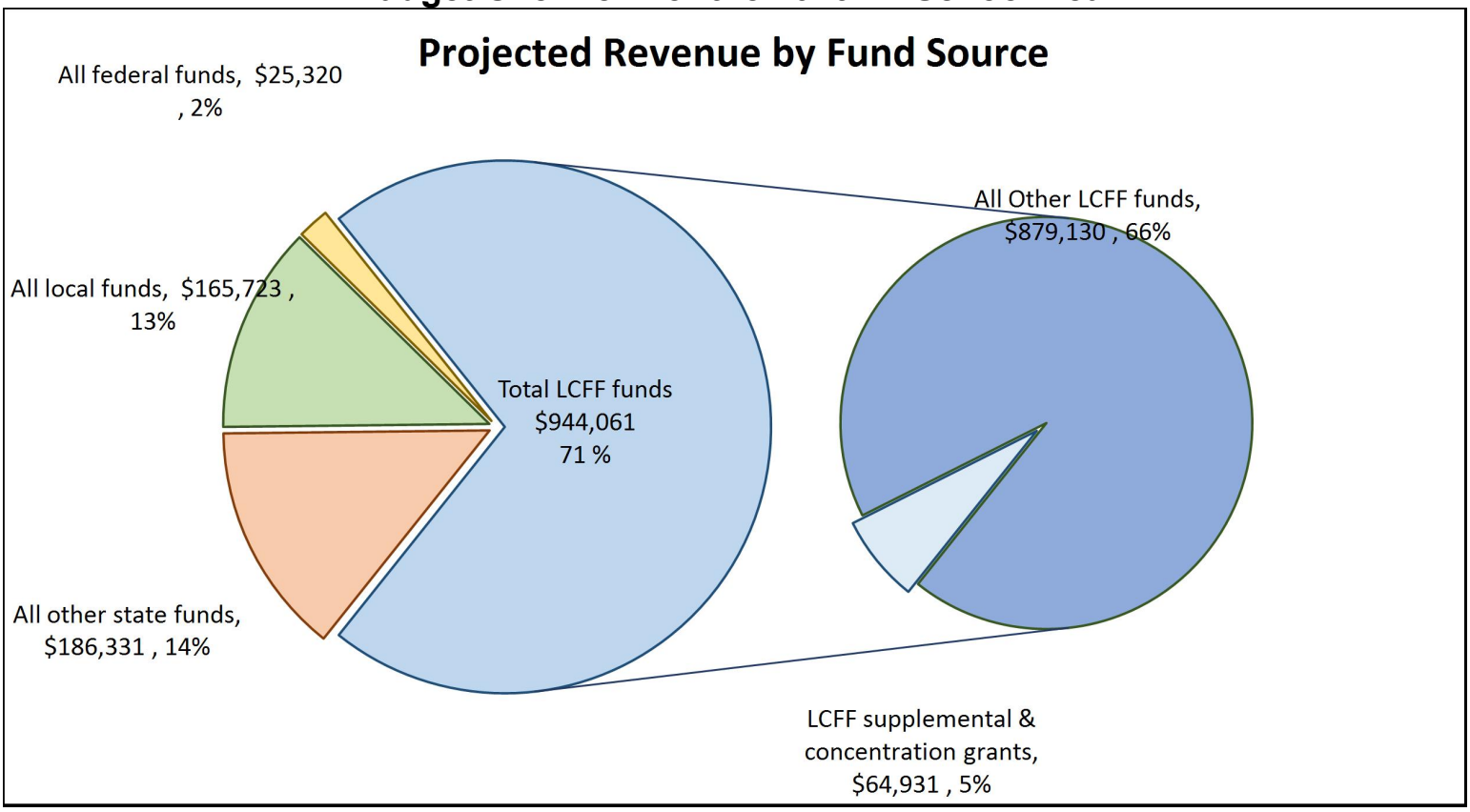
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Whitmore Union Elementary School District
CDS Code: 45701690000000
School Year: 2026-27
LEA contact information:
Tony Moebes
Superintendent/Principal
tmoebes@wujesd.org
530.472.3243

