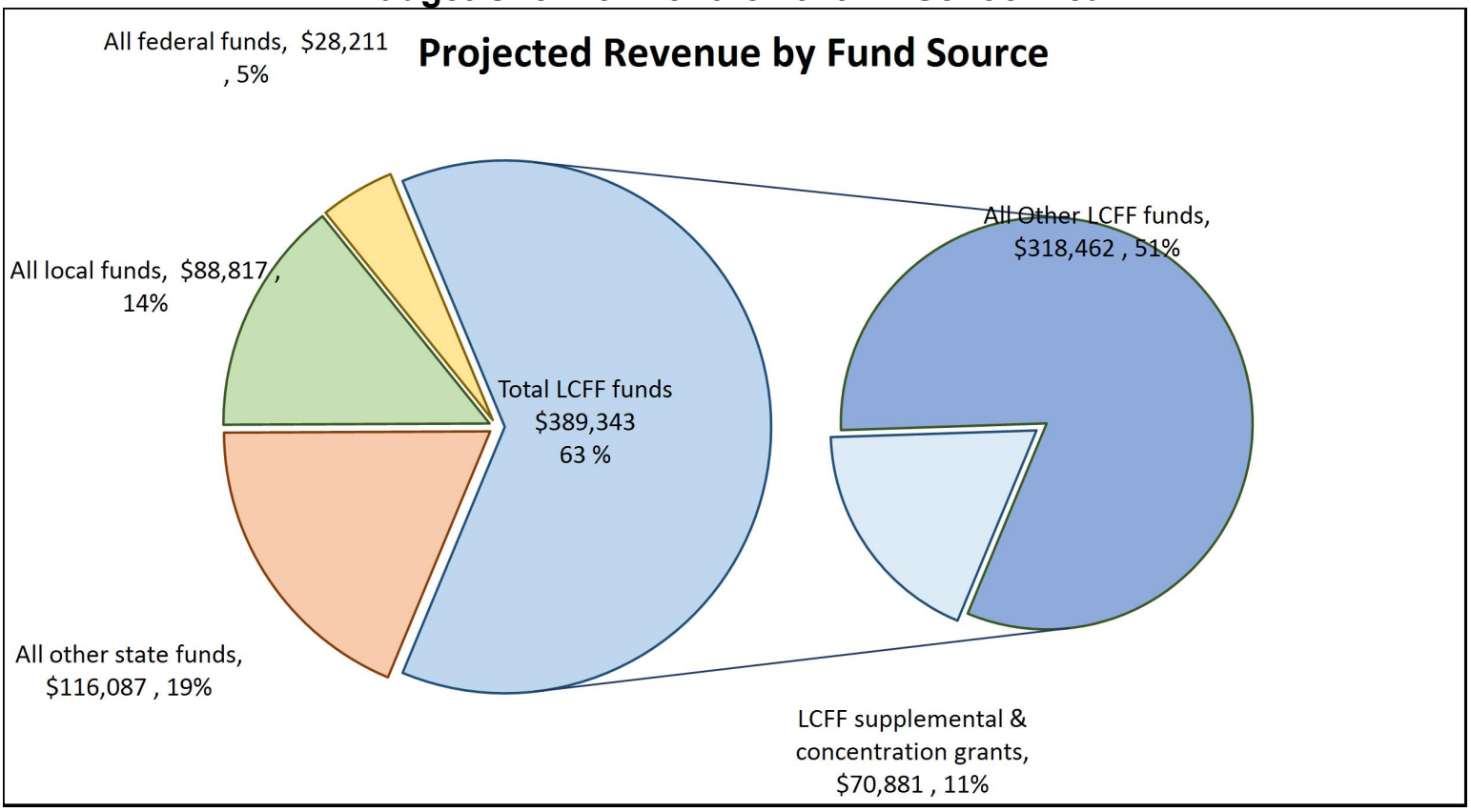
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: French Gulch-Whiskeytown School District
CDS Code: 45 69997 0000000
School Year: 2026-27
LEA contact information:
Bobbi Domingos
Superintendent/Principal
bdomingos@frenchgulchschool.com
(530) 359-2151

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

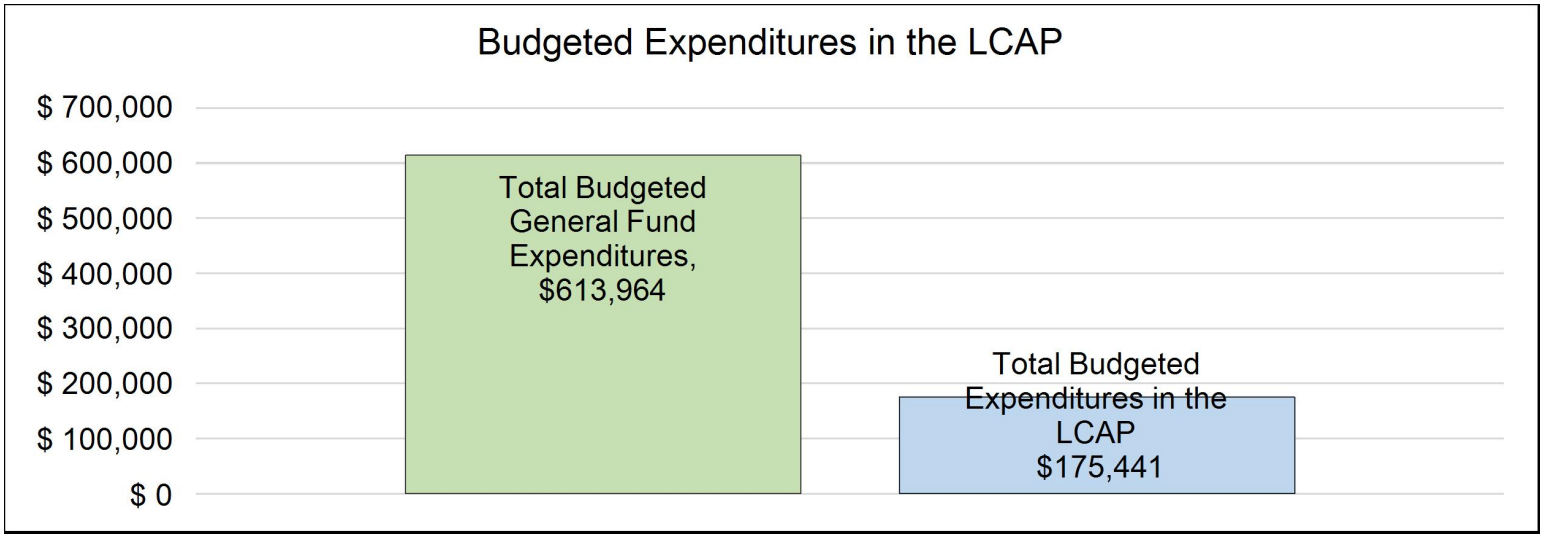


This chart shows the total general purpose revenue French Gulch-Whiskeytown School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for French Gulch-Whiskeytown School District is $622,458, of which $389343 is Local Control Funding Formula (LCFF), $116087 is other state funds, $88817 is local funds, and $28211 is federal funds. Of the $389343 in LCFF Funds, $70881 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 French Gulch-Whiskeytown 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: French Gulch-Whiskeytown School District plans to spend $613964 for the 2026-27 school year. Of that amount, $175441 is tied to actions/services in the LCAP and $438,523 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

