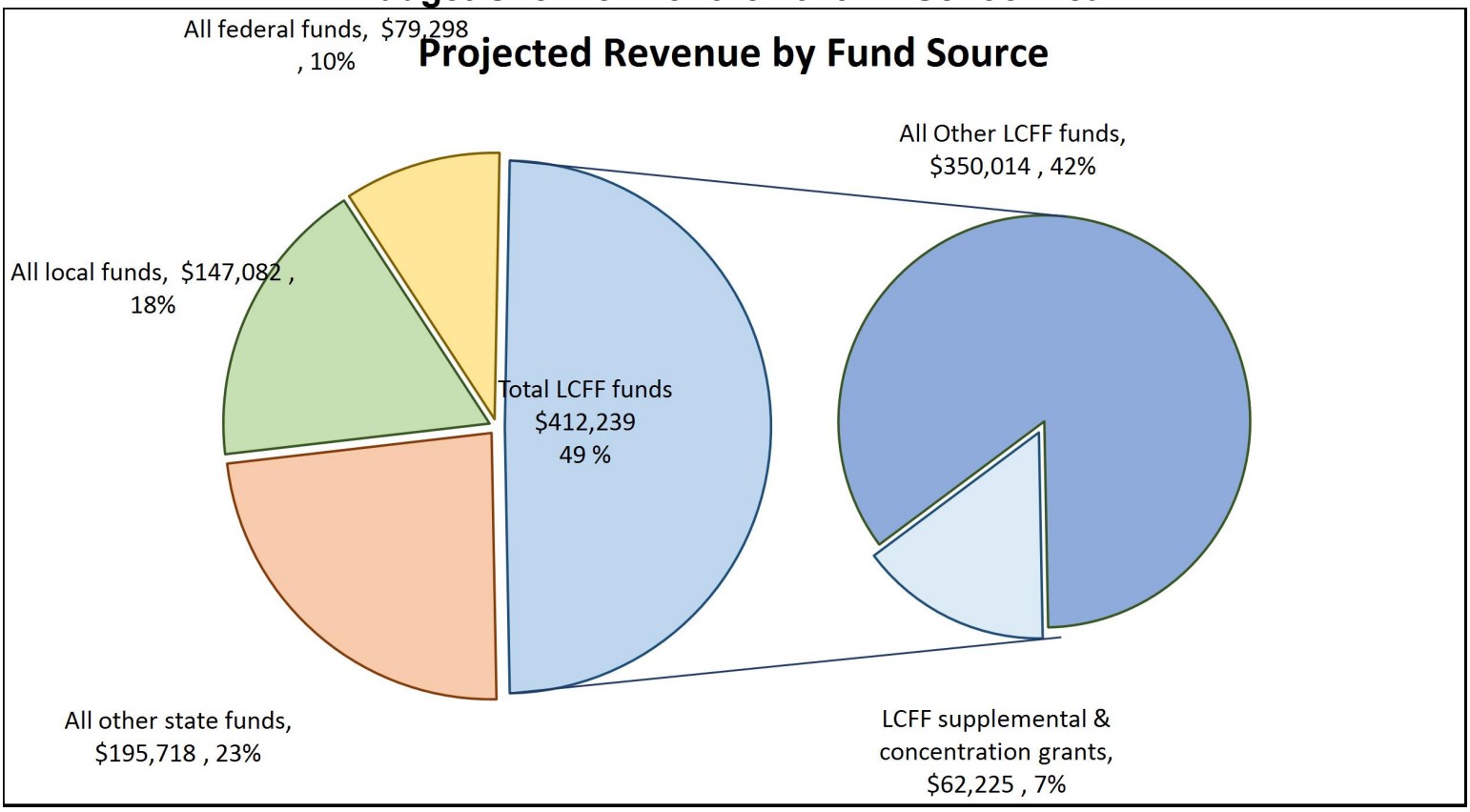
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oak Run Elementary School District
CDS Code: 45-70086-0000000
School Year: 2026-27
LEA contact information:
Daniel Moore
Principal/Superintendent
dmoore@oakrunschool.org
(530) 472-3241

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

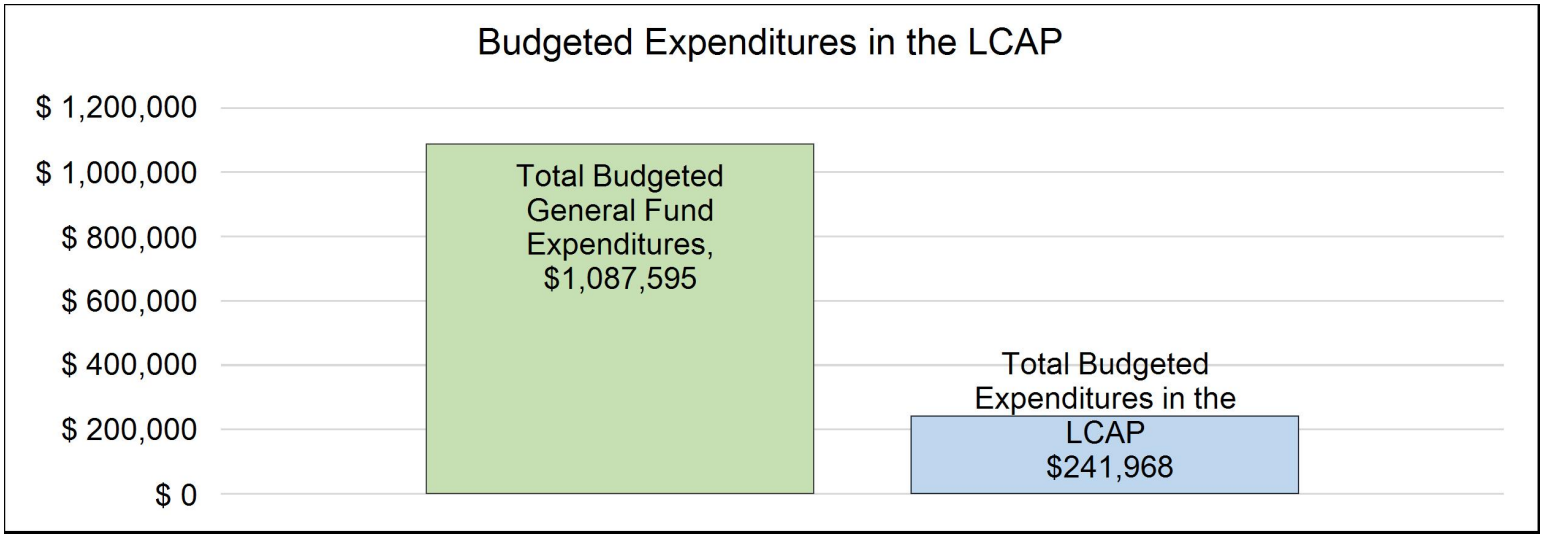


This chart shows the total general purpose revenue Oak Run Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oak Run Elementary School District is $834,337, of which $412,239 is Local Control Funding Formula (LCFF), $195,718 is other state funds, $147,082 is local funds, and $79,298 is federal funds. Of the $412,239 in LCFF Funds, $62,225 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 Oak Run Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Oak Run Elementary School District plans to spend $1,087,595 for the 2026-27 school year. Of that amount, $241,968 is tied to actions/services in the LCAP and $845,627 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

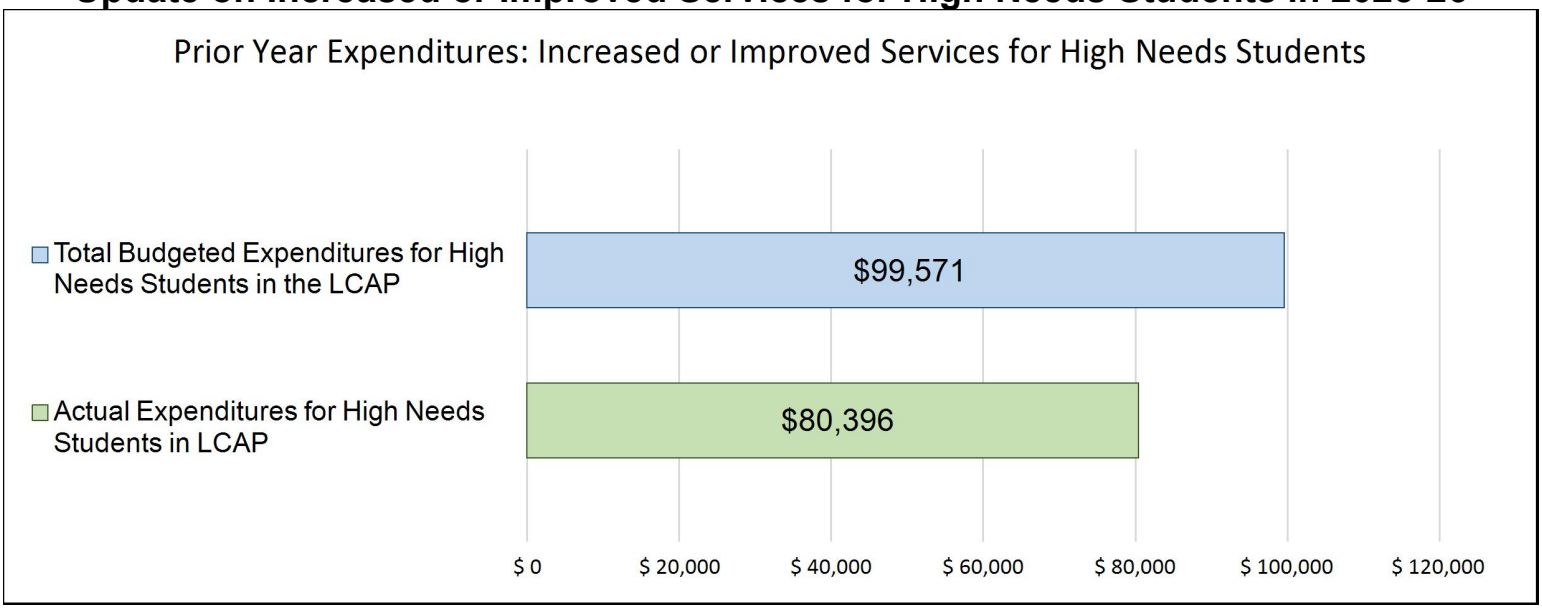
Expenditures for Admin & Maintenance, Utilities and other basic needs are not included in these expenditures.