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

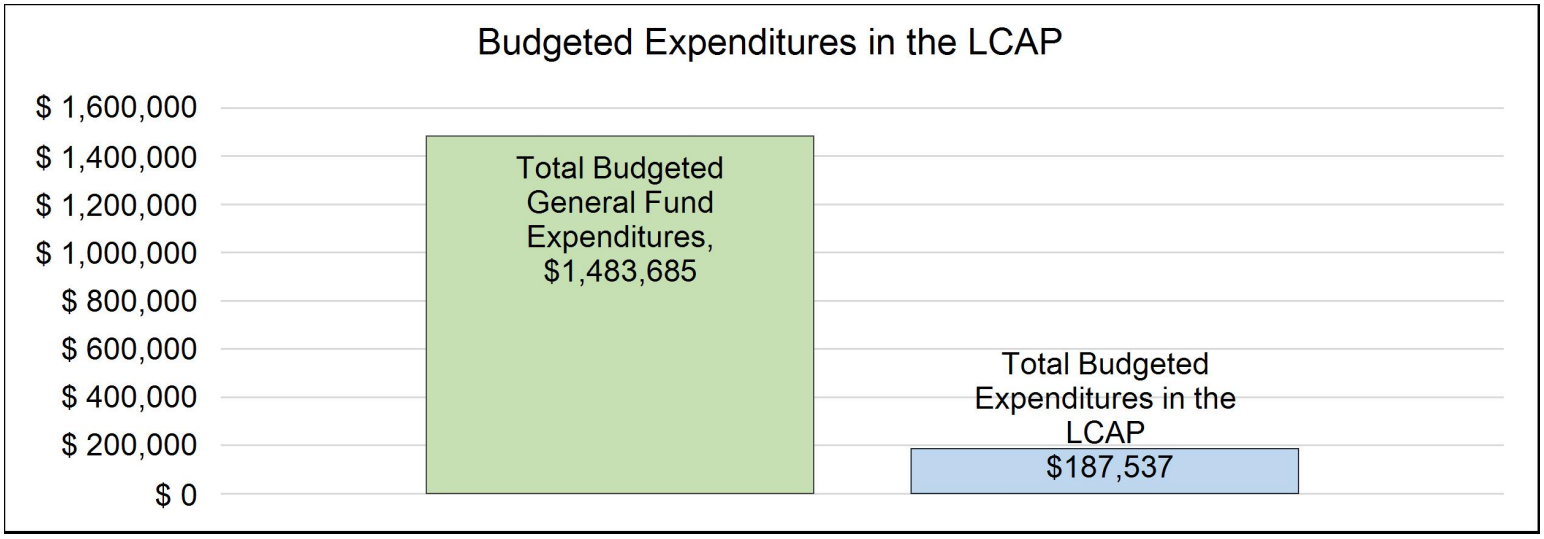


This chart shows the total general purpose revenue Whitmore Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Whitmore Union Elementary School District is $1,321,435, of which $944,061 is Local Control Funding Formula (LCFF), $186,331 is other state funds, $165,723 is local funds, and $25,320 is federal funds. Of the $944,061 in LCFF Funds, $64,931 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 Whitmore Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Whitmore Union Elementary School District plans to spend $1,483,685 for the 2026-27 school year. Of that amount, $187,537 is tied to actions/services in the LCAP and $1,296,148 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The expenditures not included in the LCAP are additional instructional costs, administrative services, operational costs and facility upgrades.

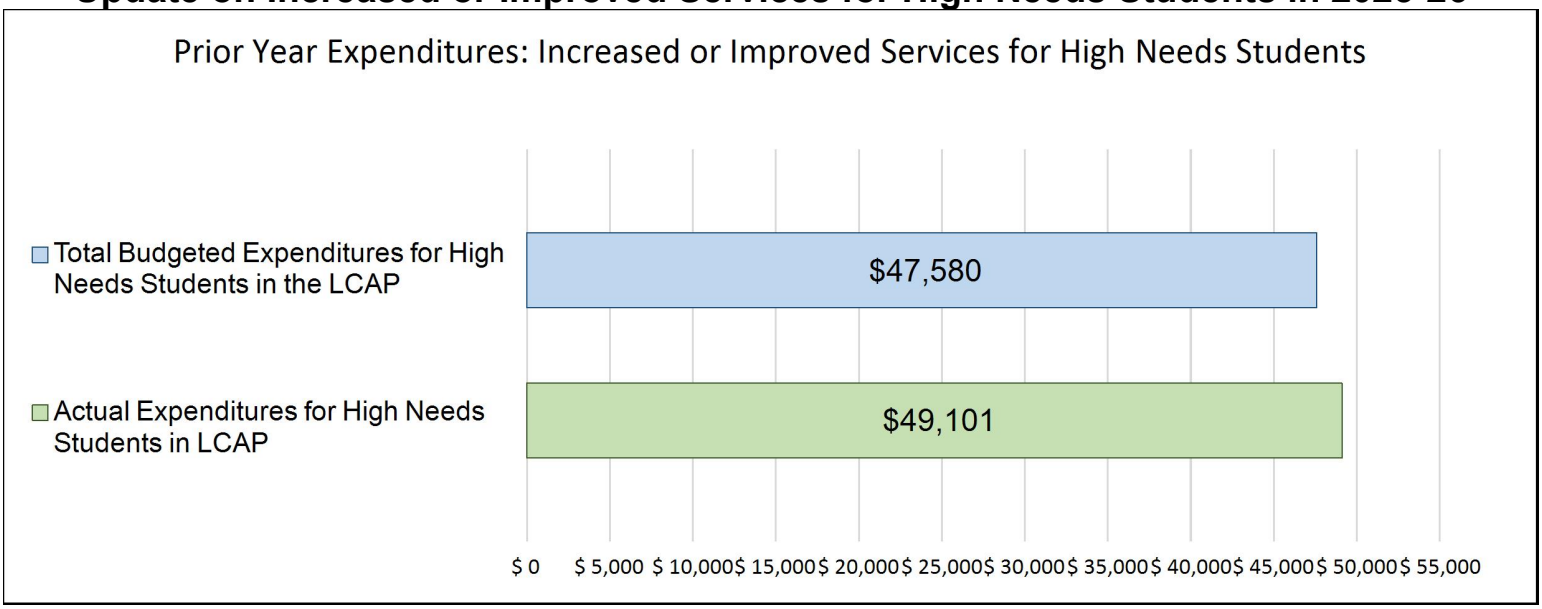
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Whitmore Union Elementary School District is projecting it will receive $64,931 based on the enrollment of Foster Youth, English learner, and low-income students. Whitmore Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Whitmore Union Elementary School District plans to spend $57,062 towards meeting this requirement, as described in the LCAP.

The district is providing funding in small groups and one-on-one using State funding. The Diis also using some Federal funding to provide students the opportunity to use nature, experiments and encourage students in math and science.

LCFF Budget Overview for Parents

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



This chart compares what Whitmore Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Whitmore Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Whitmore Union Elementary School District's LCAP budgeted $47,580 for planned actions to increase or improve services for high needs students. Whitmore Union Elementary School District actually spent $49,101 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $1,521 had the following impact on Whitmore Union Elementary School District’s ability to increase or improve services for high needs students:

The district projected some areas pf tje budget higher than the actual costs were realized. The district did accomplish the goals of the LCAP utilizing Federal and State funding sources.

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
Whitmore Union Elementary School District	Tony Moebes Superintendent/Principal	tmoebes@wujesd.org 530.472.3243

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.

Whitmore Elementary School is nestled in a rural community approximately 28 miles east of Redding. Our enrollment of 65 students encompass grades K-8 on-site classes and a K-8 Homeschool-Independent Study Program. Graduates of Whitmore usually go to Foothill High School, which is a 40-minute drive. The majority of the students qualify for free and reduced meals (90% Low Income). Whitmore School offers a curriculum meeting all state standards. Full-time instructors and three paraprofessional aides ensure that a small student-to-adult ratio exists in the classrooms throughout the day. The teachers offer personalized and differentiated instruction to meet the students' needs. Students in grades K-8 have in-class access to Chromebook with high-speed internet. A reading intervention program is offered throughout the day to ensure that all students are reading at grade level or above. The campus includes a library, garden, playground, basketball court and athletic field as well as 3 classrooms, with two of them recently being modernized in 22-23. The garden area was extensively revived in the spring of 2025 with new fencing, rock work, walking paths, and other aesthetics. With use of Kitchen Grant funds, part of a hallway was remodeled to create additional kitchen storage and give the kitchen an upgrade with new stainless steel cabinets and counter tops, lowered ceiling, new windows, and some new appliances in June of 2025. The Homeschool Program has 2.5 full-time teachers and specializes in reading, math, and access to several vendors in the Redding area that offers students opportunities for music, dance, athletics, and other enrichment activities. The administration and staff strive to provide opportunities to enable and encourage our students to become productive members of society.