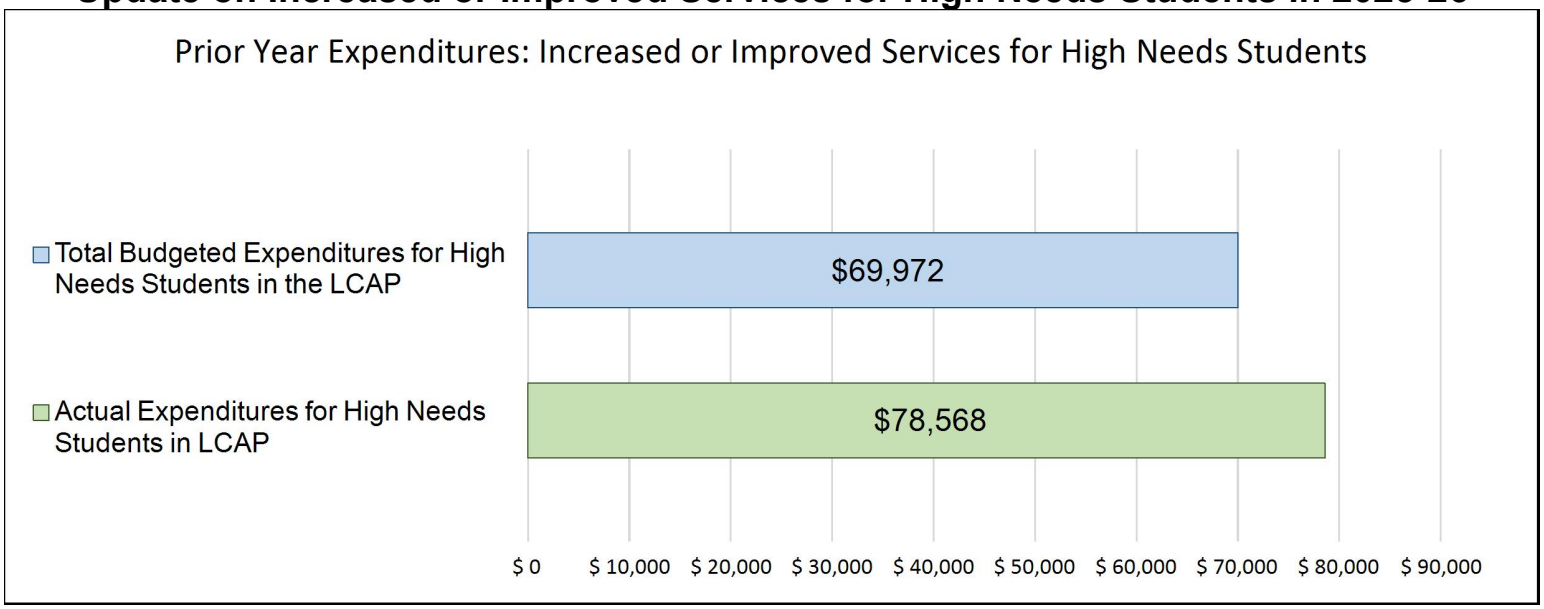
General Fund expenditures not included in the LCAP are district-wide operational costs, including routine facility operations, utilities, insurance, and administrative operations.

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

In 2026-27, French Gulch-Whiskeytown School District is projecting it will receive $70881 based on the enrollment of Foster Youth, English learner, and low-income students. French Gulch-Whiskeytown School District must describe how it intends to increase or improve services for high needs students in the LCAP. French Gulch-Whiskeytown School District plans to spend $72904 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 French Gulch-Whiskeytown 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 French Gulch-Whiskeytown 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, French Gulch-Whiskeytown School District's LCAP budgeted $69972 for planned actions to increase or improve services for high needs students. French Gulch-Whiskeytown School District actually spent $78568 for actions to increase or improve services for high needs students in 2025-26.



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
French Gulch-Whiskeytown School District	Bobbi Domingos Superintendent/Principal	bdomingos@frenchgulchschool.com (530) 359-2151

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.

Established in 1854, French Gulch-Whiskeytown School District (FGWSD) is the second oldest continually operating public school in California. The district remains committed to maintaining a stable, student-centered learning environment that reflects the resilience and resourcefulness of its early foundations.

FGWSD serves a very small, rural student population, with current enrollment of 16 students across Transitional Kindergarten through 8th grade. Due to its size, the district operates a single classroom model for grades K–8, supported by one certificated Teacher of Record. Transitional Kindergarten students are served separately in alignment with credentialing requirements under the supervision of the Superintendent/Principal.

Given the district's size and staffing structure, instructional delivery is highly individualized and flexible. The district is focused on strengthening core instructional systems, including consistent daily schedules, clearly defined instructional expectations, and alignment to grade-level standards. These efforts are intended to ensure that all students have access to standards-based instruction within a multi-grade setting.

FGWSD provides students with access to basic instructional technology, including individual Chromebooks, to support differentiated learning and skill development. Technology is used as a supplemental tool to reinforce instruction and provide targeted practice.

At this time, enrichment opportunities are limited. The district has historically offered ceramics and is exploring the feasibility of offering periodic enrichment opportunities as staffing and resources allow.

The district's afterschool program, Project SHARE, continues to provide supervision and enrichment opportunities for students outside of the instructional day. The district will continue to monitor and adjust program implementation to ensure alignment with student needs and available resources.

The district serves a high-need student population. There are currently no identified English Learners. Four students (25% of enrollment) are identified as experiencing homelessness and 85% students are socioeconomically disadvantaged. Many students have experienced significant adverse childhood experiences (ACEs), which impact academic readiness, engagement, and behavior.

In response, the district is prioritizing the development of predictable routines, strong student-adult relationships, and trauma-informed practices to support student stability and access to learning.

The district has fully expended its Learning Recovery Emergency Block Grant funds and has conducted a needs assessment to guide future planning should additional funding become available.

Due to the district's high percentage of unduplicated pupils and its extremely small size, FGWSD qualifies for an Equity Multiplier Focus Goal. This designation reflects the need to strengthen instructional access, targeted intervention, and student support systems within a resource-constrained, single-teacher model.

Reflections: Annual Performance

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

Due to the extremely small size of the student population at French Gulch-Whiskeytown School District, traditional statistical reporting does not always provide an accurate representation of student performance. In many cases, individual student results can disproportionately impact reported outcomes. Additionally, state dashboard reporting does not disaggregate data for groups with fewer than 10 students, limiting the usefulness of publicly reported data for local decision-making.

As a result, the district relies on multiple measures, including local assessments, classroom performance, and CAASPP results, to monitor student progress and inform instructional decisions.

Based on available data, the district has generally maintained student performance in both English Language Arts and Mathematics. However, analysis of student work and assessment results indicates a need to strengthen English Language Arts, particularly in foundational skills, reading comprehension, and written expression.

In response, the district focused on maintaining consistent instructional routines and increasing the use of targeted, small-group and individualized support within the multi-grade classroom setting. Students were identified for additional support using available data, and instruction was adjusted to better meet individual learning needs.

The district continued to provide students with access to instructional technology, including individual Chromebooks, to support skill development and differentiated practice. Technology was used as a supplemental tool to reinforce instruction rather than as a primary mode of delivery.