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

In 2026-27, Oak Run Elementary School District is projecting it will receive $62,225 based on the enrollment of Foster Youth, English learner, and low-income students. Oak Run Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oak Run Elementary School District plans to spend $71,213 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 Oak Run Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oak Run Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Oak Run Elementary School District's LCAP budgeted $99,571 for planned actions to increase or improve services for high needs students. Oak Run Elementary School District actually spent $80,396 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $19,175 had the following impact on Oak Run Elementary School District’s ability to increase or improve services for high needs students:

Professional development expenditures, along with student incentives were achieved without spending the full budgeted amount.

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
Oak Run Elementary School District	Daniel Moore Principal/Superintendent	dmoore@oakrunschool.org (530) 472-3241

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.

Welcome to Oak Run Elementary School District, a TK through 8th-grade public Elementary School with a Charter School feel in Shasta County. Our program operates in a serene, rural setting in the foothills east of Redding. Oak Run is a socially and economically diverse community with strong and supportive partnerships between families and local community members and organizations. Our school culture is family-oriented with a small school education and a focus on lifelong learning. Our students are confident and well-rounded, thriving on collaboration and exploration. Overall, we grow an authentic love of learning and curiosity that is fueled by intrinsic motivation. Our program draws families from all over Shasta County. Approximately 73% of our student population is low-income, with .07% English Learners and .0% foster youth. Many of our specialized programs and facility improvements are manifested through family and community-driven resourcing and fundraising.

Our goal is simple and unwavering: learning for all—no limits, no excuses, and unlimited possibilities. To expand this opportunity, Oak Run Elementary School is proud to welcome out-of-district families seeking a meaningful, high-quality educational experience for their children.

At Oak Run, students thrive in a small, supportive environment where learning extends beyond the classroom. Surrounded by open green spaces, students engage in hands-on, real-world experiences that foster curiosity, responsibility, and a deep connection to their environment. From sustainable practices and school garden projects to farm-to-table experiences, students don’t just learn about the world—they actively participate in it.

Our experienced educators are committed to guiding each student through a well-rounded curriculum that blends strong academic foundations with innovative, experiential learning. Through engaging opportunities in agriculture, culinary arts, athletics, and enrichment programs, students develop the skills, confidence, and motivation needed for future success.

Oak Run is more than a school—it is a community dedicated to nurturing the whole child in a safe, personalized setting. We invite families to join us and discover an educational experience where every student is known, valued, and inspired to reach their full potential.

Our vision is to develop well-rounded, confident, and responsible individuals who aspire to achieve their personal best and build their emotional, social and physical well-being by empowering all students to embrace a love of learning. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal, and achievements are celebrated.

Our mission is to work together to maximize each child's sense of well-being and acquisition of skills for life and learning in an academically rich environment, where individual learning styles are recognized and encouraged.

Reflections: Annual Performance

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

Oak Run /School Staff and Administration understand that assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and funding. However, the California School Dashboard will not be utilized for assessment reports that guide our on-site or homeschool teachers' and students' teaching and learning strategies, as the State Assessments do not reflect our students' strengths and struggles in the least due to the size of the student population (fewer than 20 students). Therefore, the State Dashboard does not even minimally portray our students' academic abilities. Currently, we utilize local assessments instead.

Due to Oak Run Elementary School District's status as a Necessary Small School located in the rural mountain area of Oak Run, California, the enrollment numbers are too low for the California State Dashboard to provide an Indicator Color Status for all performance levels. However, the Chronic Absenteeism indicator shows an orange status, reflecting a 45% increase in the rate of student absences compared to the previous school year. Student attendance is one of our biggest challenges at Oak Run School District. Families encourage their children to participate in activities such as logging, canning at home, poultry and beef processing for their families food supply, etc. Therefore, our LEA will strive to incorporate elective activities of this sort to encourage daily attendance and increase enrollment. Similarly, the suspension rate also displays an orange indicator, indicating a 3.2% increase in suspensions, which corresponds to one student being suspended—a higher number than the previous school year.

To mitigate the increase in absenteeism, our LEA is offering Independent Study with our revised independent study contracts. With the increase in absenteeism, our LEA qualifies for Equity Multiplier funding. This funding will be used to provide more counseling for our students, offer opportunities for meaningful involvement, including sports, implement more spirit days and activities, increase advertising, and develop an attendance incentive program. The district's goal is to install a functioning field to attract more families and encourage currently

enrolled students to attend school daily. The first step toward improving the fields and the school is upgrading the school water system to provide clean, safe water throughout the school and fields.

To mitigate the increase in suspension rates, our LEA is reimplementing the morning meeting positive messages (with activities) as a proactive strategy for encouraging positive character development in all staff and students. LRBG funds under LCAP 1.1 - LREBG funding will be used to help accomplish this goal.

Reflections: Technical Assistance

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

Technical assistance (TA) is a process that offers targeted support to an organization, agency, or community to address development needs or resource gaps. Often referred to as consulting, it can be a valuable method for enhancing an organization's capacity. The Shasta County Office of Education has significantly increased its support for Oak Run Elementary School District. Additionally, state and county agency officials were assigned to support our Local Education Agency (LEA) due to state findings that the district was in financial straits due to incorrect attendance records. With SCOE support and negotiating with the state, the district was able to achieve a successful outcome regarding finances owed to the state, and the district is no longer in financial peril, and no longer has a qualified budget. SCOE has been true to their mission statement: To be leaders in educational excellence, offering support to schools and community to ensure Shasta County students receive a quality education preparing them for high school graduation and success in career and college; and SCOE's Core Values of: Service to and engagement of school districts, community partners, and each other for the benefit of all students. [Being] hopeful and helpful, aspiring to improve and innovate, sharing humor and joy, being trustworthy; and SCOE's Equity Statement of: SCOE is committed to building understanding of bias and its impacts to ensure equity and inclusion through developing, enhancing, and maintaining equitable systems, offering equitable access to programs, services, and resources, and fostering success for all staff, students, schools, and community partners.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Educators (Certificated & Classified)	The district prioritizes continuous staff engagement through multiple, accessible avenues for input and collaboration. These include regularly scheduled staff development meetings that incorporate structured opportunities for idea-sharing and informal collaboration among colleagues. Staff are personally invited and encouraged to attend public School Board meetings to share their perspectives and contribute to district decision-making. Additionally, the district utilizes email communication to actively solicit staff feedback, including formal and informal professional input on key initiatives. An open-door policy is maintained by site and district leadership to ensure staff have ongoing opportunities to provide input, ask questions, and engage in meaningful dialogue. These efforts are designed to promote transparency, strengthen communication, and ensure that staff voice is an integral part of the district’s continuous improvement process.
Students	The district values student voice as a critical component of the LCAP development and continuous improvement process. To support this, an annual student survey is administered to gather meaningful input on students’ academic experiences, school climate, engagement, and overall well-being. Survey results are reviewed and analyzed to help identify areas of strength, as well as opportunities for growth, and are used to inform district goals, actions, and services.

Educational Partner(s)	Process for Engagement
	In addition to the survey, the district includes representation from upper-grade students on the LCAP committee. This provides students with a direct and active role in contributing to discussions, sharing perspectives, and offering feedback on district priorities and initiatives. Together, these efforts ensure that student perspectives are consistently incorporated into decision-making processes, promoting a more inclusive, responsive, and student-centered educational environment.
Families	The district is committed to fostering meaningful family engagement by providing multiple, consistent opportunities for input and participation. A regular district newsletter is distributed to families to share information on key topics and to invite feedback. Families are also encouraged to attend and participate in public School Board meetings, where they are welcomed to share their perspectives and contribute to district decision-making. In addition, the district conducts monthly email outreach to solicit parent and guardian input on programs, services, and district priorities. Periodic automated phone calls (all-calls) are also used to invite families to visit the school or district office to provide feedback in person. To ensure broad accessibility, the district offers multiple survey formats—including online, annual comprehensive surveys, and printed surveys—to gather input from all families. Furthermore, all parents and guardians are invited to participate in the LCAP Committee, providing an additional structured opportunity for engagement in the planning and evaluation process. These efforts are designed to ensure inclusive, transparent, and ongoing collaboration with families in support of student success.
Board Members	The Governing Board is regularly engaged in the LCAP development and review process through monthly consultation and discussion. In addition to these scheduled opportunities, individual Board members may be consulted as needed to provide input, feedback, and guidance on emerging topics and district priorities.

Educational Partner(s)	Process for Engagement
	To further support active involvement, two Board members serve on the LCAP Committee, ensuring direct participation in the review of data, development of goals, and evaluation of actions and services. These practices promote ongoing communication, strengthen governance, and ensure Board perspectives are meaningfully incorporated into the district's planning and continuous improvement efforts.
The Special Education Local Plan Area Administrator	The district consulted with the Special Education Local Plan Area (SELPA) Administrator to review and analyze potential racial and ethnic disparities in the identification, placement, and discipline of students with disabilities. This consultation supported the examination of relevant data, identification of any areas of disproportionality, and consideration of strategies to promote equitable practices and outcomes for all students.
Shasta County Office of Education	The district engaged in ongoing and substantive consultation with the Shasta County Office of Education to ensure full compliance with applicable state and federal requirements. This collaboration included guidance on LCAP development, fiscal accountability, and program implementation, helping to ensure that district practices align with legal standards and best practices.
Oak Run School District's Local Bargaining Union	The district does not have recognized employee bargaining units; therefore, a formal local negotiation team is not in place. To ensure staff voice is meaningfully included in the LCAP development process, the district engages certificated and classified staff through alternative structures. These include regular staff meetings, staff development sessions, direct outreach through email and surveys, and open opportunities for input through the district's open-door policy. Staff are also invited to participate in the LCAP Committee and are encouraged to provide feedback during public Board meetings.

Educational Partner(s)	Process for Engagement
	Through these ongoing and inclusive practices, the district ensures that employee perspectives are represented and considered in the development, review, and implementation of the LCAP.
District Advisory Committee	Due to the small size of Oak Run Elementary School District, the LCAP Committee serves in the capacity of the District Advisory Committee, fulfilling the required roles and responsibilities for stakeholder input and engagement in the LCAP development process.
Principal and Superintendent - Administration	Currently, the roles of Principal and Superintendent are combined and held by a single individual. In this structure, office staff are consulted on a daily, weekly, and monthly basis to ensure consistent communication, collaboration, and input on district operations and decision-making. Beginning in the 2026–2027 school year, the district will transition to a Principal/Teacher model, working in collaboration with the Superintendent. This adjustment will continue to support regular staff consultation and maintain strong internal communication to ensure effective implementation of district programs and priorities.
Educators Students Board Members Support Staff Principal and Superintendent District Advisory Committee (LCAP Committee) Shasta County Office of Education	As a result of our single-school district's successful receipt of Equity Multiplier funds, we engaged in multiple consultations with identified educational partners. These discussions focused on developing strategies to improve student attendance and enrollment. Feedback gathered through surveys, in-person meetings, and email communication informed the development of the LCAP. Input was also sought regarding desired student and family experiences on campus and factors that may support consistent daily attendance.