At Whitmore Elementary School each student is appreciated as an individual. Our mission is to develop well rounded, confident and responsible individuals who aspire to reach their full potential. We do this by providing a welcoming, safe, and supportive learning environment in which everyone is equal and achievements are celebrated. We provide a safe and positive environment where every student

is welcomed and encouraged to develop their own personal love for learning. We believe every child will learn when provided with a stimulating opportunity and caring staff that utilize successful practices. In addition to a rigorous curriculum, students are provided with extra support whenever needed to ensure their success, including an afterschool and summer program. We always put kids first and are committed to educating the whole child. Everyone works together to engage and motivate our students. Our warm and nurturing environment encourages students to be individuals that think, solve problems and are responsible and respectful while pursuing their interests. These are traits that will be necessary for success in the 21st century. We are community centered—everyone's participation is important to our success!

OUR VISION: Empowering students, Embracing learning, Exploring potential

Reflections: Annual Performance

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

Annual Performance as of Spring 2026:
Celebrating Successes
The 25/26 school year marked a significant transition from a period of high personnel turnover and instructional inconsistency (2022–2024) to one of targeted, individualized instruction. A key celebration is the full implementation of the Director of Curriculum and Instruction role, which replaced the previous vacant Reading Specialist position to provide essential coaching for newer teachers and oversight of the district's assessment matrix. Unlike the 24/25 year, where new staff struggled with administering assessments, 25/26 saw more structured Professional Learning Community (PLC) time dedicated to "data chats" and lesson planning tailored to individual student needs.
Academically, the district saw a sustained upward trend in local literacy benchmarks. Following a baseline EOY 2024 STAR Reading score of 23% at grade level, mid-year 24/25 data already showed an improvement to 30%, with 25/26 continuing this momentum through the use of individualized goal-oriented lesson plans and small-group rotations. Furthermore, the district successfully maintained a 0% suspension rate, reinforcing the strength of the PBIS "Wildcat Bucks" and "Great Kindness Challenge" initiatives. Chronic absenteeism, which was a significant challenge at 36.4% in 2023, improved to 29.1% (moving from Orange to Yellow on the Dashboard) and remained a priority through consistent family outreach via the Catapult communication system

The Whitmore Union Elementary School District (WUESD) continues to experience stable enrollment, with 65 students across our on-site and homeschool programs, serving a high-needs population with approximately 90% of students qualifying for free and reduced meals (on-site specifically, and working on getting more parents to fill out the Universal Meals Application - we did reach 47% for homeschool students).

A primary success is the district's sustained commitment to school safety and climate. The suspension rate has been maintained at 0%, a testament to the ongoing implementation of Positive Behavior Interventions and Supports (PBIS). Furthermore, all local indicators—including the implementation of academic standards, school climate, and family engagement—were marked as "Met" in the 2024–25 cycle. Significant progress was also made in chronic absenteeism, which improved from 36.4% (Orange) in 2023 to 29.1% (Yellow) in 2024, driven by improved attendance incentives and frequent home-to-school communication

Academically, local STAR Reading and Basic Phonics Skills Test (BPST) benchmarks have shown an upward trend. In the 2024–25 outcome data, 44% of students in grades 1-8 met benchmarks in STAR Reading, up from the previous year, with many others moving into the "approaching" level. The district also successfully completed several modernization projects, including the 2025 kitchen infrastructure

remodel and extensive revival of the garden area, which serves as a central hub for student enrichment. The hiring of a Curriculum and Instruction Director has been a vital success, providing essential coaching to newer teachers and ensuring more consistent progress monitoring.

Identified Needs and Challenges
Despite these systemic improvements, Mathematics remains the primary academic area of concern. Longitudinal local data indicates that while ELA scores have improved, math growth has remained relatively stagnant across most grade levels. The 25/26 year highlighted a need to further refine the partnership with the Shasta County Office of Education (SCOE) for more intensive, math-specific instructional coaching. Socially and culturally, peer-to-peer relationships were identified as the "#1 focus area" for the 25/26 school year after 2025 surveys revealed that approximately 50% of staff and 47% of parents disagreed that students consistently show respect for one another. While the district increased SEL lessons within the Social Studies curriculum and hosted anti-bullying presentations, fostering a consistently respectful campus environment remains a critical area for improvement in the next cycle. Additionally, the district continues to face a high CAASPP opt-out rate, which limits the representativeness of state-level data and necessitates continued parent education on the value of these assessments

Despite these successes, specific academic and cultural areas require renewed focus. Mathematics achievement remains an area of significant concern. Local STAR Math data from 2025 showed that only 37.5% of students met benchmark, with many students remaining stagnant in their growth throughout the year. While 2024 CAASPP results showed incremental improvements in both ELA and Math, participation remains low, and preliminary 25–26 results indicated a drop in 4th–8th grade ELA scores. This decline was partially attributed to scheduling conflicts where small-group SEL interventions occurred during core instruction time. Teachers also reported a need for better incentives to engage students in state assessments, as students often do not see the value in non-graded tests. However, we did get a 48% participation rate for homeschool students to take the CAASPP for the spring 2026 CAASPP.

Socially and culturally, peer-to-peer relationships and respect continue to be the district's most significant cultural challenge. Spring 2025 survey data revealed that 50% of staff and 47% of parents disagreed that students consistently show respect for one another. Additionally, about one-third of staff felt that discipline policies were not always clearly communicated or fairly applied.