Given the district's single-teacher model and wide grade span, implementation of instructional improvements required balancing whole-group instruction with individualized support. This structure continues to present challenges in ensuring consistent access to grade-level content for all students.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	The district gathered teacher input through staff surveys and ongoing informal collaboration opportunities throughout the year. The Parent Club includes limited staff participation and was not a primary source of teacher input. Teachers reviewed available student performance data, including CAASPP results and locally developed assessments, to inform understanding of student academic and behavioral needs. While teacher input was collected at various points during the year, the district identified the need to strengthen and formalize consistent structures for ongoing data analysis and feedback. As part of the LCAP development process, prior goals and actions were reviewed, and teacher feedback was considered in refining the plan to better address student needs aligned to the eight state priorities. A draft of the LCAP was presented for review, and input from teachers contributed to revisions. Moving forward, the district will continue to build more consistent systems for engaging teachers in structured data analysis and LCAP development.
Principals and Administrators	The LCAP was developed based on prior plans, available data, and input gathered through staff surveys, informal staff collaboration, and feedback from educational partners.

Educational Partner(s)	Process for Engagement
	Available student performance data, including CAASPP results and locally developed assessments, were used to inform understanding of student needs. Due to the district's small enrollment, analysis emphasized local data and cohort trends. During the 2025–2026 school year, the Superintendent/Principal conducted a mid-year review of the LCAP, including existing goals and actions, to assess alignment with current student needs and district priorities. This review informed revisions reflected in the current LCAP. A draft of the LCAP will be presented to the Board and shared with staff for review and input prior to adoption. Feedback gathered through this process will be considered in final revisions.
Other School Personnel	The district gathered input from other school personnel through staff surveys and informal collaboration opportunities throughout the year. Available student performance data, including CAASPP results and locally developed assessments, were considered to inform understanding of student needs. Due to the district's small enrollment, analysis emphasized local data and cohort trends. During the 2025–2026 school year, the Superintendent/Principal conducted a mid-year review of the LCAP, including existing goals and actions, to assess alignment with current student needs and district priorities. This review informed revisions reflected in the current LCAP. A draft of the LCAP will be shared with staff, including other school personnel, for review and input prior to adoption. Feedback gathered through this process will be considered in final revisions.
Parents	The district gathered parent and community input through surveys and ongoing informal communication with families. Available student performance data, including CAASPP results and locally developed assessments, were considered to inform

Educational Partner(s)	Process for Engagement
	understanding of student needs. Due to the district's small enrollment, analysis emphasized local data and cohort trends. During the 2025–2026 school year, the Superintendent/Principal conducted a mid-year review of the LCAP, including existing goals and actions, to assess alignment with current student needs and district priorities. This review informed revisions reflected in the current LCAP. A draft of the LCAP will be shared with parents and the community for review and input prior to adoption. Feedback gathered through this process will be considered in final revisions.
Students	The district gathered student input through student surveys and informal opportunities for student voice during the school day. Student feedback, along with available data including CAASPP results and locally developed assessments, was considered to better understand student needs. During the 2025–2026 school year, the Superintendent/Principal conducted a mid-year review of the LCAP, including existing goals and actions, to assess alignment with current student needs and district priorities. This review informed revisions reflected in the current LCAP. A draft of the LCAP will be shared with students, as appropriate, for input prior to adoption. Feedback gathered through this process will be considered in final revisions.
Governing Board/Public	The Governing Board and public are engaged in the LCAP process through review of available data, including CAASPP results, locally developed assessments, and feedback gathered from educational partners through surveys and informal communication. During the 2025–2026 school year, the Superintendent/Principal conducted a mid-year review of the LCAP to assess alignment with current student needs and district priorities. This review informed revisions reflected in the current LCAP.

Educational Partner(s)	Process for Engagement
	A draft of the LCAP will be presented to the Governing Board and made available to the public for review and input prior to adoption. The district will hold a public hearing at a regularly scheduled Board meeting to receive comments on the LCAP and the Budget Overview for Parents. The Governing Board will consider all input prior to adopting the final plan.
SELPA	The district collaborated with Shasta County SELPA leadership, including the Special Education Director, to review programs and services for students with disabilities. Discussions included current services, areas of need, and considerations related to program implementation, staffing, and student support. Information from Individualized Education Programs (IEPs) and ongoing program review was used to help identify areas for improvement. This collaboration informed the inclusion of actions and supports for students with disabilities within the LCAP.
Equity Multiplier Funding	The district reviewed available student performance data, including CAASPP results and locally developed assessments, to identify the needs of students performing below standard in English Language Arts and Mathematics. Due to the district's small enrollment, analysis emphasized local data and cohort trends. Based on this review, the district identified areas of need and developed actions to support improved student outcomes. The Superintendent/Principal collaborated with staff from the Shasta County Office of Education to refine actions and identify appropriate metrics aligned to Equity Multiplier funding requirements. These actions are reflected in the LCAP to ensure targeted support for identified student groups.

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

Feedback from educational partners, including staff, families, and the Governing Board, informed revisions to the LCAP by identifying priorities related to student achievement, engagement, and behavior supports.

Available student performance data, including CAASPP results and locally developed assessments, were reviewed to identify areas of need, particularly for students performing below standard in English Language Arts and Mathematics. Due to small cohort sizes, the district emphasized local data and applied supports broadly to address identified needs.

Staff feedback and administrative review informed the refinement of actions related to student behavior and engagement, including professional development in restorative practices, de-escalation strategies, and Positive Behavioral Interventions and Supports (PBIS). Revisions were also made to suspension processes and protocols to better support all students, particularly students with disabilities.

Input from families and the community supported the inclusion of additional resources to strengthen student engagement, behavior support, and academic assistance. The district's participation in a Community Schools grant contributes to these efforts.

Feedback from the Governing Board and district leadership informed decisions to prioritize and refine actions within the LCAP in response to fiscal constraints, including reductions in one-time funding sources. As a result, actions were consolidated or eliminated to ensure alignment with current resources and district priorities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The district will provide consistent, standards-aligned instruction in English Language Arts and Mathematics through structured multi-grade instructional systems, small group instruction, targeted academic intervention, and ongoing use of student data to improve academic outcomes for all students.	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.

The district developed this goal to address the need for consistent, standards-aligned instruction and improved academic outcomes in English Language Arts and Mathematics.

Review of local assessment data and CAASPP results indicates that a significant number of students are not yet meeting grade-level standards. Due to the district's small enrollment and multi-grade, single-teacher structure, instruction must be intentionally organized to ensure all students have access to grade-level content while also receiving targeted support based on individual learning needs.

Educational partner input and data analysis identified the need to strengthen instructional consistency, increase the use of small group instruction, and improve the use of student data to guide teaching and intervention.