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

All Educational Partners groups provided input regarding goals, metrics, actions and the district prioritized the suggestions based on the Educational partner's voice/suggestion.

All educational partner groups have collaborated through formal and informal brainstorming sessions to address the unique challenges of the school in relation to the following key focus features of the LCAP:
State Priority 1: Insuring the school facilities are well maintained and safe as well as housing the needed physical resources for programs. Insuring all students have full access to curriculum materials and highly qualified teachers.

State Priority 2: Insuring all curriculum and instruction is standards aligned. Supporting teachers with professional development that helps them develop and teach effectively. Providing supplemental materials (novels, etc.) in the English language arts program and math program.
State Priority 3: Provide resources and opportunities that help parents be active participants in helping their child(ren) successfully learn standards and develop the skills to manage their learning. Specific opportunities for parent involvement include Back to School Night, Open House, parent/teacher conferences, classroom volunteering, and family/community event nights. Home to school communication includes but is not limited to school newsletter, classroom newsletters, school website, etc. Parents are encouraged to be part of the decision making process through LCAP meetings, District Advisory Committee, attending Governing Board meetings, and casual conversations.
State Priority 4: Utilizing state assessment data, local assessments, and classroom-based assessment data to monitor student performance, develop intervention services for students, and informing instructional practices for continued student academic growth.
State Priority 5: Build within students a strong desire to be at school as they are motivated by a positive environment, a meaningful curriculum, and extra curricular activities that support learning goals.
State Priority 6: Incorporate leadership principles which helps students learn and use the effective habits in managing themselves and the way they work with others. Helping students develop leadership skills that apply to themselves, school involvement, and community involvement. Helping students develop the skills to build a positive and confident self-concept for themselves and others. Survey students, parents and teachers on the sense of safety and school connectedness.
State Priority 7: Provide a broad course of study that helps students integrate Civil skills; STEM related concepts, effective integration of technology resources, and activities that help students make connections with real-life applications. Providing intervention services to students who are struggling to meet standards through classroom Tier I, Tier II , and Tier III supports.
State Priority 8: Other student outcomes - Provide opportunities for students to be involved through community service projects, athletics, STEM activities, reading and math focus days, life-skills clubs, etc. Providing supplemental and extracurricular activities (field trips, math and reading events, music program, etc.) that help students develop talents and make meaningful connections with real-life applications.

Equity Multiplier Goal and Actions were presented for input to your various educational partner groups. While many actions were not implemented due to the changes in leadership, partner feedback suggested that these Actions should be implemented in the coming school years in order to prove their effectiveness.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic - ELA: Close the English Language Arts achievement gap using a scaffolded, multi-tiered approach by implementing instructional strategies school wide and establishing intervention groups to meet the needs of our struggling and accelerated learners as identified by grade-level, district, and state assessment results by providing a comprehensive Response to Intervention and Instruction program 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 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This approach aligns with our commitment to educational equity and excellence. A comprehensive Response to Intervention and Instruction (RTI) program will provide targeted support, enabling us to meet each student where they are and help them reach their full potential. Struggling students will receive the necessary interventions to improve their skills, while advanced students will be challenged to further their academic growth. This holistic strategy ensures that all students receive the appropriate level of support and enrichment, fostering an inclusive learning environment where everyone can thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Local Indicator Credentialed Teachers	66% credential teachers	100% credential teachers	100% credential teachers	100% credential teachers	34% increase credential teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Local Indicator Standards aligned materials	100% standards aligned materials	100% standards aligned materials	100% standards aligned materials	100% standards aligned materials	100% standards aligned materials
1.3	CA School Dashboard Academic Indicator- English Language Arts	There are approximately 32 students enrolled in Oak Run Elementary School so the CA School Dashboard does not show performance colors.	There are approximately 18 students enrolled in Oak Run Elementary School so the CA School Dashboard does not show performance colors	There are approximately 16 students enrolled in Oak Run Elementary School so the CA School Dashboard does not show performance colors	N/A	N/A
1.4	Local Indicator Middle School Drop-Out Rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate	0% middle school drop out rate
1.5	Local Indicator Expulsion Rate	0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate	0% expulsion rate
1.6	CA School Dashboard English Learner Progress Indicators Proficiency	100% of English Learner students are making progress towards English language proficiency	100% of English Learner students are making progress towards English language proficiency	100% of English Learner students are making progress towards English language proficiency	100% of English Learner students making progress towards English language proficiency	100% of English Learner students making progress towards English proficiency
1.7	Local Indicator Student survey	93% of students feel academically challenged in a broad course of study 99% of students feel safe and respected at school	Current data not available as no existing survey materials could be verified.	Most students enjoy being at school (86%), and a solid majority (67%) feel they're succeeding in their studies.	99% of students feel academically challenged in a broad course of study 99% of students feel safe and respected at school	Current data not available as no existing survey materials could be verified.
1.8	Local Indicator Staff survey	92% of staff feel they have the necessary	100% of staff feel they have the necessary	86% of staff agree or strongly agree that they have the	100% of staff feel they have the necessary	8% increase in staff acknowledging

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		resources and support to do their job.	resources and support to do their job.	resources and materials they need to do their jobs.	resources and support to do their job.	that they have the necessary resources and support to do their job.
1.9	Local Indicator Parent Input	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council/District Advisory, LCAP Committee, and survey questions.	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to have input for the school site through the School Site Council/District Advisory, LCAP Committee when meetings of those bodies are convened.	No parent surveys were returned.	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council/District Advisory, LCAP Committee, and survey questions.	100% of parents, including unduplicated pupils and individuals with exceptional needs, have the opportunity to have input for the school site through the School Site Council/District Advisory, LCAP Committee when meetings of those bodies are convened.
1.10	Local Indicator Student with Exceptional Needs	100% of Students with Exceptional Needs have access to a broad course of study and programs and services that provide them academic benefit	100% of Students with Exceptional Needs have access to a broad course of study and programs and services that provide them academic benefit	100% of Students with Exceptional Needs have access to a broad course of study and programs and services that provide them academic benefit	100% of Students with Exceptional Needs have access to a broad course of study and programs and services that provide them academic benefit	100% of Students with Exceptional Needs have access to a broad course of study and programs and services that provide them academic benefit
1.11	Local Indicator Unduplicated Students	100% of Unduplicated Students have access to a broad course of study and programs	100% of Unduplicated Students have access to a broad	100% of Unduplicated Students have access to a broad	100% of Unduplicated Students have access to a broad	100% of Unduplicated Students have access to a broad

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and services that provide them academic benefit	course of study and programs and services that provide them academic benefit	course of study and programs and services that provide them academic benefit	course of study and programs and services that provide them academic benefit	course of study and programs and services that provide them academic benefit
1.12	Local Indicator Parent survey	92% of parents feel their students are challenged academically 92% of parents feel their students are safe and respected at school	Current data not available as no existing survey materials could be verified.	No parent surveys were returned.	100% of parents feel their students are challenged academically 100% of parents feel their students are safe and respected at school	Current data not available as no existing survey materials could be verified.
1.13	Implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).
1.14	Local Indicator: Other Student Outcomes Local Assessments for English Language Arts	IXL: 76% of students are at or above standard for English Language Arts	IXL and other ELA measures indicate students are making progress toward ELA proficiency.	IXL and other ELA measures indicate students are making progress toward ELA proficiency.	IXL 85% of students are at or above standard for English Language Arts	IXL and other ELA measures indicate students are making progress toward ELA proficiency.
1.15	State Assessments Smarter Balanced Assessments - English Language Arts	Smarter Balanced Assessments for	Data unavailable due to adjustments	Due to the very small student population in Oak Run Elementary	Smarter Balanced Assessments for English Language Arts -	Data unavailable due to adjustments

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Language Arts - 13.33% of students are at or above standards		School District, Smarter Balanced Assessment results in English Language Arts are not statistically reliable or meaningful for measuring student progress or informing district-wide trends. Individual student performance varies significantly from year to year, and results cannot be generalized to evaluate overall program effectiveness. As a result, this metric does not provide useful or actionable data for continuous improvement planning in a small school context. The district will instead rely on multiple measures of student learning, including classroom-based assessments, local benchmarks, and	70% of students are at or above standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				teacher observation data to more accurately evaluate student growth and instructional effectiveness.		
1.16	Williams Quarterly Reports	0 complaints of Textbooks and Instructional materials 0 complaints of teacher vacancies or misassignments	0 complaints of Textbooks and Instructional materials 0 complaints of teacher vacancies or misassignments	0 complaints of Textbooks and Instructional materials 0 complaints of teacher vacancies or misassignments	0 complaints of Textbooks and Instructional materials 0 complaints of Teacher Vacancies or Misassignments	0 complaints of Textbooks and Instructional materials 0 complaints of teacher vacancies or misassignments

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.

Throughout 2024-25, the district sustained the structural and access-related conditions that underpin Goal 1. Curriculum remained 100% standards-aligned (Metric 1.2), all teachers remained trained in the state-adopted academic content and performance standards for both English learners and non-English learners (1.13), and 100% of English learners continued making progress toward English language proficiency (1.6). Access held steady, with 100% of students with exceptional needs and 100% of unduplicated students continuing to access a broad course of study and supporting programs and services (1.10, 1.11). The school maintained a 0% middle school drop-out rate, a 0% expulsion rate, and zero Williams complaints regarding instructional materials, teacher vacancies, or misassignments (1.4, 1.5, 1.16). Staff perception of available resources and support improved from a 92% baseline to 100% (1.8), and local ELA assessment data from IXL indicated that students continued making progress toward proficiency, though a verified year-end at-or-above-standard percentage was not finalized (1.14).

The most substantive differences between planned and actual implementation related to data collection rather than to the instructional services themselves. A sudden change in school-site leadership in January 2025 interrupted the planned administration of stakeholder surveys, and as a result the student-survey and parent-survey outcomes could not be verified for the year (Metrics 1.7 and 1.12). Statewide Smarter Balanced ELA results were likewise unavailable due to adjustments (1.15), and because of the school's small enrollment (approximately 18 students), the California School Dashboard did not generate performance colors for the Academic Indicator (1.3). Together

these gaps limited the district's ability to fully quantify movement toward the goal's targets for the year, even though the underlying multi-tiered instruction and intervention structures remained in place.