Strategic Plan for Maintenance and Improvement
To address these needs in the 26/27 cycle, WUESD will implement the following and build upon the foundation laid in 25/26, WUESD will implement the following strategies for the 26/27 cycle:
Enhanced Individualized Learning: Refine the 1-to-1 teacher/paraprofessional instruction models and center-based learning to bridge achievement gaps for students performing 2+ years below grade level

Math-Specific PD: Expand professional development opportunities focusing on high-quality instructional strategies and math literacy in collaboration with SCOE

Restorative Practices: Increase training in restorative justice and strategically map out SEL lessons to ensure they are taught with fidelity without infringing on core academic time

Facility Sustainability: Use the 2024 Demographic Study and FICMAT baseline data to maintain a "Good" FIT rating and manage modernization projects in a fiscally responsible manner

Targeted Math Coaching: Continued partnership with the Shasta County Office of Education (SCOE) will focus on instructional coaching and high-quality evidence-based strategies specifically for mathematics

Robust SEL and Restorative Practices: The district will prioritize restorative practices training and strategically map out SEL lessons within the Studies Weekly: Health and Wellness curriculum to ensure they are taught with fidelity without infringing on core academic time

Individualized Instruction: Building on the success of the C&I Director, lead teachers will develop individualized lesson plans for each student, utilizing technology (Google Classroom) and small-group rotations to better differentiate instruction

Enhanced PLC Structures: The district will refine its assessment matrix and ensure structured Professional Learning Community (PLC) time is used for data chats to drive lesson planning and re-teaching efforts

Infrastructure Sustainability: WUESD will utilize the 2024 Demographic Study and FICMAT baseline data to ensure fiscally responsible facilities maintenance, maintaining a "Good" rating on the Facilities Inspection Tool (FIT)

“NOTE: We have expended our Learning Recovery Emergency Block Grant funds. In April of 2025, we completed a needs assessment should the Governor distribute more Learning Recovery Emergency Block Grant funds in the upcoming 2025-2026 budget.”

Annual Performance as of Spring 2025:

Local data shows that the overall district enrollment has remained consistent from 2023-2024 school year to the 2024-2025 school year. This school year had several positive outcomes and results. Our local data surveys for students, parents, and staff had many positive data points. There has also been a culture shift with our students and staff. Parents and families report on surveys that they feel like school facilities are well-maintained and safe. Our district staff has developed and improved systems designed to identify and target specific students that need extra support. Teachers were able to continue working on our periodical progress monitoring checkpoints through the guidance of our assessment matrix that was created during the 23-24 school year. The survey results from this spring from our educational partners (staff and parents), Site Council, as well as our students, gives us some insight into some of our successes during the 24-25 school year.

The following are key areas of celebration:

Whitmore Union Elementary School District’s 2024–25 annual reflection is grounded in a review of the 2024 California School Dashboard, 2024 CAASPP results, and a broad set of local assessment tools, including STAR Reading and Math and the Basic Phonics Skills Test (BPST). This reflection identifies areas of progress and need, shaping district priorities for the 2025–26 school year. The California School Dashboard shows that chronic absenteeism improved from 36.4% in 2023 to 29.1% in 2024, moving from Orange to Yellow. This shift reflects sustained efforts to increase student engagement through improved attendance incentives and increased communication with

families. The suspension rate decreased to 0%, affirming the district's positive school climate work through PBIS. All local indicators, including implementation of academic standards, school climate, and family engagement, were marked as 'Met.'

Though public CAASPP results for ELA and Math are not reported due to small student counts, individual student data was reviewed. In 2024, students scored an average of 292.7 points below standard in English Language Arts, an improvement of 33.6 points over the prior year. In Mathematics, students scored an average of 312.3 points below standard, improving by 25.9 points. While CAASPP participation remains lower than desired due to a high opt-out rate, the district is working to educate families about the purpose and value of state testing to ensure broader participation and more representative data in future years.

Local academic data further complements these findings. STAR Reading and Math assessments and BPST benchmarks showed steady growth across grade levels, indicating an upward trend in achievement. Training in the Renaissance platform supported more consistent progress monitoring throughout the year.
Star Reading - Approximately 33% of our 1st-8th grade students scored at benchmark on the Trimester 2 STAR Reading. This is the second year of tracking data but 1st full year for LCAP purposes. Several other students that did not meet the benchmark did show growth. 8 out of 8 students that did not meet benchmark did make positive growth, with 5 of them at the approaching level. Star Math - 20% of our 1st-8th grade students scored at benchmark on the Trimester 2 STAR Math. This is the second year of tracking data but 1st full year for LCAP purposes. Several other students that did not meet the benchmark did show growth. 6 out of 10 students that did not meet benchmark did make positive growth, with 2 of them at the approaching level.

To advance instructional coherence, the district hired a Curriculum Coordinator/Instructional Coach. This has allowed increased job-embedded professional learning, supporting curriculum alignment, leading data chats in PLCs, modeling instructional strategies, and training staff on assessment tools. The Curriculum Coordinator also supported the independent study homeschool program by collaborating with the Homeschool Facilitator and teacher to refine existing systems and develop a plan for more consistent progress monitoring in the future. Some examples include updating the long-term independent study master agreement, developing a curriculum catalog, and creating a dedicated area on the website to support home school families. These improvements provide greater consistency for students learning in alternative settings. The Expanded Learning Program also provided additional academic and enrichment opportunities, though more work is needed to align these supports with core instruction.

Whitmore Union Elementary School continued to work with Shasta County Office of Education, the Lead Learning Network, and enhance our professional development opportunities on a weekly basis with the addition of a curriculum and instructional director. The director worked alongside our K-3 and 4-8 ELA and Math teachers, as well as our part-time science and social studies teacher. Our K-3 ELA/Math teacher began attending the Getting Reading Right professional development cohort. In addition, the district renewed it's subscription with Read Live and Renaissance Place. The director worked alongside our teachers to help facilitate and model key steps for progress monitoring and adapting lesson plans to re-teach areas that showed gaps in student outcomes. Several staff members attended professional development opportunities at the beginning of the 24-25 school year, including classified staff, that centered on Capturing Kids' Heart and Fred Jones. All of the school staff attended an in-service training at SCOE that focused on Restorative Practices. During teacher PLCs, teachers and the director look at data, discuss various needs, and discuss various evidence-based strategies to implement. Throughout the school year, the director scheduled time to help teachers implement the district ELA curriculum: Wonders and Study Sync. There was one after school PD session for teachers that revolved around our new Studies Weekly: Health and Wellness SEL curriculum.