This goal reflects the district's focus on building a structured instructional system that supports access to grade-level standards, provides targeted intervention, and improves academic outcomes for all students within the constraints of a small, rural school setting.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student performance – CAASPP English Language Arts	2023–2024: 23.08% of students met or exceeded standard	2023–2024: 23.08% met/exceeded	N/A (data not yet available)	Increase the percentage of students meeting or exceeding	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					standard and/or demonstrate measurable growth based on CAASPP and local assessments	
1.2	Student performance – CAASPP Mathematics	2023–2024: 23.08% of students met or exceeded standard	2023–2024: 23.08% met/exceeded	N/A (data not yet available)	Increase the percentage of students meeting or exceeding standard and/or demonstrate measurable growth based on CAASPP and local assessments	No change from baseline
1.3	Teachers Appropriately Assigned and Fully Credentialed	2025-2026: 100% of teachers were fully credentialed	This metric was not included in the District's previously adopted LCAP. As part of the 2025–2026 LCAP revisions, this metric has been added to ensure alignment with current LCAP requirements. Therefore, 2025–2026 serves as the baseline year for future measurement and comparison.	2025-2026: 100% of teachers were fully credentialed	100% of teachers fully credentialed	Met
1.4	All students have access to standards aligned curriculum	2025-2026: 100% of students had access to	This metric was not included in the District's	2025-2026: 100% of students had access to	100% of students had access to	Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standards aligned curriculum	previously adopted LCAP. As part of the 2025–2026 LCAP revisions, this metric has been added to ensure alignment with current LCAP requirements. Therefore, 2025–2026 serves as the baseline year for future measurement and comparison.	standards aligned curriculum	standards aligned curriculum	
1.5	Providing ELL students access to academic content knowledge and English language proficiency	Currently 0 ELL students enrolled during 2025-2026	This metric was not included in the District's previously adopted LCAP. As part of the 2025–2026 LCAP revisions, this metric has been added to ensure alignment with current LCAP requirements. Therefore, 2025–2026 serves as the baseline year for future measurement and comparison.	Currently 0 ELL students enrolled during 2025-2026	100% of ELL students to have access to academic content knowledge and English language proficiency	Met
1.6	Chronic Absentee Rate	2025-2026: 1 chronically absent student	This metric was not included in the District's previously adopted	2025-2026: 1 chronically absent student	Maintain no more than one chronically absent student as	Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LCAP. As part of the 2025–2026 LCAP revisions, this metric has been added to ensure alignment with current LCAP requirements. Therefore, 2025–2026 serves as the baseline year for future measurement and comparison.		measured by district attendance records.	
1.7	Middle School Drop Out Rate	2025-2026: 0 Middle School Students dropped out	This metric was not included in the District's previously adopted LCAP. As part of the 2025–2026 LCAP revisions, this metric has been added to ensure alignment with current LCAP requirements. Therefore, 2025–2026 serves as the baseline year for future measurement and comparison.	2025-2026: 0 Middle School Students dropped out	Maintain that 0 Middle School Students drop out	Met
1.8	Suspenison Rate	2025-2026: 1 student received an out-of-school suspension	This metric was not included in the District's previously adopted LCAP. As part of	2025-2026: 1 student receieved an out-of-school suspension	Maintain no more than one student suspension annually.	Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the 2025–2026 LCAP revisions, this metric has been added to ensure alignment with current LCAP requirements. Therefore, 2025–2026 serves as the baseline year for future measurement and comparison.			
1.9	Expulsion Rate	2025-2026: 0 explusions	This metric was not included in the District's previously adopted LCAP. As part of the 2025–2026 LCAP revisions, this metric has been added to ensure alignment with current LCAP requirements. Therefore, 2025–2026 serves as the baseline year for future measurement and comparison.	2025-2026: 0 explusions	Maintain 0 expulsions annually.	Met

Goal Analysis [2025-26]

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

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

During the 2025–2026 school year, the district implemented core instructional programming aligned to state standards, with a continued focus on English Language Arts and Mathematics. Students participated in state testing and engaged in daily instruction designed to support progress toward meeting grade-level standards.

Instructional supports were provided through the use of instructional aides, small group instruction, and supplemental academic programs. The district implemented a structured instructional model to support multi-grade teaching, with targeted support provided based on student need. Student progress was monitored using local assessments and instructional programs such as IXL and Renaissance, which informed instructional adjustments throughout the year.

The district also introduced standards-based report cards aligned to state standards. This shift supported more consistent measurement of student progress, improved communication with families, and strengthened the district's ability to use data to inform instruction and targeted intervention.

Some planned initiatives were not fully implemented. The Leader in Me program was introduced; however, it was not implemented with full fidelity, which limited its overall impact on instructional practices and student outcomes.

The district continued to provide services for students with disabilities through coordination with the Mountain Valley JPA, ensuring access to instruction and support aligned with Individualized Education Plans.

A key challenge during implementation was the limited availability and reliability of state assessment data due to small cohort sizes. As a result, the district relied more heavily on local data and direct observation to monitor student progress. Additionally, staffing changes and adjustments to instructional structure required shifts in how instruction and support were delivered across grade levels.

Overall, the district successfully maintained consistent instructional programming. However, academic performance in English Language Arts and Mathematics remains an area of need, and continued emphasis on targeted instruction, small group support, and data-informed practices is necessary to improve student outcomes.

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.

During the 2025–2026 school year, there were differences between budgeted and estimated actual expenditures primarily related to staffing. Additional instructional aide support was utilized during the year, resulting in higher personnel costs than originally projected.

Some planned program elements were not fully implemented, including full implementation of the Leader in Me program, which contributed to differences between planned and actual expenditures.

Overall, these differences did not significantly impact the district's ability to implement core instructional actions aligned to this goal.

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

Actions implemented during the 2025–2026 school year were effective in maintaining consistent instructional programming aligned to state standards. The use of small group instruction, instructional aide support, and supplemental academic programs supported student access to instruction within the multi-grade classroom setting.

However, academic performance data, including CAASPP results and local assessments, indicates that student achievement in English Language Arts and Mathematics remains an area of need. While students are continuing to work toward meeting standards, measurable growth has not yet been demonstrated in available data.

Some actions, including professional development initiatives, were introduced but not fully implemented, which limited their overall impact on instructional practices and student outcomes.

Overall, actions supporting instructional delivery and access to learning were effective in maintaining consistent programming. However, targeted academic supports and intervention strategies will require continued refinement and stronger implementation to improve student performance outcomes.

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

Based on reflection and review of available data, the district revised Goal 1 to strengthen focus on academic outcomes in English Language Arts and Mathematics.

Metrics were streamlined to focus specifically on student performance in ELA and Math, removing measures not directly aligned to academic instruction. Target outcomes were adjusted to emphasize measurable growth using both state and local assessment data, reflecting the limitations of small cohort sizes.

Actions were refined to prioritize consistent implementation of structured multi-grade instruction, increased use of small group instruction, and targeted academic intervention. The district will focus on improving the consistency and fidelity of instructional practices and data use, emphasizing a smaller number of strategies to ensure stronger alignment with student needs and improved outcomes.