The principal challenge was the mid-year leadership transition, which disrupted survey administration and stakeholder-input processes and contributed to incomplete outcome data for the year. The school's very small enrollment continued to be a secondary constraint, since Dashboard performance colors are suppressed at low n-sizes and a handful of students can swing local percentages substantially, making year-over-year trends difficult to interpret with confidence.

Among the successes, the foundational elements of the goal were preserved despite the transition: standards-aligned materials, fully trained staff, continued progress for English learners, sustained access for students with exceptional needs and unduplicated students, and an increase in staff-reported access to the resources and support needed to do their jobs. Local IXL data also showed continued student progress in English Language Arts. Looking ahead, with new school leadership in place for 2025-26, the district anticipates that restoring consistent stakeholder surveying and input will be a priority, which should re-establish the data needed to measure progress toward the goal's Year 3 targets.

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 material differences in budgeted and estimated expenditures.

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

Metric 1.1 was deemed effective due to the district increasing credentialed teachers from 66% at baseline to 100%, a 34% increase that has been maintained across all years.
Metric 1.2 was deemed effective due to the district maintaining 100% of students with access to standards-aligned instructional materials throughout all years.
Metric 1.3 was deemed not applicable as a measure, in that the small enrollment at Oak Run Elementary School (approximately 16 students) prevents the CA School Dashboard from displaying performance colors, leaving no meaningful data to report.
Metric 1.4 was deemed effective due to the district maintaining a 0% middle school drop-out rate across all years.
Metric 1.5 was deemed effective due to the district maintaining a 0% expulsion rate across all years.
Metric 1.6 was deemed effective due to 100% of English Learner students making progress toward English language proficiency across all years.
Metric 1.7 was deemed somewhat effective, in that strong baseline results were reported, but survey data could not be verified in Year 1 and Year 2 results were mixed, with 86% of students reporting they enjoy school and 67% feeling they are succeeding in their studies.
Metric 1.8 was deemed effective due to staff consistently reporting high levels of support, rising from 92% at baseline to 100% in Year 1, with 86% reporting they have the necessary resources and materials in Year 2.
Metric 1.9 was deemed somewhat effective, in that 100% of parents were provided the opportunity to participate through the School Site Council/District Advisory and LCAP Committee, though no parent surveys were returned, which limited the input collected.
Metric 1.10 was deemed effective due to 100% of Students with Exceptional Needs having access to a broad course of study and programs and services that provide academic benefit across all years.

Metric 1.11 was deemed effective due to 100% of Unduplicated Students having access to a broad course of study and programs and services that provide academic benefit across all years.
Metric 1.12 was deemed ineffective as a measure, in that parent survey data could not be verified in Year 1 and no parent surveys were returned in Year 2, leaving no usable data to assess progress.
Metric 1.13 was deemed effective due to 100% of teachers being trained in the implementation of state-adopted academic content and performance standards for all students across all years.
Metric 1.14 was deemed effective due to local assessment measures (IXL) indicating students are making progress toward ELA proficiency, with 76% of students at or above standard at baseline and a target of 85%.
Metric 1.15 was deemed ineffective as a measure, in that the very small student population makes Smarter Balanced Assessment results in ELA statistically unreliable and not meaningful for measuring progress; the district will instead rely on multiple local measures of student learning.
Metric 1.16 was deemed effective due to the district receiving 0 complaints regarding textbooks and instructional materials and 0 complaints of teacher vacancies or misassignments in the Williams Quarterly Reports across all years.

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.

Following the mid-year leadership transition in the prior year, the district focused on stabilizing school culture and rebuilding trust and collaboration within the school community. As a result of these efforts, systems, relationships, and communication practices have been strengthened and are now stable.

For the 2025–2026 school year, with continued and consistent school leadership in place, the district has moved beyond stabilization and is now positioned to implement targeted goals and outcome-driven improvements focused on student achievement and program effectiveness.

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	Small School Education Public School Program	The district discontinued this program during the current LCAP cycle due to its limited effectiveness in practice. While the intent of the action—to ensure consistent program implementation, strengthen instructional practices, and support social-emotional learning—remains a priority, the previous model relied heavily on monitoring structures that were not consistently or effectively implemented under prior leadership. As a result, the program did not produce the intended improvements in instructional quality or student outcomes.	$4,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		With changes in district leadership, Oak Run Elementary School District has reassessed this approach and determined that a shift toward more collaborative, supportive, and sustainable systems is needed. Moving forward, the district will prioritize building staff capacity through targeted professional development, coaching, and shared accountability, rather than compliance-based monitoring. Emphasis will continue to be placed on research-based instructional strategies and the integration of social-emotional learning, supported through structured training opportunities and ongoing support for teachers. This revised approach is intended to create a more positive and effective instructional environment, ensuring stronger implementation and improved outcomes for all students. "LREB" Funds		
1.2	Professional Development	*Professional development for interventions and engagement strategies. *Professional development conference fees, substitutes, consultant costs, travel costs, etc. Staff meetings, schoolwide training from our Learning Support Teacher focused on students who are struggling, January in-service days, and sending teachers to additional trainings and visits to other schools. "LREB" Funds	$1,375.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Academic - Mathematics: Close the Math achievement gap using a scaffolded, multi-tiered approach by implementing instructional strategies school wide and establishing intervention groups to meet the needs of our struggling and accelerated learners as identified by grade-level, district, and state assessment results by providing a comprehensive Response to Intervention and Instruction program 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 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This approach aligns with our commitment to educational equity and excellence. A comprehensive Response to Intervention and Instruction (RTI) program will provide targeted support, enabling us to meet each student where they are and help them reach their full potential. Struggling students will receive the necessary interventions to improve their skills, while advanced students will be challenged to further their academic growth. This holistic strategy ensures that all students receive the appropriate level of support and enrichment, fostering an inclusive learning environment where everyone can thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local Indicator Credentialed Teachers	100% credential teachers	100% credential teachers	100% credential teachers	100% credential teachers	100% credential teachers
2.2	Local Indicator Standards aligned materials	100% standards aligned materials	100% standards aligned materials	100% standards aligned materials	100% standards aligned materials	100% standards aligned materials

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	CA School Dashboard Academic Indicator-Mathematics	There are approximately 32 students enrolled in Oak Run Elementary School so the CA School Dashboard does not show performance colors.	There are approximately 18 students enrolled in Oak Run Elementary School so the CA School Dashboard does not show performance colors.	There are approximately 18 students enrolled in Oak Run Elementary School so the CA School Dashboard does not show performance colors.	N/A	N/A
2.4	School attendance rate	95% ADA days	80% ADA days	92% ADA days	97% ADA days	-19.72 ADA days.
2.6	CA School Dashboard English Learner Progress Indicators Proficiency	100% of English Learner students are making progress towards English language proficiency	100% of English Learner students are making progress towards English language proficiency	100% of English Learner students are making progress towards English language proficiency	100% of English Learner students are making progress towards English language proficiency	100% of English Learner students are making progress towards English language proficiency
2.7	Local Indicator Student survey	93% of students feel academically challenged in a broad course of study 99% of students feel safe and respected at school	Current data not available as no existing survey materials could be verified.	While 67% of students feel they're doing well academically, 86% say they like or somewhat like coming to school.	93% of students feel academically challenged in a broad course of study 99% of students feel safe and respected at school	Current data not available as no existing survey materials could be verified.
2.8	Local Indicator Staff survey	92% of staff feel they have the necessary resources and support to do their job.	100% of staff feel they have the necessary resources and support to do their job.	86% of staff agree or strongly agree that they have the resources and materials they need to do their jobs.	100% of staff feel they have the necessary resources and support to do their job.	8% increase in staff response that they have the necessary resources and support to do their job.
2.9	Local Indicator Parent Input	100% of parents, including unduplicated pupils and individuals with exceptional needs,	100% of parents, including the parents of unduplicated	No parent surveys were returned.	100% of parents, including unduplicated pupils and	100% of parents, including the parents of unduplicated

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		have the opportunity to make decisions for the school district and each individual school site through the School Site Council/District Advisory, LCAP Committee, and survey questions.	pupils and individuals with exceptional needs, have the opportunity to offer input regarding decisions for the school when stakeholder groups are convened.		individuals with exceptional needs, have the opportunity to make decisions for the school district and each individual school site through the School Site Council/District Advisory, LCAP Committee, and survey questions.	pupils and individuals with exceptional needs, have the opportunity to offer input regarding decisions for the school when stakeholder groups are convened.
2.10	Local Indicator Student with Exceptional Needs	100% of Students with Exceptional Needs have access to a broad course of study and programs and services that provide them academic benefit	100% of Students with Exceptional Needs have access to a broad course of study and programs and services that provide them academic benefit	100% of Students with Exceptional Needs have access to a broad course of study and programs and services that provide them academic benefit	100% of Students with Exceptional Needs have access to a broad course of study and programs and services that provide them academic benefit	100% of Students with Exceptional Needs have access to a broad course of study and programs and services that provide them academic benefit
2.11	Local Indicator Unduplicated Students	100% of Unduplicated Students have access to a broad course of study and programs and services that provide them academic benefit	100% of Unduplicated Students have access to a broad course of study and programs and services that provide them academic benefit	100% of Unduplicated Students have access to a broad course of study and programs and services that provide them academic benefit	100% of Unduplicated Students have access to a broad course of study and programs and services that provide them academic benefit	100% of Unduplicated Students have access to a broad course of study and programs and services that provide them academic benefit
2.12	Local Indicator Parent survey	92% of parents feel their students are challenged academically 92% of parents feel their	Current data not available as no existing survey materials could be verified.	No parent surveys were returned.	100% of parents feel their students are challenged academically 100% of parents	Current data not available as no existing survey materials could be verified.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students are safe and respected at school			feel their students are safe and respected at school	
2.13	Implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).	100% of teachers trained in the implementation of state adopted academic content and performance standards for English Learners and non-English learners (for all students).
2.14	Local Indicator: Other Student Outcomes Local Assessments for Mathematics	IXL 73% of students are at or above standard for Mathematics	IXL and other assessments show students making progress toward standards based proficiency in mathematics	IXL and other ELA measures indicate students are making progress toward ELA proficiency.	IXL 85% of students are at or above standard for Mathematics	IXL and other assessments show students making progress toward standards based proficiency in mathematics
2.15	State Assessments Smarter Balanced Assessments - Mathematics	Smarter Balanced Assessments for English Language Arts - 15.38% of students are at or above standards	Data unavailable due to adjustments	Due to the district's small student population, the number of students in the Smarter Balanced Mathematics assessment is not sufficient to yield statistically reliable or meaningful data for year-to-year comparisons or subgroup analysis. As a result, this	Smarter Balanced Assessments for English Language Arts - 70% of students are at or above standards	Data unavailable due to adjustments

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				metric has limited usefulness as a sole measure of program effectiveness. To more accurately monitor student progress and inform instructional decisions, the district also utilizes multiple local measures, including classroom-based assessments, formative assessments, and teacher-developed evaluations. These additional data sources provide more timely and actionable insights into student learning, allowing for targeted support and continuous improvement.		
2.16	Williams Quarterly Reports	0 complaints of Textbooks and Instructional materials 0 complaints of teacher	0 complaints of Textbooks and Instructional materials 0 complaints of	0 complaints of Textbooks and Instructional materials 0 complaints of	0 complaints of Textbooks and Instructional materials	0 complaints of Textbooks and Instructional materials 0 complaints of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		vacancies or misassignments	teacher vacancies or misassignments	teacher vacancies or misassignments	0 complaints of Teacher Vacancies or Missassignments	teacher vacancies or misassignments

Goal Analysis [2025-26]

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

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

The district partially met this goal during the current LCAP cycle. Implementation of a scaffolded, multi-tiered approach to mathematics instruction was initiated schoolwide, including the use of targeted instructional strategies and the establishment of intervention groups to support both struggling and accelerated learners. Teachers utilized available assessment data to identify student needs and began integrating differentiated supports within their classrooms.