Professional development continued to be a key area of focus in 2024–25. Staff engaged in training aligned to the CA Mathematics Framework, the Science of Reading (Getting Reading Right), Fred Jones classroom management, Restorative Circles, and Google Certification. Feedback from staff indicated a desire for continued coaching and additional targeted training in classroom-based intervention.

According to the results of the Spring 2025 Staff Survey, there was a 24% increase of staff respecting the school's faculty compared to the 2024 results. 83% of the staff feel welcomed on campus and respect the superintendent/principal. There was a 19% increase from 2024 that showed administration, faculty and staff maintain good communication and that Whitmore's academic programs meet the needs of our special education students. According to the results of the Spring 2025 Parent Survey, there was a 47% increase for parents experiencing a sense of self-worth and a 20% increase for students to feel the same. There was a 40% increase in parents respecting the superintendent/principal. There was a 60% increase in parents feeling welcomed and a warming environment, as well as building trusting relationships, school policies being communicated regularly, and improved 2-way communication. There was a 33% increase in parent volunteerism. Also, there was a 40% increase in parents feeling like the facilities are better, there is adequate technology available for student learning, and that staff hold students to high expectations. Overall, the majority of the parent survey showed positive increases across all areas. There were only 3 older students that were eligible to take the student survey. However, all of them were very positive in almost all questions.

All of our teachers were appropriately credentialed for the 24/25 school year. We were also able to hire enough classified staff this year, allowing for us to have 3 paraprofessionals helping to support our students and teachers in the classroom. Staffing transitions presented challenges, but the district responded proactively with support systems to onboard, support, and mentor new teachers and ensure instructional continuity.

We have been continually working on modernizing our facilities. Both main classrooms were modernized during the 22/23 school year. The district has been awarded a couple of kitchen grants and the modernization of the existing hallway being converted to additional kitchen storage was completed during the winter. The remaining funds will be used to complete the upgrades to the kitchen starting in May and ending in June. Part of the project includes a new ceiling, windows, insulation, stainless steel countertops and cabinets. Starting in April and May of 2025, there will be work conducted to give the garden area a facelift, which includes new fencing, decomposed granite, and rock work.

Our garden program for Farm to Fork continues to do quite well. All of our on-site students help with the maintaining of our extensive outside garden and the hydroponics garden located in the cafeteria. Also, our after school program has continued to be offered and several of our students attend the program. Our teachers continued to expand the learning of our students by organizing several exploratory field trips, such as going to Turtle Bay and the Coleman Fish Hatchery. The students participated in a several weeks long workshop about ancestral skills conducted by Shoe-mi, a local Native American educator.

As part of our PBIS, the school began a weekly attendance incentive. The class with the highest attendance percentage each week wins a treat from the cafeteria. Additionally, the school used the PAWS rubric (P(positive attitude), A(act responsible and respectfully), W(wise choices), S(safety matters) to offer incentives. The rubric is displayed in all classrooms, hallways, and common areas like the cafeteria. The rubric focuses on the PAWS character traits within the settings related to the cafeteria, hallway, playground, bathrooms, assemblies, and transportation. Students earn a "Wildcat Buck" from school staff for consistently modeling good PAWS behaviors and character. A weekly drawing is held for each grade level with students choosing prizes from the prize box. Moreover, in order to help our SEL lessons, the

master schedule was modified to incorporate daily SEL instruction time. The purchase of a new SEL curriculum, Studies Weekly: Health and Wellness (K-8) allowed the daily lessons alongside the SEL curriculum 2nd Step. This was a huge success! The district continues to build its Multi-Tiered System of Support (MTSS). While foundational systems such as PBIS and SSTs are in place, a formal MTSS flowchart, timelines, documentation tools, and clearly defined Tier I and Tier II academic and behavioral interventions are still under development. Establishing this comprehensive framework is a district priority.

With a continued focus on instructional quality, student engagement, and system development, Whitmore Union Elementary remains committed to ensuring all students are supported in reaching their full potential.

The following are the key areas that need improvement:
As part of our commitment to continuous improvement and transparency, Whitmore Union Elementary School District has identified several areas of focus for the 2025–26 school year based on Spring 2025 survey results, staff collaboration, and review of academic and program data.

According to the 2025 Spring Staff Survey, 50% of the staff disagree that students show respect for one another. 17% disagree that staff help to build a student's sense of self-worth. Also, 33% of staff disagree that discipline is administered fairly or that policies are clearly communicated. According to the 2025 Spring Parent Survey, 47% of the the parents disagree that students show respect for one another. 27% disagree that staff help to build a student's sense of self-worth. Only 3 students participated in the spring survey, and only one student had a couple of negative answers, which were related to feeling safe at school and respected by other students. Overall, the data from the surveys show that there is an increased need within our PBIS system, building better relationships with students, and working extensively on peer-to-peer relationships.

The 23-24 Dashboard data for ELA and Math does not show school-wide and/or district results due to very few students that take the CAASPP. We do receive individual student data. For the 23-24 CAASPP administration, there has been a change in who helps to administer the testing and training that was conducted. In addition, the early results of the 25-26 CAASPP results indicate that our 4th-8th grades had a significant drop in ELA scores. This is possibly due to the implementation of SEL time with Mr. Rick for small group intervention that related around peer-to-peer relations and overall behavior. The time that students were with Mr. Rick was on Tuesday and Wednesday mornings, which is usually key core instruction time. His schedule only allowed for that time period. Another possible reason for this decline relates to incentives. The feedback from teachers showed that students actually want grades for their hard work and performance. They feel a once-a-year assessment from the state with no actual bearing on their academic grade in the class doesn't really mean much to them. So the challenge is coming up with some way to encourage and engage students to find the value with the CAASPP assessment and possibly incentive it. This will need to be addressed for next school year. Survey feedback from families and staff revealed that peer relationships and student well-being continue to be areas of concern. According to the Spring 2025 survey, 50% of staff and 47% of parents disagreed that students consistently show respect for one another. Additionally, 17% of staff and 27% of parents disagreed that the school environment helps build students' self-worth. One-third of staff also felt that discipline policies are not clearly communicated or fairly applied. In response, we will continue to strengthen our Positive Behavior Interventions and Supports (PBIS) system, SEL curriculum time, and expand restorative practices to foster a more respectful, inclusive, and supportive school environment. Our goal is for every student to feel emotionally and physically safe, make responsible choices, and be academically prepared to succeed.