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	The district will provide professional development through staff meetings and targeted training sessions focused on improving instructional practices, student engagement, and behavior support. This includes training on the use of standards-based report cards to support consistent assessment and communication of student progress. To ensure consistent implementation, the district will implement a weekly minimum day schedule to provide dedicated time for staff meetings, professional development, and collaboration aligned to instructional practices and student support. The district will explore implementation of the Leader in Me framework to support student leadership, engagement, and school culture, contingent upon available funding and resources.	$1,000.00	Yes
1.2	Summer School	The district will provide a Summer Enrichment Program to support student engagement, enrichment, and continued connection to school. The program will include structured weekly themes and activities designed to promote exploration, creativity, and student participation. The program will be operated by district staff and will run as a full-day program. Meals, including breakfast, snack, and lunch, will be provided daily to support student access and participation. The program will be offered at no cost to enrolled students and will be available to current and incoming TK–7 students. The program supports student engagement and school connection, which contributes to consistent attendance and overall student success.	$48,588.00	No
1.3	Student Data Systems and Targeted Intervention	The district will implement student data systems and adaptive instructional programs to monitor student progress and support targeted intervention in English Language Arts and Mathematics. Programs such as Ascend Math, Lexia PowerUp, and Lexia Core5 will be used to provide supplemental instruction aligned to student needs.	$1,350.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These programs use adaptive technology to assess student skill levels, identify areas of need, and generate targeted instructional pathways. Data from these systems will be used by teachers and instructional aides to provide small group instruction and focused intervention. The district will implement standards-based report cards aligned to state standards to improve communication of student progress and support data-informed instruction.		
1.4	Multi-Tiered System of Support (MTSS) and Small Group Instruction	The district will implement a multi-tiered system of support through structured small group instruction during the school day. Instruction will be organized using a four-part rotation model, including teacher-led instruction, instructional aide support, supplemental curriculum, and independent or center-based learning. The district has developed instructional guides for English Language Arts, Science, Social Studies, and Mathematics that align content across grade levels and provide clear unit focus, writing expectations, and assessment signals. These guides are used by the Teacher of Record and instructional aide to support consistent instruction, small group implementation, and targeted intervention. The district will utilize LREBG funds to recruit, train, and retain Instructional Aides to provide targeted, in-class, and small group academic intervention. Aides will assist with foundational English Language Arts and Mathematics instruction, supporting unduplicated students (English Learners, Foster Youth, and low-income students) and pupils identified as needing learning loss recovery and social emotional support. Adaptive and supplemental instructional programs will be used to support skill development and identify areas where students require additional support. Data from assessments and instructional tools will be used to group students and guide instruction in English Language Arts and Mathematics.	$78,833.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student behavior and engagement will be supported through consistent classroom expectations, structured routines, and staff-implemented de-escalation strategies.		
1.5	Support for Foster Youth and Students Experiencing Homelessness	The District will provide coordinated support for foster youth and students experiencing homelessness to promote school stability, regular attendance, and academic success. The District will work with students, families, and community partners to identify and address barriers to participation, including transportation, enrollment, school supplies, meal access, and referrals to available community resources. The Superintendent/Principal and Teacher of Record will oversee coordination of services, monitor attendance and student engagement, and provide early intervention when concerns are identified to ensure students receive timely and appropriate support.	$1,000.00	Yes
1.6	Special Education and Students with Disabilities	The district will coordinate with Mountain Valley JPA to ensure students with disabilities receive appropriate services and support aligned with their Individualized Education Plans (IEPs). Mountain Valley JPA provides specialized services, including assessment, case management, Resource Specialist Program (RSP) support, psychological services, and speech services. District staff, including the Teacher of Record and instructional aides, will support implementation of IEP goals within the classroom and provide small group instruction and targeted support as appropriate. Staff will monitor student progress and collaborate with Mountain Valley JPA to adjust supports based on individual student needs. The district will implement consistent classroom routines, behavior supports, and de-escalation strategies to support student engagement and access to instruction.	$28,850.00	No
1.7	Attendance Monitoring	The district will support student attendance through ongoing monitoring, communication with families, and early intervention when attendance	$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		concerns arise. Staff will work collaboratively with students and families to establish attendance goals, provide positive reinforcement, and implement early interventions to promote regular school attendance. The district will maintain regular communication with families and respond to attendance concerns on a case-by-case basis. Supports may include working with families to address barriers such as transportation challenges and connecting families to available community resources, as appropriate.		
1.8	Parent and Family Engagement	The district will strengthen communication and engagement with families through regular outreach and opportunities for participation. Staff will provide ongoing communication through newsletters, phone calls, and other methods to keep families informed and connected to student learning. The district will work to establish a School Site Council and increase opportunities for parent input through surveys, Board meetings, and direct communication. The district will aim to provide regular family engagement opportunities, with a goal of offering monthly events to support student learning and strengthen school–family connections. Events may include academic-focused activities, informational sessions, or opportunities for families to support student learning at home.	$1,300.00	No
1.9	Technology	The district will maintain and update technology hardware to support student learning and instructional delivery. Students in grades TK–8 are provided access to Chromebooks to support digital learning and instructional programs. The district will replace or update student Chromebooks as needed to ensure devices are functional and support instructional use. Some classroom desktop computers used by students will also be reviewed and replaced as needed to ensure reliable access to instructional materials and digital programs.	$2,100.00	No

Action #	Title	Description	Total Funds	Contributing
		Classroom technology for instructional staff will be reviewed and updated as needed to ensure reliable access to instructional materials and digital resources.		
1.10	Supplemental Academic Support	The district will provide supplemental academic support through instructional aides and structured small group instruction during the school day. Instructional aides will support the Teacher of Record in delivering targeted instruction in English Language Arts and Mathematics, reinforcing skills and assisting with differentiated learning activities. Students will receive additional support through the district's small group rotation model, allowing for focused instruction based on individual student needs. Supplemental instructional materials and programs will be used to support skill development and intervention.	$614.00	No
1.11	Counseling Support	The District recognizes that students' social-emotional well-being and behavioral success are essential to academic achievement and a positive school climate. The District will implement consistent classroom expectations, structured routines, restorative practices, and staff-implemented de-escalation strategies to promote a safe, supportive, and engaging learning environment. Students with disabilities who require counseling services as identified in their Individualized Education Programs (IEPs) will receive those services through the District's Memorandum of Understanding (MOU) with Mountain Valley JPA.	$1,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	We strive to empower greatness in students, and the school community so that we mayprovide a safe and supportive learning environment where all students can thrive socially and emotionally and be well rounded students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district will provide a safe, stable, and supportive learning environment by strengthening student engagement, promoting positive behavior, and supporting students' social-emotional well-being to ensure all students are ready to learn.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students demonstrating positive engagement and appropriate decision-making as measured by teacher observation, behavior data, and participation	50% of students consistently demonstrate positive engagement and decision-making	80% of students demonstrate positive engagement and decision-making	This metric has been discontinued because it was not clearly defined and did not provide a reliable measure of progress.	90% of students demonstrate positive engagement and decision-making	+30% from baseline
2.2	Average Daily Attendance (ADA)	94.8%	94.8%	94.8%	Maintain ADA at or above 95%	+0.2% needed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Percentage of students participating in enrichment opportunities provided by the district (as available)	Students had access to limited enrichment opportunities based on staffing and resources	100% of students participated in available enrichment opportunities	100% of students particiapted in available enrichment opportunites	Maintain access to enrichment opportunities for 100% of students as resources allow	Maintained

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.

Goal 2 was implemented with adjustments throughout the year due to staffing and program availability. The district maintained a focus on student engagement, social-emotional well-being, and access to enrichment opportunities within the constraints of a small, single-teacher model.

Planned actions related to student engagement and well-being were implemented through consistent routines, relationship-building, and daily support for students. Attendance remained strong overall, though fluctuations occurred due to individual student circumstances.

Implementation of enrichment-related actions differed from the original plan. While some enrichment opportunities were provided, they were not consistently implemented as originally intended due to staffing limitations and program availability. As a result, certain planned enrichment offerings were not sustained throughout the year.