However, full implementation of a comprehensive Response to Intervention and Instruction (RTI²) program was not consistently achieved across all grade levels. Variability in instructional practices, limited capacity for consistent progress monitoring, and challenges associated with the district's small student population impacted the ability to fully realize the intended outcomes. Additionally, state assessment data in mathematics provided limited actionable insight due to small cohort sizes, making it difficult to measure growth and achievement gaps with precision.

Despite these challenges, the district has made progress in strengthening foundational instructional practices and increasing awareness of student needs. Moving forward, the district will refine its multi-tiered system of supports by establishing clearer structures for intervention, improving the use of local assessment data for progress monitoring, and providing ongoing professional development to ensure consistent implementation across all classrooms. These actions are intended to build a more cohesive and effective system to accelerate student learning and better close achievement gaps in mathematics.

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 the budgeted expenditures and the estimated actual expenditures for this action. The district implemented the planned services and expenditures as outlined in the LCAP.

The only exception was the earmarked funding for the Sue Barton program, which was not utilized during the year. This was due to a lack of trained staff to effectively implement the program, as well as a shift in program priorities toward alternative supports and instructional strategies that better aligned with current student needs.

To address this gap moving forward, the district plans to invest in staff training and capacity-building. In the upcoming year, staff will receive training in SIPPS to strengthen instructional practices and ensure more effective implementation of targeted intervention programs.

Overall, expenditures remained aligned with the intent of the action, and the district will continue to evaluate program effectiveness to ensure that resources are allocated to strategies that best support student outcomes.

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

Metric 2.1 was deemed effective due to the district maintaining 100% credentialed teachers across all years.
Metric 2.2 was deemed effective due to the district maintaining 100% of students with access to standards-aligned instructional materials across all years.
Metric 2.3 was deemed not applicable as a measure, in that the small enrollment at Oak Run Elementary School (approximately 18 students) prevents the CA School Dashboard from displaying performance colors, leaving no meaningful data to report.
Metric 2.4 was deemed somewhat effective, in that the attendance rate dropped from 95% at baseline to 80% in Year 1 but recovered to 92% in Year 2, showing improvement toward the 97% target while still remaining below baseline.
Metric 2.6 was deemed effective due to 100% of English Learner students making progress toward English language proficiency across all years.
Metric 2.7 was deemed somewhat effective, in that strong baseline results were reported, but survey data could not be verified in Year 1, and Year 2 results were mixed, with 86% of students reporting they like coming to school and 67% feeling they are doing well academically.
Metric 2.8 was deemed effective due to staff consistently reporting high levels of support, rising from 92% at baseline to 100% in Year 1, with 86% reporting they have the resources and materials they need in Year 2.
Metric 2.9 was deemed somewhat effective, in that 100% of parents were provided the opportunity to offer input through the School Site Council/District Advisory and LCAP Committee, though no parent surveys were returned, which limited the input collected.
Metric 2.10 was deemed effective due to 100% of Students with Exceptional Needs having access to a broad course of study and programs and services that provide academic benefit across all years.
Metric 2.11 was deemed effective due to 100% of Unduplicated Students having access to a broad course of study and programs and services that provide academic benefit across all years.
Metric 2.12 was deemed ineffective as a measure, in that parent survey data could not be verified in Year 1 and no parent surveys were returned in Year 2, leaving no usable data to assess progress.
Metric 2.13 was deemed effective due to 100% of teachers being trained in the implementation of state-adopted academic content and performance standards for all students across all years.
Metric 2.14 was deemed effective due to local assessment measures (IXL) indicating students are making progress toward standards-based proficiency in mathematics, with 73% of students at or above standard at baseline and a target of 85%.
Metric 2.15 was deemed ineffective as a measure, in that the district's small student population makes Smarter Balanced Mathematics results statistically unreliable and not meaningful for year-to-year or subgroup comparison; the district will instead rely on multiple local measures of student learning.
Metric 2.16 was deemed effective due to the district receiving 0 complaints regarding textbooks and instructional materials and 0 complaints of teacher vacancies or misassignments in the Williams Quarterly Reports across all years.

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.

Action 2.1 was discontinued following the 2024/25 School year due replication of services provided by Shasta COE.
Action 2.7 was discontinued following the 2024/25 School year due to a change in staffing and school focus.

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	Leading Learning Network	Professional development for leadership. Leading Learning Network annual fee. Access to tools and resources. On demand collaboration. Distributed leadership as an effective means to improve teaching and learning. Discontinues for the 2025/26 school year due to repetition of services provided by SCOE.	$1,200.00	No
2.2	Professional Development	*Professional development for interventions, and engagement strategies. *Professional development conference fees, substitutes, consultant costs, travel costs, etc.	$0.00	No
2.3	Teaching Monitoring Curriculum Implementation	Monitor teaching staff to ensure 90-100% program implementation at all times. Create a strong elementary (Grades TK-8) education Program through on-site training with social/emotional development curriculum.	$2,000.00	No
2.4	Interventions	*Teacher, Administration, and Paraprofessionals will provide small group intervention during the scheduled intervention time. Provide structure and predictable routine.	$34,804.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Provide tangible rewards for student efforts and positive behavior based on intrinsic values along with motivation/praise/support/encouragement. This lends itself to utilizing teaching moments to teach natural consequences. Proactive Intervention: Dealing with areas of need before they become a larger obstacle to student' education. Intentional Intervention: Specifically addressing an observed weakness. Formal Intervention: Using targeted methods for addressing specific needs and tracking progress. Flexible Intervention: Adjusting methods based upon the needs of the student.		
2.5	Paraprofessionals	A paraprofessional is necessary to better support student learning and address the diverse academic, behavioral, and social-emotional needs identified through data and classroom observations. Many students—particularly English Learners, low-income students, and those needing additional academic support—benefit from more individualized attention than a single teacher can consistently provide in a multi-grade or small school setting. The paraprofessional will work under the direction of certificated staff to provide targeted instructional support in core subject areas, including small group and one-on-one assistance to reinforce foundational skills in reading, writing, and mathematics. This position will also support classroom management, helping to maintain a structured and positive learning environment that maximizes instructional time for all students. In addition, the paraprofessional will assist with monitoring student progress, supporting intervention programs, and helping implement accommodations and strategies for students with diverse learning needs. They may also provide supervision during key times such as recess,	$23,234.00	Yes

Action #	Title	Description	Total Funds	Contributing
		transitions, and independent work periods, contributing to overall student safety and engagement. Providing this support on a schoolwide basis ensures that services are delivered efficiently, reduces stigma for students receiving additional help, and strengthens the overall instructional program. Ultimately, the paraprofessional role is critical in increasing student access to instruction, improving academic outcomes, and supporting a positive and inclusive school climate.		
2.6	Visual and Performing Arts	The Visual and Performing Arts Program will increase parent involvement and student engagement. Exhibitions and performances will be planned each trimester. Music and drama program - Salary and benefits Music teacher salary and benefits Books and supplies-supplemental materials to support music and dance. Incentive for English Learners, Low-income students, and Foster Youth to attend school and participate in academic activities in addition to music and drama.	$5,330.00	No
2.7	Sue Barton Reading Intervention Program - Switched to SIPPS for the 2026-2027 School Year	Sue Barton Reading Intervention Program will be implemented if the proper personnel can be trained and/or employed. This did not occur during the 2025-2026 school year. For the upcoming school year, the district will shift from the previously planned Sue Barton Reading program—which was not implemented—to the SIPPS program. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a structured, research-based reading intervention designed to provide explicit, systematic instruction in foundational literacy skills. This change reflects the district's commitment to implementing an effective, evidence-based approach to support struggling readers and strengthen overall literacy outcomes.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	SIPPS Training	SIPPS training and support will be provided by Shasta County Office of Education and implemented on a school-wide basis. LREBG funds	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Social/Emotional: Explicit instruction in social and emotional learning skills will improve 100% of students' Social/Emotional development and well-being; regardless of race, ethnicity, socio-economic status, or gender; which will influence the development and use of cognitive skills in order to aide in grade-level academic attainment, or higher; as measured by student academic production and local and state test scores.	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)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Research shows that social and emotional skills are crucial for students' overall development and have a significant impact on their cognitive abilities and academic success. By integrating SEL into our curriculum, we help students build skills such as self-awareness, self-management, social awareness, relationship building, and responsible decision-making. These skills not only contribute to a positive school environment but also support students in achieving grade-level academic attainment or higher.

This initiative ensures that every student has the tools to navigate both academic and personal challenges effectively, promoting a well-rounded educational experience. The success of this approach will be measured by improvements in student academic performance and their results on local and state assessments, reflecting the integral role of social and emotional development in academic achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Involvement	7% of students' Parents parents are actively involved in on-campus learning	Current data unavailable	20% of students' Parents parents are actively involved in on-campus learning	50% of students' Parents parents are actively involved in on-campus learning	Current data unavailable
3.2	Suspension Rate	The suspension rate from the 2023 Dashboard was 3.1%	Suspension rate less than 1%	Suspension rate less than 1%	Suspension rate of 1% or less for the 2024-25 school year	Suspension rate less than 1%

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.