Local Academic Data, such as STAR Reading and Math throughout the 24-25 school year indicate a mostly positive growth for all grade levels and students, especially for ELA. However, math is an area of concern and need. Throughout most grade levels, students made minimal growth. There were some students that excelled, but many of them were either stagnant or grew very little in all the assessments. Additional training is required to use the core curriculum and offer other supplemental programs, which will help with more targeted instruction for math. The addition of a Curriculum and Instruction Director to oversee the assessments, assessment matrix, progress monitoring, and training for paraprofessionals and teachers will be highly valuable. We did see that successful with much of the reading and literacy, so now we will want to focus more on math. Efforts to enhance instructional consistency and equity made progress this year, including the hiring of a Curriculum Specialist and more consistent implementation of STAR assessments on-site. However, the use of data to drive instruction, goal setting, and formative feedback still varies from teacher to teacher. An area of focus will include continued training and structured PLC time are needed to support goal setting, formative feedback, and personalized learning—especially for students performing below grade level.

In the Homeschool Independent Study Program, improvements were made in Spring 2025 with a revised Master Agreement for 2025-26. Staff now meet monthly to collaborate on best practices and share progress monitoring strategies. Moving forward, we will further tighten procedures to assess and track student learning. These efforts are aimed at creating greater consistency among teachers and ensuring equity for all students enrolled in the program. In 2025–26, the Curriculum Specialist will support full implementation of a shared assessment matrix and progress monitoring system to ensure equity and accountability.

The PBIS structure and incentives were fully implemented for the 24-25 school year. Within that structure, attendance and behavior incentives were offered. However, the student behaviors were an area of concern throughout the school year. Classroom management, relationship building, and engaging activities both in the classroom and during recess time are areas that can improve. New personnel struggled in new positions, thus creating an atmosphere that wasn't as conducive to implementing the PBIS system instituted the previous year. Attendance was still very good, overall. However, peer-to-peer relations is an area that needs improvement.

The importance of benchmark, summative, and formative data collection at predetermined intervals in order to impact learning was made clear and confirmed. The data collected from our multiple measures using the district assessment matrix was shared at each grading period to staff and the board of trustees. Although we have made strides in collecting the data, it has been difficult at times to use the data through our PLC process and make adjustments to lessons, pacing, or targeted group instruction. For the 24-25 school, this struggle was due largely to having 2 new teachers in their positions. Neither of them were accustomed or experienced in progress monitoring, assessments in various forms and at specific intervals. Plus neither of them had been trained on how to administer those assessments. In addition, sharing assessment data or ongoing progress with parents and students often is another challenge. We were able to meet in PLCs and begin changing the data and information on the report cards and how to communicate that information through parent conferences. However, consistent and routine communication directly from teachers is still an area that needs some work. Likewise, keeping digital grade books updated, giving formative assessment feedback, and conducting weekly progress check-ins in order to help students develop and refine learning goals and to check on progress was attempted but not fully implemented through all grade levels. Most likely this area was a challenge to do newer staff without much experience in this area.

Although our staff was able to participate in some professional development, we are planning to continue to give them more opportunities throughout the upcoming 25/26 school year. The focus will be on classroom management, high-quality instructional strategies, math literacy, and improving our overall reading program. While professional development offerings increased this year, we recognize the need to continue

building staff capacity, particularly among newer educators. Ongoing coaching, expanded collaboration opportunities, and clear instructional expectations will be key to closing achievement gaps and improving outcomes for all students.

For the 24/25 school year, we were able to hire a Curriculum and Instruction Director, who helped the district work on how to structure and schedule the supports that this position can give to all of our teachers and students. The master schedule may need to be updated, based on teacher input, on to best use our reading support staff.

Unfortunately, an organizational flow chart and system was not fully created and implemented for the 24/25 school year. The process of SSTs, SART, SARB, Tier I & II evidence-based strategies (classroom management/accommodations/supports) is something that needs to be fully implemented. The district will continue to work on the overall MTSS and how that will effect positive cultural change and increased academic progress.

At Whitmore, we are dedicated to creating a learning environment where every child is known, supported, and challenged. These identified areas of improvement reflect our shared focus on academic excellence, student well-being, and equitable access to meaningful learning opportunities.

“NOTE: We have expended our Learning Recovery Emergency Block Grant funds. In April of 2025, we completed a needs assessment should the Governor distribute more Learning Recovery Emergency Block Grant funds in the upcoming 2025-2026 budget.”

Reflections: Technical Assistance

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

There was no Technical Assistance needed during the 22/23, 23/24, 24/25 or 25/26 school years.

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 for year 25-26.

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 for year 25-26.

Monitoring and Evaluating Effectiveness

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

N/A for year 25-26.

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
The Whitmore Union Elementary School District believes that educational partners play a key role in identifying local needs, possible actions to address such needs, and in supporting improved student outcomes. For this reason, we strive to engage all educational partners in the process of developing and annually updating the LCAP. Additionally, we collaborate with our educational partners through meaningful engagement and shared decision-making, allowing for feedback and input to help support student successes and identify key areas of improvement.	
Faculty/Staff (certificated and classified):	Reviewed ongoing multiple measures and assessment data at each grading period. Reviewed periodical data related to behavior, PBIS, and school climate/culture. Surveyed staff to request input related to student needs, administration support, communication, and climate/culture (Feb/Mar 2026). Reviewed all survey data from all educational partners (spring 2026). Local bargaining groups met and discussed the survey data in order to give feedback and input.
Parents/Families/Guardians:	Reviewed ongoing multiple measures and assessment data at each grading period. Reviewed periodical data related to behavior, PBIS, and school climate/culture.