These challenges highlighted the impact of staffing constraints on program consistency, while the district's small size allowed for flexibility and responsiveness to student 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.

There were no significant material differences between budgeted expenditures and estimated actual expenditures for this goal. Any minor adjustments to spending were made within the scope of existing resources and did not impact the overall implementation of planned actions or services.

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

Actions related to student engagement and social-emotional well-being were generally effective in supporting a positive learning environment and consistent student participation. Students demonstrated regular engagement in daily instruction, and overall attendance remained strong.

Enrichment-related actions provided students with some access to additional learning experiences; however, these opportunities were not consistently implemented as originally planned due to staffing limitations and program availability. While students participated in available enrichment opportunities, the variability of these offerings limited their overall effectiveness in fully meeting the intended outcomes of the goal.

These results indicate that while core actions supporting engagement and well-being were effective, enrichment actions would benefit from a more flexible and sustainable approach moving forward.

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

Based on reflection, the district revised Goal 2 to ensure a more realistic and sustainable approach aligned with staffing capacity and student needs.

Enrichment is no longer tied to specific programs and will instead be provided as staffing and resources allow. Metrics have been streamlined to focus on student engagement, attendance, and access to enrichment opportunities. Actions have been adjusted to emphasize consistent routines, student engagement strategies, and support for student well-being, rather than reliance on specific programs or individual instructors.

Instructional supports, including the use of supplemental online resources, will continue to be incorporated within the classroom as appropriate to support student learning.

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	Student Social-Emotional Supports	Supports will be provided through daily classroom routines, relationship-building, and consistent expectations within the multi-grade, single-teacher setting. Staff will implement strategies to support student self-regulation, decision-making, and positive interactions. Supplemental resources and structured programs, such as Leader in Me, may be incorporated as appropriate to support social-emotional development.	$4,103.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The district will improve academic outcomes in English Language Arts and Mathematics for unduplicated pupils, including students experiencing homelessness and socioeconomically disadvantaged students, by increasing access to targeted instruction, intervention, and data-informed supports within the multi-grade classroom setting. This goal is discontinued as we no longer receive Equity Multiplier Funds.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The district developed this Equity Multiplier Focus Goal to address the academic needs of unduplicated pupils, including students who are socioeconomically disadvantaged and students experiencing homelessness.

Local assessment data and CAASPP results indicate that a significant number of students are not meeting grade-level standards in English Language Arts and Mathematics. Due to the district's small student population, state-reported data is limited; however, local data and classroom performance consistently demonstrate the need for increased academic support and targeted intervention.

Educational partner input identified the need to strengthen academic instruction through more consistent use of small group instruction, targeted intervention, and data-informed teaching practices. Students experiencing homelessness and those impacted by adverse childhood experiences may require additional academic support and consistent access to instruction to make progress toward grade-level standards.

This goal focuses on improving academic outcomes by strengthening access to instruction, increasing targeted support, and ensuring consistent use of data to guide instruction within the district's multi-grade, single-teacher model.

Administration conducted a comprehensive review of Goal 3 and determined that the existing goal and associated metrics did not provide sufficiently clear, measurable indicators for evaluating student academic growth. Specifically, the identified local measures lacked defined methodologies, established baseline data, and consistent districtwide implementation, making meaningful progress monitoring and annual reporting difficult.

As part of the District's comprehensive revision of the LCAP, administration determined that this goal would benefit from restructuring into more clearly defined and measurable academic goals. Separating English Language Arts and Mathematics into distinct goals would provide greater clarity, strengthen progress monitoring, and improve alignment between district priorities, actions, and measurable outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student performance - CAASPP English Language Arts	2023–2024: 23.08% met/exceeded	2023–2024: 23.08% met/exceeded	2024-2025: 15.38% met/exceeded	Increase % meeting/exceeding standard and/or demonstrate measurable growth using CAASPP and local data	-7.7% difference from Baseline
3.2	Student performance – CAASPP Mathematics	2023–2024: 23.08% met/exceeded	2023–2024: 23.08% met/exceeded	2024-2025- 23.08% met/exceeded	Increase the percentage of students meeting or exceeding standard and/or demonstrate measurable growth using CAASPP and local assessments	0% difference from Baseline
3.3	Local Academic Growth- Percentage of students demonstrating growth in ELA and Math based on local assessments (IXL, benchmarks, teacher data)	No baseline data was available because the District did not have a consistent local assessment system or a defined methodology for measuring student growth using local assessments during the reporting period. As a result, a baseline could not be established.	Not Available No comparable local growth data was collected.	Establish a districtwide local assessment system capable of measuring annual student growth.	Increase percentage of students demonstrating measurable growth	No comparable local growth data was collected.

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.

N/A - New Goal

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.

N/A - New Goal

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

N/A - New Goal

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.

N/A - New 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
3.1	Targeted Academic Intervention	The district will provide targeted academic intervention in English Language Arts and Mathematics through small group instruction, differentiated support, and instructional aide assistance to address individual student learning needs and close achievement gaps.	$1,662.00	Yes
3.2	Data-Driven Instruction	The district will use local assessment data, instructional programs (e.g., IXL, Renaissance), and teacher observation to monitor student progress and guide instructional decisions.	$1,767.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Instructional Capacity and Professional Development	The district will provide professional development and collaboration opportunities focused on multi-grade instruction, intervention strategies, and effective use of data to support student learning.	$1,774.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$70881	$8366

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
23.385%	0.000%	$0.00	23.385%