Due to a mid-year change in school site leadership in January 2025, followed by the transition to new administration for the 2025–2026 school year, the incentivization program was not implemented as originally planned. The leadership transition required an immediate focus on stabilizing school operations, rebuilding systems, and reestablishing a positive and consistent school climate. As a result, priority was placed on maintaining continuity of instruction, strengthening staff collaboration, and addressing urgent student needs, which limited the capacity to fully develop and execute the program.

With new administration now in place, the district is positioned to move forward with greater clarity and alignment. The incentivization program will be revisited, refined, and implemented with fidelity to ensure it effectively supports student engagement, attendance, and academic success, particularly for English Learners, Foster Youth, and low-income students.

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 few changes in the budgeted expenditures vs. the actual expenditures.

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

Metric 3.1 was deemed somewhat effective in that the school offered a track program.
Metric 3.2 was deemed effective due to the implementation of the Community School grant and the hiring of a staff member to oversee the program.
Metric 3.3 was deemed effective due to having a school psychologist on call to support the school program.
Metric 3.4 was deemed ineffective due to untrained and unavailable staff to coordinate this program

Metric 3.5 was deemed effective, as a speech pathologist was contacted for the school year.
Metric 3.6 was deemed somewhat effective, as outside counseling services for students were provided for the school year.
Metric 3.7 was deemed effective due to the very active role a school nurse played in supporting the school in upholding the immunization requirements for students.
Metric 3.8 was deemed ineffective due to a lack of implementation.

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.

All actions will continue as planned, with improved implementation for Action 3.8.

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	Sports	Coaches stipends- LREBG funds	$2,500.00	Yes
3.2	Foster and Homeless Youth	We provide the following support for Foster and Homeless Youth: Coordinate with the case worker, attendance staff, and teacher, Ensure that transportation is not a barrier, Provide After-school-care (Camp Coral), Assign a mentor (youth or adult) to provide guidance, encouragement, and assistance, Help to find a quiet and supportive place to work and study, Develop "success plans" with goals, steps, services, and accountability. Intervene early if/when they miss school, Provide them with community resources such as: Clothes, Food, Health clinics access, Laundry services, Shower facility Hygiene kits, Provide training to teachers to create a calm and quiet management, style and provide quiet reminders of appropriate behavior.	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Teachers create a supportive environment with classroom rules developed together and solve behavior problems as a class which creates a climate of trust. Teachers also provide students with the opportunity to take time out for themselves when they are frustrated, angry, or sad. Moreover, teachers provide structure in the classroom by keeping a consistent schedule and clear rules. Annually train our classified and certificated staff to have an understanding of homelessness (In-house training). Refer students to tutoring, after-school intervention activities, etc. Coordinate with the Homeless and Foster Youth liaison in the district. Reach out to homeless families on a continuous basis. Make sure that the student is enrolled in free and reduced meal program. Assign new students a “buddy” to help them learn their way around school. Allow students necessary school supplies, to take home. Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, tutoring, etc.). We do not penalize Homeless Youth and Foster Youth students for arriving late to school. Keep some nutritional snacks for those students who might need additional nutrition (cafeteria budget). Finally, we see parents as critical partners in their child/ren’s education and provide parent outreach with our families on an ongoing basis.		
3.3	School Psychologist	School Psychologist services	$10,000.00	No
3.4	Independent Study Program Program	An independent study teacher will be maintained at each grade level to meet individualized family needs. *Offer an Independent Study Stipend to teachers who are already employees of Oak Run School. In the 2026–27 school year, the district will implement a more effective, student-centered, and family-friendly full-time independent study program designed to better support student learning and increase parent engagement.	$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Speech Pathologist	A speech pathologist, through the MVJPA will support students who have been identified with this area of need. The speech teacher will also consult with the TK-8 teachers to support the acquisition of age appropriate Speech and Language development.	$10,000.00	No
3.6	On-site Counseling Service Provider	A School Counselor will support students who have been identified with this area of need. The School Counselor will also consult with the students who have IEP's to support the acquisition of Social and Emotional development. *Counseling services contract. MVJPA	$5,000.00	No
3.7	Nursing Services	Nurse will support students who have been identified with this area of need. The Nurse will also consult with the TK-8 teachers to support the California state hearing and vision screenings. *Nurse services contract.	$3,600.00	Yes
3.8	Incentivizing English Learners, Foster Youth, and Low Income	Incentivizing students to attend school can help them succeed academically, socially, and emotionally: Academic achievement: Students who attend regularly are more likely to succeed academically and less likely to drop out. Behavior: Students who attend regularly are more likely to behave well in class. School climate: Attendance incentives can help create a positive school climate where students feel valued and supported. Social skills: Students who attend regularly can develop stronger social skills and make lifelong friends. Self-esteem: Students who attend regularly can increase their self-esteem. Learning habits: Students who attend regularly can develop good learning habits and discipline. Responsibility: Students who attend regularly can develop responsibility and time management skills. Research suggests that incentives can be effective at increasing motivation when students are unmotivated to engage in behaviors that	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		promote academic success. However, some psychologists say that extrinsic motivation, which is when an action or value is seen as a means to an end, is inversely related to intrinsic motivation, which is seen as meaningful. When creating an incentive program, it's important to tailor rewards to what will motivate students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Oak Run Elementary School District will increase our attendance as measured by the metrics below. Equity Multiplier funds will also restore the MOT to full-time and add an instructional paraprofessional to increase individualized support for students performing at the lowest levels. These actions directly address the conditions that contribute to low achievement and chronic absenteeism among our identified student groups, and are consistent with evidence-based supports required under EC 42238.024.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

There are approximately 18 students enrolled in Oak Run Elementary School District. FIX - HEATHER 15.6% of students are chronically absent. Due to the district's small enrollment size, English Language Arts and Mathematics results are not publicly reported in order to protect student privacy. The limited number of students in each tested group makes individual student performance potentially identifiable, and therefore data suppression is required.. However, educational partners discussed the need to focus efforts on attendance and believe student academics will increase as a result of this focus. We have seen great improvement in our attendance this year. In addition, Oak Run Elementary School District will improve outcomes for its highest-need students — including socioeconomically disadvantaged (SED) students, English Learners (EL), and students with disabilities (SWD) — by restoring the Maintenance, Operations, and Transportation (MOT) position to full-time and hiring an additional instructional paraprofessional, ensuring students have access to safe, clean, functioning facilities and increased individualized academic support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic absenteeism rate	2022-2023	Oak Run Elementary School	Oak Run Elementary School	Oak Run Elementary School	Data unavailable due to adjustments

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Oak Run Elementary School District-15.6% of all students are chronically absent.	District-8 % of all students are chronically absent.	District-45% of all students are chronically absent.	District-Decrease the chronic absenteeism rate to less than 10%	
4.2	Suspension Rate	The suspension rate from the 2023 Dashboard was 3.1%	Data unavailable due to adjustments	Suspension rate is less then 1%	Suspension rate of 1% or less for the 2024-25 school year	Data unavailable due to adjustments
4.3	Increase steady Enrollment	Current enrollment is 32 students	26/11	Current enrollment is 19	60 students enrolled	18.75% decrease and a 65.62% decrease
4.4	Increase School Spirit and Belonging	15% of enrolled students demonstrate school spirit and belonging	No available data.	67% of students feel they are doing well in their studies, while 86% like or somewhat like coming to school.	75% of enrolled students demonstrate school spirit and belonging	No available data.
4.5	Student groups that have the lowest performance level on one or more state indicators on the Dashboard	Due to Oak Run Elementary School District's status as a Small Necessary School located in the rural mountain area of Oak Run, California, the enrollment numbers are too low for the California State Dashboard to provide an Indicator Color Status for all performance levels.	Due to Oak Run Elementary School District's status as a Small Necessary School located in the rural mountain area of Oak Run, California, the enrollment numbers are too low for the California State Dashboard to provide an Indicator Color Status for all performance levels.	Due to Oak Run Elementary School District's status as a Small Necessary School located in the rural mountain area of Oak Run, California, the enrollment numbers are too low for the California State Dashboard to provide an Indicator Color Status for all performance levels.	Due to Oak Run Elementary School District's status as a Small Necessary School located in the rural mountain area of Oak Run, California, the enrollment numbers are too low for the California State Dashboard to provide an Indicator Color Status for all performance levels.	Due to Oak Run Elementary School District's status as a Small Necessary School located in the rural mountain area of Oak Run, California, the enrollment numbers are too low for the California State Dashboard to provide an Indicator Color Status for all performance levels.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	Local Indicator Credentialed Teachers	100% credential teachers	100% credential teachers	100% credential teachers	100% credential teachers	100% credential teachers
4.7	MOT position FTE	0.5 FTE (reduced due to budget)		New for 2026-27 School Year	1.0 FTE restored and maintained	
4.8	Instructional paraprofessional FTE	.75 FTE and one cut due to budget decrease in funding (new position did not exist)		New for 2026-27 School Year	2 FTE	2 FTE

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.

To improve student attendance, the district implemented several targeted strategies during the current school year. These included making daily phone calls to parents/guardians of absent students to encourage consistent attendance and promptly address absences. In addition, monthly attendance reports were presented to the school board to ensure ongoing monitoring and transparency of attendance trends.

The district also issued School Attendance Review Board (SARB) letters as appropriate to support intervention efforts for students with chronic absenteeism. Furthermore, students identified with attendance concerns were provided with individualized positive attendance contracts to encourage improved habits through clear expectations and supportive follow-up.

These combined efforts reflect the district's commitment to improving attendance through early intervention, consistent communication with families, and supportive accountability measures.

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 major material differences between budgeted expenditures and actual expenditures.

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

Metric 4.1 was deemed ineffective due to the chronic absenteeism rate rising from 15.6% at baseline to 45% in Year 2, moving away from the target of less than 10%, despite an initial improvement to 8% in Year 1.
Metric 4.2 was deemed effective due to the suspension rate decreasing from 3.1% at baseline to less than 1%, meeting the target of 1% or less.