Educational Partner(s)	Process for Engagement
	Surveyed parents/families/guardians to request input related to student/parent needs, teacher and administration support, communication between the district/school and parents/families/guardians, and climate/culture (Feb/Mar 2026).
Students:	Surveyed students to request input related to their needs, teacher and administration support, communication, and climate/culture (PBIS/SEL) - in Feb/Mar 2026.
School Site Council (certificated, classified, administration, parents, & community):	Reviewed ongoing multiple measures and assessment data at each grading period. Reviewed periodical data related to behavior, PBIS, and school climate/culture. Reviewed all survey data from all educational partners (spring 2026).
MVJPA Staff (Education Specialists):	Reviewed and discussed SWD goals and outcomes.
Whitmore Board of Trustees:	Reviewed ongoing multiple measures and assessment data at each grading period. Reviewed periodical data related to behavior, PBIS, and school climate/culture. Reviewed all survey data from all educational partners (spring 2026).
SELPA	Submitted to SELPA in the Spring of 2026. Reviewed and discussed, then returned from SELPA in April of 2026.

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

In response to overall student academic growth in literacy, language proficiency, mathematics proficiency and based on the feedback by educational partners, the district will implement a broad ELA and Math goal:
-continue to identify students that are 1-2 years below grade level in ELA and/or Math and develop a strategic plan utilizing periodic assessments and the reading intervention teacher/paraprofessionals
-continue to identify students that are 2 or more years below grade level in ELA and/or Math and develop a strategic plan utilizing periodic assessments, the curriculum and instruction director, and paraprofessionals, and more accurately use a multi-tiered system of supports to start a timely referral/request and initiate a SST sooner in the school year
-continue to work with the Shasta County Office of Education Curriculum and Instruction Department, as needed and recommended by the district curriculum and instruction director, to receive additional support services and have staff attend county trainings throughout the 25/26 school year.
-begin to analyze and work on how to embed more writing and cross-curricular lessons for Math/Science and ELA/History

-increase professional development opportunities and be more strategic and structured with teacher collaboration/PLC time, with the emphasis on data, data chats, re-teaching, and lesson planning
-begin working on creating an individualized instruction plan and goal-oriented lesson plan for each student at the on-site program and utilize teaching and classroom models that emphasize educational technology (i.e. Google Classroom), centers and stations, and small group or 1-to-1 teacher/paraprofessional instruction.
-increase professional development opportunities for high-quality instruction and utilizing evidence-based strategies
-maintain qualified and proper assignment of teachers

In response to the identified needs related to school connectedness, peer-to-peer relationships, anti-bullying and other SEL components and topics and based on the feedback from educational partners, the district will implement a focus goal, that includes:
-increase the timing, ability, and ways that 2-way communication with parents/guardians is conducted and available, as well as the communication to help with that endeavor
-continue to increase opportunities for parent involvement
-connect with the Shasta County Office of Education to offer and increase restorative practices training and professional development
-increase the number of anti-bullying sessions conducted by a specialized presenter
-strategically map out the SEL lessons provided within the Studies Weekly: Health and Wellness curriculum and ensure that it is embedded in the daily teacher schedule
-enhance and implement the parts of PBIS that relate to the Wildcat Bucks
-implement student-led activities and clubs, like student council and yearbook club
-find ways to provide fine arts or visual arts opportunities for students, whether during the school day and/or in the after school program

In response to the operational necessities, functionality, cost effectiveness, and aesthetics related to facilities with the district and their various uses, and based on the feedback of educational partners, the district will implement a focus goal related to current and future use of facilities:
-continue to score at a Good or higher level on the FIT
-use the data (specifically future enrollment and local area developments) from the spring 2024 Demographic Study and other valuable sources to determine future use of district-wide facilities
-use FICMAT studies and/or data to establish a baseline of operational costs that will be fiscally responsible and most efficient to keep all district facilities functioning at optimal levels and maintaining high standards of cleanliness and upkeep.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth toward meeting or exceeding standards in English Language Arts (ELA) and Mathematics.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed with educational partners by conducting a thorough review and analysis of Dashboard and local assessment data.