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:** Local assessment data and CAASPP results indicate that students, including those who are socioeconomically disadvantaged, are not consistently meeting grade-level standards in English Language Arts and Mathematics and require improved access to high-quality, standards-aligned instruction.	This action strengthens instructional practices and classroom consistency across all grade levels by providing professional development focused on standards-aligned instruction, multi-grade teaching strategies, and targeted intervention. Improving instructional quality increases student access to grade-level content and supports academic growth for unduplicated pupils. Due to the district's small size and limited staff, this action is implemented on an LEA-wide basis	Student performance in English Language Arts (CAASPP and local assessments) Student performance in Mathematics (CAASPP and local assessments)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	to ensure all students, including unduplicated pupils, benefit from consistent instructional practices and support systems.	
1.3	**Action:** Student Data Systems and Targeted Intervention **Need:** Local assessment data and CAASPP results indicate that students, including those who are socioeconomically disadvantaged, are not consistently meeting grade-level standards in English Language Arts and Mathematics and require targeted academic support to address identified skill gaps. **Scope:** LEA-wide	This action supports ongoing monitoring of student progress and provides targeted academic intervention based on identified areas of need. The use of adaptive instructional programs and local assessment tools allows staff to identify specific skill gaps and deliver focused small group instruction, improving student access to grade-level content. This action increases the effectiveness of instruction by ensuring that teaching is informed by real-time data, allowing for timely adjustments and targeted support for unduplicated pupils. Due to the district's small size and limited staff, this action is implemented on an LEA-wide basis to ensure all students, including unduplicated pupils, benefit from consistent use of data and targeted instructional support.	Student performance in English Language Arts (CAASPP and local assessments) Student performance in Mathematics (CAASPP and local assessments)
1.4	**Action:** Multi-Tiered System of Support (MTSS) and Small Group Instruction **Need:** Local assessment data and CAASPP results indicate that students, including those who are socioeconomically disadvantaged, are not consistently meeting grade-level standards in English Language Arts and Mathematics and require targeted academic support to address individual learning needs.	This action provides targeted academic support through structured small group instruction and differentiated learning opportunities within the multi-grade classroom setting. Instruction is organized using a consistent rotation model that allows the Teacher of Record and instructional aides to deliver focused instruction based on student skill level and identified areas of need. Needs assessments indicate that specific unduplicated pupil groups experienced significant learning loss and academic disruptions do to the	Student performance in English Language Arts (CAASPP and local assessments) Student performance in Mathematics (CAASPP and local assessments) Growth in English Language Arts and Mathematics, measured by local benchmark assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	COVID-19 pandemic. Providing dedicated Instructional Aides allows for smaller group instruction, individualized pacing, and immediate academic feedback, which are proven to increase student engagement and accelerate academic growth. Aligned instructional guides and supplemental programs are used to support consistency in instruction and ensure students have access to grade-level content while receiving targeted intervention. This action increases the effectiveness of instruction by providing focused, responsive support that directly addresses individual student learning needs and supports academic growth for unduplicated pupils. Due to the district's small size and limited staffing, this action is implemented on an LEA-wide basis to ensure all students, including unduplicated pupils, benefit from consistent instructional practices and access to targeted academic support.	
1.5	**Action:** Support for Foster Youth and Students Experiencing Homelessness **Need:** Foster youth and students experiencing homelessness may experience barriers to educational stability, regular school attendance, enrollment, access to educational resources, and academic success. These students may require additional coordination of services and individualized support to ensure equitable access to educational opportunities.	The District will provide coordinated support to foster youth and students experiencing homelessness by identifying and addressing barriers to school participation through assistance with enrollment, attendance, transportation, school supplies, meal access, referrals to community resources, and ongoing communication with students, families, and appropriate agencies. The Superintendent/Principal and Teacher of Record will monitor attendance, engagement, and student needs to provide timely intervention and ensure compliance with state and federal requirements.	Attendance rate of foster youth and students experiencing homelessness. Chronic absenteeism rate of identified students. Number of students identified and receiving coordinated support services. Documentation of services provided and referrals made.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		Educational stability (timely enrollment and continuity of services).
1.7	**Action:** Attendance Monitoring **Need:** Unduplicated pupils, including low-income students, English learners, foster youth, and students experiencing homelessness, may experience barriers to consistent school attendance that can negatively impact academic achievement, engagement, and access to educational opportunities. The District has identified a need to provide early intervention and individualized support to improve attendance and reduce chronic absenteeism. **Scope:** LEA-wide	The District will monitor student attendance, communicate regularly with families, and provide early intervention when attendance concerns arise. Staff will work collaboratively with students and families to identify and address barriers to attendance, including transportation challenges and referrals to available community resources, as appropriate. Because French Gulch Elementary School District serves a small student population in a single-school setting, attendance monitoring and intervention are most effectively provided on a schoolwide basis. This approach ensures that all students benefit from consistent attendance practices while allowing the District to provide additional individualized support to unduplicated pupils as needed.	Average Daily Attendance (ADA). Chronic absenteeism rate. Student attendance rate. Number of attendance interventions conducted. Documentation of family communication and attendance support provided. California School Dashboard Chronic Absenteeism Indicator.
2.1	**Action:** Student Social-Emotional Supports **Need:** A majority of the district's students are socioeconomically disadvantaged, and 25% of students are identified as experiencing homelessness. Many students have experienced adverse childhood experiences (ACEs), which impact social-emotional development, engagement, behavior, and readiness to learn.	This action supports unduplicated pupils by providing consistent, relationship-based support and predictable routines that help students develop the skills needed to engage in learning and make positive decisions. Staff implement structured expectations, proactive supports, and de-escalation strategies to maintain a stable and supportive learning environment. This action improves access to learning by reducing behavioral and social-emotional barriers	Metric 2.1: Student engagement and behavior Metric 2.2: Average Daily Attendance (ADA) Metric 2.3: Access to enrichment opportunities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	that may interfere with student engagement and participation in instruction. Due to the district's small enrollment, this action is implemented on an LEA-wide basis to ensure all students, including unduplicated pupils, benefit from consistent support systems and access to a stable learning environment.	
3.1	**Action:** Targeted Academic Intervention **Need:** A majority of students are socioeconomically disadvantaged, and 25% of students are experiencing homelessness. Local assessment data and CAASPP results indicate that students are not meeting grade-level standards in English Language Arts and Mathematics and require targeted academic support to address learning gaps. **Scope:** LEA-wide	This action provides increased and improved academic support through structured small group instruction and targeted intervention in English Language Arts and Mathematics. Instruction is adjusted based on student need, allowing unduplicated pupils to receive focused support to access grade-level content and improve academic outcomes. This action increases the intensity and frequency of academic support beyond core instruction by providing targeted intervention aligned to identified skill gaps. This results in improved access to instruction and supports measurable academic growth for unduplicated pupils. Due to the district's small size and limited staffing, this action is implemented on an LEA-wide basis to ensure all students, including unduplicated pupils, benefit from consistent access to targeted academic support.	Metric 3.1: Student performance in English Language Arts Metric 3.2: Student performance in Mathematics Metric 3.3: Local academic growth
3.2	**Action:** Data-Driven Instruction **Need:** Students, particularly those who are socioeconomically disadvantaged and experiencing homelessness, require	This action increases the effectiveness of instruction by ensuring that teaching is informed by ongoing assessment and real-time data. Staff use local assessments and instructional programs to identify specific skill gaps, adjust instruction, and provide targeted academic support.	Metric 3.1: Student performance in English Language Arts Metric 3.2: Student performance in Mathematics

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
	consistent monitoring of academic progress to identify skill gaps and ensure timely, targeted intervention in English Language Arts and Mathematics. **Scope:** LEA-wide	This action increases and improves services by enabling more timely and precise intervention for unduplicated pupils, ensuring that instruction is responsive to individual learning needs and supports measurable academic growth. Due to the district's small enrollment and limited staffing, this action is implemented on an LEA-wide basis to ensure all students, including unduplicated pupils, benefit from consistent use of data and targeted instructional support.	Metric 3.3: Local academic growth

Limited Actions

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

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

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

NA

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.