Metric 4.3 was deemed ineffective due to enrollment declining from 32 students at baseline to 19 students, moving away from the target of 60 students enrolled.
Metric 4.4 was deemed somewhat effective, in that no baseline-comparable data was available in Year 1, but Year 2 survey results showed strong belonging, with 86% of students reporting they like or somewhat like coming to school and 67% feeling they are doing well in their studies, against a target of 75%.
Metric 4.5 was deemed not applicable as a measure, in that Oak Run Elementary School District's status as a Small Necessary School with very low enrollment prevents the California School Dashboard from providing an Indicator Color Status for performance levels, leaving no meaningful data to report.
Metric 4.6 was deemed effective due to the district maintaining 100% credentialed teachers across all years.
Metric 4.7 was deemed somewhat effective in that the Maintenance, Operations, and Transportation (MOT) position was reduced to 0.5 FTE due to budget constraints, with the district setting a target of restoring and maintaining 1.0 FTE for the 2026-27 school year.
Metric 4.8 was deemed somewhat effective, in that the instructional paraprofessional position was reduced by budget at baseline, with the district setting a target of 2.0 FTE for the 2026-27 school year.
Metric 4.9 was deemed somewhat effective, in that this is a newly established action for the upcoming school year to hire a 1.0 FTE instructional paraprofessional who will provide small-group and individualized academic support in TK–8 classrooms, with a focus on socioeconomically disadvantaged students, English Learner students, and Students with Disabilities performing at the lowest levels in ELA and math; as a new action, outcome data is not yet available.

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.

All actions will continue as planned, with improved implementation for Actions 4.3, 4.5, 4.6, and 4.7.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Youth Club	Establish meaningful relationships between mature adults and students for the purpose of helping the student grow in their relationship with their surroundings and their life and academic goals. Research shows that students want to learn from people who care about them; they want to be discovered and known. This youth program will focus on the three things that youth club does: Reaches lost or uninvolved students, helps students grow in who they are and who they want to become, and encourages students to use their gifts	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		to better their lives in all areas. Every event and experience in our youth club will have one of these focuses. By keeping events focused on these elements, the youth club will be doing a good job of walking the fine line between attracting more students for a higher enrollment and discipling students in attending school on a regular basis; as well as increasing academic focus.		
4.2	Opportunities for meaningful involvement	Athletes, as well as students who perform in band, chorus, theater, or virtually any other extra-curricular activity, have a positive, meaningful connection to school. So, we will promote involvement in extracurricular activities. Not everyone can be an athlete, musician, or thespian. But a forward-thinking school team will be able to help kids form a positive social circle and encourage them by finding them a role as a manager for a team, a stagehand, etc. This will assist in creating mew sports teams for Oak Run Elementary School, create places in music or drama class, open up opportunity for real-life skills, and other extra-curricular activities.	$8,000.00	No
4.3	Voluntary Attendance Recovery Program	Attendance is one of the greatest indicators of success for students. If students attend school regularly they have a greater chance of success. Research shows that just missing 10% of school can cause students to fall behind academically. In order to help increase overall student attendance we will be implementing several programs, including perfect attendance recesses, All-In 100% Attendance, Perfect Attendance Incentives/Awards, monthly raffles and Saturday School along with offering 30 non-school days with ELOP funds	$25,000.00	No
4.4	School Culture and climate enhancement	At a time when so many students feel isolated among peers, school spirit days can facilitate increased engagement among each other and staff, which tends to increase interest in daily school attendance and builds a sense of belonging. This feeling of belonging also leads to increased achievement, involvement, and confidence. Many studies show that students who show more school spirit perform better academically, are	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		more socially and civically engaged, and are happier in general than their less-spirited peers and will be more interested in attending school daily.		
4.5	Advertisement	For starters, it's vital for school leaders to create awareness around the importance of student attendance. When families are informed about the negative effects of chronic absenteeism via attendance campaign adds, promotions, and conversations; they're more likely to take attendance seriously and find strategies to help their kids buck the trend. We plan to do this in fun, creative ways that make students excited to come to school. We plan to boost attendance and participation with a student marketing team. We will work with our student marketing team to drum up giveaways for our school, our social media followers, or our community. For giveaways, we are considering merchandise promoting our school, tickets to upcoming showcases and events, or other items related to our program that will help us in the long run.	$1,500.00	No
4.6	Attendance Incentives	Attendance in the classroom is a foundational factor in student success and directly supports academic achievement. When students are consistently present for lessons, activities, projects, and instruction, they are better able to build skills, deepen understanding, and make meaningful academic progress. Conversely, chronic absenteeism limits learning opportunities and slows overall growth. To improve student attendance, the district is implementing positive, incentive-based strategies designed to encourage regular school participation. The purpose of these incentives is to motivate students by recognizing and rewarding consistent attendance, helping them connect attendance with positive outcomes and school success. Incentives include recognition through morning announcements and awards. Students who demonstrate strong attendance will be acknowledged publicly, either schoolwide or within the classroom. This positive recognition helps reinforce good attendance habits and provides meaningful encouragement through school-wide celebration.	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
		The district also plans to offer special incentives such as “Lunch with the Principal,” where students with strong attendance may be invited to share lunch with the principal in a special campus location of their choice. This opportunity provides positive relationship-building and reinforces the importance of attendance in a meaningful way. Classroom celebrations and parties will also be used as incentives. When attendance goals are met, students will participate in planned celebrations that may be suggested by students themselves, further increasing engagement and ownership in the importance of attendance. In addition, field trips will serve as a high-interest incentive tied to attendance goals. Students who demonstrate consistent attendance will have increased opportunities to participate in educational and enriching field trip experiences. These combined strategies are designed to build a positive school culture around attendance, increase student engagement, and support improved academic outcomes through consistent school participation.		
4.7	Student Health Upgrade	At Oak Run School, the current water system has reached a point of reduced effectiveness, resulting in ongoing concerns regarding water quality and reliability. Access to safe, clean drinking water is a fundamental requirement for maintaining a healthy school environment, and any compromise in this system has the potential to directly impact student health, comfort, and attendance. When water quality is inconsistent or perceived as unsafe, it can lead to decreased student and staff confidence in the campus environment, as well as potential increases in absenteeism due to health-related concerns. Ensuring dependable access to clean water is therefore not only an operational necessity but also a critical factor in supporting consistent student engagement and learning. In addition, the condition of the water system may negatively affect the school’s physical education and sports programs. These programs are an essential part of the educational experience at Oak Run School, supporting	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students' physical health, emotional well-being, teamwork skills, and overall academic readiness. Limitations in water access can hinder student participation, reduce program effectiveness, and impact the school's ability to fully implement a comprehensive, well-rounded instructional program. Addressing the water system is therefore a priority to ensure a safe, healthy, and fully functional learning environment. Investment in this infrastructure directly supports student wellness, promotes consistent attendance, and strengthens the school's ability to deliver high-quality academic and enrichment programs that serve the whole child.		
4.8	Restore MOT to 1.0 FTE.	Reinstate the Maintenance, Operations, and Transportation position to full-time to ensure daily upkeep of school facilities, grounds, and transportation. A safe, clean, and functioning campus is a prerequisite for student attendance and learning, and disproportionately benefits high-need students who lack alternatives.	$15,725.00	No
4.9	Hire 1.0 FTE instructional paraprofessional.	Add a paraprofessional to provide small-group and individualized academic support in TK–8 classrooms, with a focus on SED students, EL students, and SWD who are performing at the lowest levels in ELA and math.	$45,000.00	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
$62,225	$10,361

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
20.983%	0.000%	$0.00	20.983%

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:** Small School Education Public School Program **Need:** To inspire parents to enroll their children in our program because they appreciate the benefits of a small school environment with an emphasis on individualized attention and learning.	Parents consistently report that students learn more effectively and remain more engaged in a small-school environment, where strong relationships and frequent, meaningful communication with families support student progress, motivation, and a safe, personalized school climate.	Metrics 1.9 & 1.12

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: Schoolwide		
1.2	**Action:** Professional Development **Need:** In education there is an on-going need for education professionals to hone their skills, to stay abreast of the latest research and trends, and to provide data driven instruction. **Scope:** Schoolwide	Ongoing professional development is essential to ensure that educators continuously refine their instructional practices, remain current with research-based strategies, and effectively use data to guide instruction. These actions directly support the needs of unduplicated pupils—English learners, low-income students, and foster youth—by equipping teachers with the skills necessary to provide targeted, differentiated instruction and appropriate academic and social-emotional supports. Providing these actions on an LEA-wide and schoolwide basis ensures consistency in instructional quality and access to effective practices across all classrooms. This comprehensive approach maximizes the impact on unduplicated pupils by creating a cohesive system of support, rather than isolated efforts, and ensures that all students benefit from high-quality teaching and learning environments.	Metrics 1.8 & 2.8
2.4	**Action:** Interventions **Need:** With contemporary education focused on data driven learning, it is easy to use academic assessments to determine how best to help a student work to overcome and deficits or gaps in their learning. With the goal of helping every	With contemporary education focused on data driven learning, it is easy to use academic assessments to determine how best to help a student work to overcome and deficits or gaps in their learning. With the goal of helping every student to achieve at grade level, it is imperative that proper and timely interventions be utilized when needed.	Metrics 1.14, 1.15, 2.14, & 2.15

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
	student to achieve at grade level, it is imperative that proper and timely interventions be utilized when needed. **Scope:** Schoolwide		
2.5	**Action:** Paraprofessionals **Need:** Classroom paraprofessionals provide additional support in the learning environment by spending time helping and supporting students who might otherwise struggle with the curriculum or social emotional/behavior issues, as well as helping to provide additional challenges to those who are mastering the curriculum and might otherwise be bored or lose their motivation. **Scope:** Schoolwide	Classroom paraprofessionals provide additional support in the learning environment by spending time helping and supporting students who might otherwise struggle with the curriculum or social emotional/behavior issues, as well as helping to provide additional challenges to those who are mastering the curriculum and might otherwise be bored or lose their motivation.	Metric 2.8
2.6	**Action:** Visual and Performing Arts **Need:** The visual and performing arts (VAPA) allow students to explore other areas of interest while be provided a break from the academic program. the VAPA courses give students the opportunity to expand their capacities as they acquire self-confidence, a wider perspective, and an expandable skill set.	The visual and performing arts (VAPA) allow students to explore other areas of interest while be provided a break from the academic program. the VAPA courses give students the opportunity to expand their capacities as they acquire self-confidence, a wider perspective, and an expandable skill set.	Metrics 2.2, 2.10 & 2.11

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:		
2.7	**Action:** Sue Barton Reading Intervention Program - Switched to SIPPS for the 2026-2027 School Year **Need:** This program is no longer being offered. **Scope:** Schoolwide	NA	Metrics 1.13, 1.14, &n 1.15
2.8	**Action:** SIPPS Training **Need:** **Scope:** Schoolwide	For the upcoming school year, the district will shift from the previously planned Sue Barton Reading program—which was not implemented—to the SIPPS program. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a structured, research-based reading intervention designed to provide explicit, systematic instruction in foundational literacy skills. This change reflects the district's commitment to implementing an effective, evidence-based approach to support struggling readers and strengthen overall literacy outcomes.	Metrics 1.13, 1.14, &n 1.15
3.1	**Action:** Sports **Need:** A single sport (track) was offered this school year, but it is hoped that an additional sport may be added next year. Sports offer students the ability to understand what it means to be a	A single sport (track) was offered this school year, but it is hoped that an additional sport may be added next year. Sports offer students the ability to understand what it means to be a team player, how to handle winning and losing, and the importance of learning new skills and practicing hard to improve.	Metrics 3.1, 3.2, & 4.4

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
	team player, how to handle winning and losing, and the importance of learning new skills and practicing hard to improve. **Scope:** Schoolwide		
3.2	**Action:** Foster and Homeless Youth **Need:** Foster youth and homeless youth have different needs than other students and therefore close attention must be paid to those needs so that the proper supports can be put in place, and that all available resources can be utilized on their behalf. **Scope:** Schoolwide	Foster youth and homeless youth have different needs than other students and therefore close attention must be paid to those needs so that the proper supports can be put in place, and that all available resources can be utilized on their behalf.	Metrics 1.7, 1.11, 2.7, & 4.4
3.7	**Action:** Nursing Services **Need:** It is a benefit to the school community that there is a qualified nurse available to support students, work with families and provide accurate and timely care and information when a pain, discomfort, chronic illness, or injury has been identified. Student health and well-being is vital for real and sustained learning to take place.	It is a benefit to the school community that there is a qualified nurse available to support students, work with families and provide accurate and timely care and information when a pain, discomfort, chronic illness, or injury has been identified. Student health and well-being is vital for real and sustained learning to take place.	Metrics 4.1, 4.2, & 4.4

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: Schoolwide		
3.8	**Action:** Incentivizing English Learners, Foster Youth, and Low Income **Need:** Attendance **Scope:** Schoolwide	This action is designed to address the identified needs of English Learners, Foster Youth, and low-income students by providing targeted incentives and supports that increase engagement, attendance, and academic achievement. These student groups often face additional barriers to success, including limited access to academic resources, inconsistent school experiences, and reduced opportunities for enrichment. By incentivizing progress, participation, and consistent attendance, the district aims to remove barriers and promote equitable outcomes. This action is provided on an LEA-wide and schoolwide basis to ensure that all identified students have consistent access to supports regardless of grade level or classroom placement. Given the size and structure of the district, delivering these services schoolwide allows for more efficient implementation, reduces stigma, and fosters an inclusive environment where all students are encouraged to succeed. While the focus remains on unduplicated pupils, the strategies and supports benefit the overall school climate and contribute to improved outcomes for all students.	Attendance Records

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.

N/A

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.

Classroom paraprofessionals provide additional support in the learning environment by spending time helping and supporting students who might otherwise struggle with the curriculum or social emotional/behavior issues, as well as helping to provide additional challenges to those who are mastering the curriculum and might otherwise be bored or lose their motivation.

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	N/A	15:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	15:1

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	296,545	62,225	20.983%	0.000%	20.983%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$80,213.00	$125,255.00	$28,000.00	$10,000.00	$241,968.00	$146,468.00	$95,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Small School Education Public School Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$4,200.00	$4,200.00				$4,200.00	
1	1.2	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	on-going	$1,375.00	$0.00	$1,375.00				$1,375.00	
2	2.1	Leading Learning Network	All Students with Disabilities	No			All Schools	on-going	$0.00	$1,200.00		$1,200.00			$1,200.00	
2	2.2	Professional Development	All	No			All Schools	on-going	$0.00	$0.00	$0.00				$0.00	
2	2.3	Teaching Monitoring Curriculum Implementation	All	No			All Schools	on-going	$0.00	$2,000.00	$0.00	$2,000.00			$2,000.00	
2	2.4	Interventions	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	on-going	$34,804.00	$0.00	$34,804.00				$34,804.00	
2	2.5	Paraprofessionals	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	on-going	$23,234.00	$0.00	$23,234.00				$23,234.00	
2	2.6	Visual and Performing Arts	All	No			All Schools	on-going	$5,330.00	$0.00	$0.00	$5,330.00			$5,330.00	
2	2.7	Sue Barton Reading Intervention Program - Switched to SIPPS for the 2026-2027 School Year	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	in progress	$5,000.00	$0.00	$0.00		$5,000.00		$5,000.00	
2	2.8	SIPPS Training	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	on-going	$500.00	$500.00	$500.00	$500.00			$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
3	3.1	Sports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	on-going	$2,500.00	$0.00	$500.00	$2,000.00			$2,500.00	
3	3.2	Foster and Homeless Youth	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	on-going	$6,000.00	$0.00	$1,000.00	$5,000.00			$6,000.00	
3	3.3	School Psychologist	All Students with Disabilities	No			All Schools	on-going	$0.00	$10,000.00				$10,000.00	$10,000.00	
3	3.4	Independent Study Program Program	All	No			All Schools	on-going	$7,000.00	$500.00	$7,500.00				$7,500.00	
3	3.5	Speech Pathologist	All	No			All Schools	on-going	$0.00	$10,000.00			$10,000.00		$10,000.00	
3	3.6	On-site Counseling Service Provider	All	No			All Schools	on-going	$0.00	$5,000.00	$0.00		$5,000.00		$5,000.00	
3	3.7	Nursing Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$3,600.00	$3,600.00	$0.00			$3,600.00	
3	3.8	Incentivizing English Learners, Foster Youth, and Low Income	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	on-going	$0.00	$2,000.00	$2,000.00				$2,000.00	
4	4.1	Youth Club	All Students with Disabilities	No			All Schools	2024-2027	$0.00	$500.00		$500.00			$500.00	
4	4.2	Opportunities for meaningful involvement	All Students with Disabilities	No			All Schools	on-going	$0.00	$8,000.00			$8,000.00		$8,000.00	
4	4.3	Voluntary Attendance Recovery Program	All Students with Disabilities	No			All Schools	on-going	$0.00	$25,000.00		$25,000.00			$25,000.00	
4	4.4	School Culture and climate enhancement	All Students with Disabilities	No			All Schools	on-going	$0.00	$5,000.00		$5,000.00			$5,000.00	
4	4.5	Advertisement	All Students with Disabilities	No			All Schools	on-going	$0.00	$1,500.00		$1,500.00			$1,500.00	
4	4.6	Attendance Incentives	All Students with Disabilities	No			All Schools	on-going	$0.00	$1,500.00		$1,500.00			$1,500.00	
4	4.7	Student Health Upgrade	All Students with Disabilities	No			All Schools	on-going	$0.00	$15,000.00		$15,000.00			$15,000.00	

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
4	4.8	Restore MOT to 1.0 FTE.	All Students with Disabilities	No			All Schools	on-going	$15,725.00	$0.00		$15,725.00			$15,725.00	
4	4.9	Hire 1.0 FTE instructional paraprofessional.	All Students with Disabilities SED and EL Students	No			All Schools	on-going	$45,000.00	$0.00		$45,000.00			$45,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
296,545	62,225	20.983%	0.000%	20.983%	$71,213.00	0.000%	24.014 %	**Total:**	$71,213.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$71,213.00

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**	Small School Education Public School Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,200.00	
1	**1.2**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,375.00	
2	**2.4**	Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$34,804.00	
2	**2.5**	Paraprofessionals	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$23,234.00	
2	**2.6**	Visual and Performing Arts				All Schools	$0.00	
2	**2.7**	Sue Barton Reading Intervention Program - Switched to SIPPS for the 2026-2027 School Year	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	**2.8**	SIPPS Training	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Sports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$500.00	
3	3.2	Foster and Homeless Youth	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	3.7	Nursing Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,600.00	
3	3.8	Incentivizing English Learners, Foster Youth, and Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$246,966.00	$132,991.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Family Style Education Public School Program	Yes	$4,278.00	4278
1	**1.2**	Professional Development	Yes	$1,375.00	1375
1	**1.3**				
1	**1.4**				
1	**1.5**				
1	**1.6**				
1	**1.7**				
1	**1.8**				
1	**1.9**				
1	**1.10**				
1	**1.11**				
1	**1.13**				
1	**1.14**				
1	**1.15**				
1	**1.16**				
2	**2.1**	Leading Learning Network	No	$1,200.00	0
2	**2.2**	Professional Development	No	$0.00	0
2	**2.3**	Family Style Education Public School Program	No	$2,000.00	0
2	**2.4**	Interventions	Yes	$34,804.00	34804

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Paraprofessionals	Yes	$25,234.00	25234
2	2.6	Visual and Performing Arts	Yes	$5,780.00	5780
2	2.7	Sue Barton Reading Intervention Program	Yes	$32,000.00	0
3	3.1	Sports	Yes	$1,500.00	1500
3	3.2	Foster and Homeless Youth	Yes	$6,000.00	0
3	3.3	School Psychologist	No	$9,920.00	9920
3	3.4	Independent Study Program/Homeschool Program	No	$19,319.00	15000
3	3.5	Speech Pathologist	No	$11,400.00	1500
3	3.6	On-site Counseling Service Provider	No	$11,400.00	6000
3	3.7	Nursing Services	Yes	$3,600.00	3600
3	3.8	Incentivizing English Learners, Foster Youth, and Low Income	Yes	$10,000.00	0
4	4.1	Youth Club	No	$5,000.00	0
4	4.2	Opportunities for meaningful involvement	No	$8,000.00	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)
4	**4.3**	Saturday School	No	$5,000.00	5000
4	**4.4**	Spirit Days	No	$5,000.00	1000
4	**4.5**	Advertisement	No	$5,000.00	2500
4	**4.6**	Attendance Incentives	No	$9,156.00	500
4	**4.7**	Install a functioning track and field	No	$30,000.00	15000

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)
66450	$99,571.00	$80,396.00	$19,175.00	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	Family Style Education Public School Program	Yes	$4,278.00	4278		
1	1.2	Professional Development	Yes	$1,375.00	4200		
2	2.4	Interventions	Yes	$34,804.00	34804		
2	2.5	Paraprofessionals	Yes	$25,234.00	25234		
2	2.6	Visual and Performing Arts	Yes	$5,780.00	5780		
2	2.7	Sue Barton Reading Intervention Program	Yes	$12,000.00	0		
3	3.1	Sports	Yes	$1,500.00	1500		
3	3.2	Foster and Homeless Youth	Yes	$1,000.00	1000		
3	3.7	Nursing Services	Yes	$3,600.00	3600		
3	3.8	Incentivizing English Learners, Foster Youth, and Low Income	Yes	$10,000.00	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)
287852	66450	0	23.085%	$80,396.00	0.000%	27.930%	$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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