NA

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

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	303106	70881	23.385%	0.000%	23.385%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$80,937.00	$71,462.00	$20,503.00	$2,539.00	$175,441.00	$106,421.00	$69,020.00

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	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.2	Summer School	All	No			All Schools	Ongoing	$26,588.00	$22,000.00		$48,588.00			$48,588.00	
1	1.3	Student Data Systems and Targeted Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,350.00		$600.00		$750.00	$1,350.00	
1	1.4	Multi-Tiered System of Support (MTSS) and Small Group Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$78,833.00	$0.00	$61,872.00	$16,961.00			$78,833.00	
1	1.5	Support for Foster Youth and Students Experiencing Homelessness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.6	Special Education and Students with Disabilities	Students with Disabilities	No			All Schools	ongoing	$0.00	$28,850.00	$7,733.00	$1,614.00	$19,503.00		$28,850.00	
1	1.7	Attendance Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,500.00	$1,500.00				$1,500.00	
1	1.8	Parent and Family Engagement	All	No			All Schools	Ongoing	$0.00	$1,300.00	$300.00	$1,000.00			$1,300.00	
1	1.9	Technology	All	No			All Schools	Ongoing	$0.00	$2,100.00		$2,100.00			$2,100.00	
1	1.10	Supplemental Academic Support	All	No			All Schools	Ongoing	$0.00	$614.00				$614.00	$614.00	
1	1.11	Counseling Support	All Unduplicated pupils, including low-income students, English learners, foster youth, and students	No			All Schools Specific Schools: The		$1,000.00	$0.00			$1,000.00		$1,000.00	

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
			experiencing homelessness, may experience social-emotional, behavioral, and attendance-related challenges that impact their ability to fully engage in learning. The District has identified a need to provide a safe, supportive learning environment through consistent behavioral expectations, positive behavior supports, and coordinated social-emotional services that promote student well-being, engagement, and academic success.				District will implement schoolwide behavioral expectations, structured routines, restorative practices, and staff-implemented de-escalation strategies to promote a positive school climate for all students. Students with disabilities whose Individualized Education Programs (IEPs) require counseling services will receive those services through the District's Memorandum of Understanding (MOU) with Mountain Valley JPA. Because French Gulch Elementary School District serves a small student population in a single-school setting, these supports								

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
							are most effectively provided on a schoolwide basis. A schoolwide approach promotes consistent expectations, reduces barriers to learning, and provides additional support for unduplicated pupils who may benefit from a safe, predictable, and supportive learning environment. Suspension rate. Expulsion rate. Student behavior/discipline referral data. Student attendance rate. Chronic absenteeism rate.									
1	**1.12**							Ongoing								
1	**1.13**							Ongoing								
2	**2.1**	Student Social-Emotional Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Current year	$0.00	$4,103.00	$4,103.00				$4,103.00	
2	**2.2**							Ongoing								
3	**3.1**	Targeted Academic Intervention	English Learners	Yes	LEA-wide	English Learners			$0.00	$1,662.00	$1,662.00				$1,662.00	
3	**3.2**	Data-Driven Instruction	English Learners	Yes	LEA-wide	English Learners			$0.00	$1,767.00	$1,767.00				$1,767.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Instructional Capacity and Professional Development	All The district's multi-grade, single-teacher instructional model requires strong instructional strategies to effectively meet diverse student needs. Local assessment data and CAASPP results indicate that students, including those who are socioeconomically disadvantaged and experiencing homelessness, are not consistently meeting grade-level standards in English Language Arts and Mathematics and require targeted academic support.	No			All Schools Specific Schools: This action improves instructional quality by strengthening staff capacity to deliver differentiated instruction, small group instruction, and targeted intervention within the multi-grade classroom setting. Professional development and collaboration focus on effective instructional strategies, use of data, and intervention practices to support student learning. This action increases and improves services by enhancing the quality and effectiveness of instruction, resulting in more responsive and targeted academic support for		$0.00	$1,774.00		$599.00		$1,175.00	$1,774.00	

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
							unduplicated pupils and improved access to grade-level content. Due to the district's small size and limited staffing, this action is implemented on an LEA-wide basis to ensure consistent instructional practices and improved instructional delivery across all students, including unduplicated pupils. Metric 3.1: Student performance in English Language Arts Metric 3.2: Student performance in Mathematics Metric 3.3: Local academic growth									

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
303106	70881	23.385%	0.000%	23.385%	$72,904.00	0.000%	24.052 %	**Total:**	$72,904.00
								LEA-wide Total:	$72,904.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	Low Income	All Schools	$1,000.00	
1	**1.3**	Student Data Systems and Targeted Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.4**	Multi-Tiered System of Support (MTSS) and Small Group Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,872.00	
1	**1.5**	Support for Foster Youth and Students Experiencing Homelessness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	**1.7**	Attendance Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
1	**1.11**	Counseling Support				All Schools		
2	**2.1**	Student Social-Emotional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,103.00	
3	**3.1**	Targeted Academic Intervention	Yes	LEA-wide	English Learners		$1,662.00	

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 (%)
3	3.2	Data-Driven Instruction	Yes	LEA-wide	English Learners		$1,767.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$190,521.00	$159,964.81

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$2,500.00	0
1	**1.2**	Summer Camp	No	$3,000.00	20145.05
1	**1.3**	Student Data Systems	Yes	$4,680.00	1767.00
1	**1.4**	Multi-Tiered System of Support	Yes	$34,002.00	56306.88
1	**1.5**	Foster Youth Services/Homeless Youth Services	Yes	$1,000.00	0
1	**1.6**	Special Education/Students with Disabilities	No	$4,000.00	25279.43
1	**1.7**	Facilities	No	$0.00	3858.99
1	**1.8**	Counseling Services	Yes	$1,000.00	792.75
1	**1.9**	Parent Engagement	No	$1,300.00	99.74
1	**1.10**	Technology Hardware	No	$2,000.00	0
1	**1.11**	Leader in Me	Yes	$2,000.00	0

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	1.12	Attendance Campaign	Yes	$1,000.00	0
1	1.13	Interventions & Class Supports	No	$4,537.00	4664.05
1	1.14	Federal Funds	No	$23,330.00	22319.00
1	1.15	English Language Learners	No	$0.00	0
2	2.1	Students will receive social and emotional programs throughout the next three years at school.	Yes	$9,000.00	0
2	2.2	Art Instruction	Yes	$2,500.00	75.06
2	2.3	Music Instruction	Yes	$10,748.00	0
2	2.4	Ceramics instruction	Yes	$14,544.00	12868.94
2	2.5	Spanish Online Class	No	$0.00	0
2	2.6	Sign Language	Yes	$5,000.00	0
3	3.1	Enhanced Multi-Tiered System of Support (MTSS) for Academics	No	$24,380.00	11787.92
3	3.2	Comprehensive Social-Emotional Learning (SEL) Programs	No	$9,000.00	0
3	3.3	Targeted Counseling and Behavior Intervention	No	$20,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.4**	Professional Development in Trauma-Informed Practices and Engagement Strategies	No	$11,000.00	0
3	**3.5**	Continuous Progress Monitoring and Data-Driven Instruction:	No	$0.00	0

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)
55591	$69,972.00	$78,568.00	($8,596.00)	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	Professional Development	Yes	$2,500.00	500		
1	1.3	Student Data Systems	Yes	$4,680.00	1767		
1	1.4	Multi-Tiered System of Support	Yes	$16,000.00	57782		
1	1.5	Foster Youth Services/Homeless Youth Services	Yes	$1,000.00	0		
1	1.8	Counseling Services	Yes	$1,000.00	0		
1	1.11	Leader in Me	Yes	$2,000.00	0		
1	1.12	Attendance Campaign	Yes	$1,000.00	1000		
2	2.1	Students will receive social and emotional programs throughout the next three years at school.	Yes	$9,000.00	0		
2	2.2	Art Instruction	Yes	$2,500.00	500		
2	2.3	Music Instruction	Yes	$10,748.00	500		
2	2.4	Ceramics instruction	Yes	$14,544.00	16519		
2	2.6	Sign Language	Yes	$5,000.00	0		

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)
298365	55591	5.352	23.984%	$78,568.00	0.000%	26.333%	$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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