The 22-23 Dashboard data for ELA and Math does not show school-wide and/or district results due to very few students that take the CAASPP. We do receive individual student data. However, our data from the 22-23 CAASPP results for individual students was incomplete due to some technical error. We did get some CAST results for our 8th grade students, which has a 100% Met rate. For the 23-24 CAASPP administration, there has been a change in who helps to administer the testing and training that was conducted. Local Academic Data, such as STAR Reading and Math throughout the 23-24 school year indicate a continued positive growth for all grade levels and students. However, there is limited data and the beginning of the year was difficult to assess all students due to staff needing to be trained and use the Renaissance platform. As the year went on, the timing of assessments, progress monitoring, and adjustments to lessons improvement, but there is still room for more improvement. In addition, staff struggled to utilize the Read Live online platform as well. Additional training is required to use that supplemental program, which will help with more targeted instruction for reading. The addition of a reading specialist to oversee the assessments, assessment matrix, progress monitoring, and training for paraprofessionals and teachers will be highly valuable. Likewise, there is no real on-going school-wide data for assessing and monitoring out homeschool students. The reading specialist will help by working more closely with our Homeschool Facilitator and other homeschool teachers to formulate an assessment matrix and how to conduct the periodic assessment for our multiple measures data sheets. With the input from our educational partners, some identified academic needs relate to the use of a reading specialist teacher to help with, professional development focused on high-quality instruction and evidence-based strategies, continued development of our multi-tiered system of supports, instructional coaching, and using our teacher collaboration/PLC time to focus on data, data chats, re-teaching, and lesson planning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA - Percentage of students meeting or exceeding standard Data source: CAASPP Data year: 23-24 Grade levels: 3rd-8th	All - N/A (not enough students enrolled/participated to get the actual percentage) SWD - 0% FYH - N/A (no students) English Learner - 0% SED - White - Hispanic - 0% 3rd - N/A (no students) 4th - 100% 5th - 0% 6th - 50% 7th - 33% 8th - N/A (no students)	All - 0% SWD - 0% FYH - N/A (no students) English Learner - No Students SED - 0% White - 0% Hispanic - No Students 3rd - 0% 4th - No Students 5th - 0% 6th - 0% 7th - 0% 8th - No Students	N/A until Aug/Sept	All - 80% SWD - 80% FYH - 80% English Learner - 80% SED - 80% White - 80% Hispanic - 80% 3rd - 80% 4th - 80% 5th - 80% 6th - 80% 7th - 80% 8th - 80%	80% across all metrics.
1.2	Math - Percentage of students meeting or exceeding standard Data source: CAASPP Data year: 23-24 Grade levels: 3rd-8th	All - N/A (not enough students enrolled/participated to get the actual percentage) SWD - 0% FYH - N/A (no students) English Learner - 05 SED - White - Hispanic - 0% 3rd - N/A (no students) 4th - 0% 5th - 0% 6th - 50% 7th - 0% 8th - N/A (no students)	All - 0% SWD - 0% FYH - N/A (no students) English Learner - No Students SED - 0% White - 0% Hispanic - No Students 3rd - 0% 4th - No Students 5th - 0% 6th - 0% 7th - 0% 8th - No Students	N/A until Aug/Sept	All - 80% SWD - 80% FYH - 80% English Learner - 80% SED - 80% White - 80% Hispanic - 80% 3rd - 80% 4th - 80% 5th - 80% 6th - 80% 7th - 80% 8th - 80%	80% across all metrics.
1.3	ELA - percentage of students at or above grade level	Overall - 23% 1st - 66% 2nd -0%	Overall - 44% 1st - 100% 2nd - 66%	Overall - 36% 1st - No students 2nd - 100%	Overall - 80% 1st - 80% 2nd - 80%	Overall - 44% 1st - N/A 2nd - Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data source: STAR Reading Data year: EOY 2024 Grade levels: 1st-8th	3rd - No students 4th - 100% 5th - 0% 6th - 0% 7th - 0% 8th - No students	3rd - 50% 4th - No Students 5th - 0% 6th - 0% 7th - 50% 8th - No students	3rd - 50% 4th - No Students 5th - 0% 6th - 66% 7th - 0% 8th - 0%	3rd - 80% 4th - 80% 5th - 80% 6th - 80% 7th - 80% 8th - 80%	3rd - 30% 4th - N/A 5th - 80% 6th - 14% 7th - 80% 8th - 80%
1.4	Math - percentage of students at or above grade level Data source: STAR Math Data year: EOY 2024 Grade levels: 1st-8th	Overall - 23% 1st - 0% 2nd - 0% 3rd - No students 4th - 100% 5th - 0% 6th - 0% 7th - 100% 8th - No students	Overall - 37.5% 1st - 100% 2nd - 25% 3rd - 100% 4th - No Students 5th - 0% 6th - 0% 7th - 0% 8th - No students	Overall - 44% 1st - No students 2nd - 100% 3rd - 50% 4th - No Students 5th - 0% 6th - 66% 7th - 50% 8th - 0%	Overall - 80% 1st - 80% 2nd - 80% 3rd - 80% 4th - 80% 5th - 80% 6th - 80% 7th - 80% 8th - 80%	Overall - 36% 1st - N/A 2nd - MET 3rd - 30% 4th - N/A 5th - 80% 6th - 14% 7th - 30% 8th - 80%
1.5	English Learner: percentage of EL students making progress toward English Language Proficiency Data Source: ELPAC Data year: 23-24 Grade levels: 3rd-8th	Overall - 50% (2 ELs enrolled part way through the 23-24 year - 1 recently reclassified) 1st - N/A 2nd - 100% 3rd - N/A 4th - N/A 5th - 0% 6th - N/A 7th - N/A 8th - N/A	N/A - No EL students enrolled at the end of the year.	N/A - No EL students enrolled at the end of the year.	Overall - 80% 1st - 80% 2nd - 80% 3rd - 80% 4th - 80% 5th - 80% 6th - 80% 7th - 80% 8th - 80%	No students enrolled.
1.6	ELA - percentage of Kinder students at or above grade level Data source: ESGI - Sight Words and Letter Sound Recognition Data year: EOY 2024	Sight Words - 100% Letter Sound Recognition - 100%	No students enrolled.	No students enrolled.	Sight Words - 80% Letter Sound Recognition - 80%	No students enrolled.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Percentage of total teach misassignments and vacant positions Data source: CALPADS Fall 2 Starting in 23-24	Misassignments: 1 teacher from the 22-23 year and corrected by Oct of 2023 Vacant Positions: 1 (Reading Specialist from CSI funds was not filled)	Misassignments: 0% Vacant Positions: 0%	Misassignments: 0% Vacant Positions: 0%	Misassignments: 0% Vacant Positions: 0%	Met
1.8	Percentage of teachers attending professional development offered throughout the year Data source: training offered from SCOE, MVJPA, LLN, MUESD Data year: 23-24	Overall - 20%	100%	100%	Overall - 100%	Met
1.9	Percentage of paraprofessionals attending professional development offered throughout the year Data source: training offered from SCOE, MVJPA, LLN, MUESD Data year: 23-24	Overall - 20%	100%	100%	Overall - 100%	Met
1.10	Percentage of EL students being reclassified Data Source: ELPAC, CAASPP, Local Data Data Year: 23-24	No students were reclassified. One EL student in 5th grade.	No students were reclassified. The one EL student from the beginning of the school year moved in early spring of 2025.	No students were reclassified and no EL students were enrolled.	All EL students continue moving forward with reclassification status.	No students enrolled.

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 implementation of Goal 1 actions during the 2025–2026 school year was focused on transitioning from a period of personnel turnover to a stable environment of targeted, individualized instruction. The district successfully fully integrated the Director of Curriculum and Instruction position, which provided vital instructional coaching for staff and oversight of the assessment matrix. Planned actions—including strategic math coaching with the Shasta County Office of Education (SCOE), structured PLC "data chats," and the use of small-group center-based learning—were implemented across all grade levels (although, the addition of the Director position replaced the SCOE math coaching. A substantive success in implementation was the consistent use of STAR Reading assessments, which saw student benchmark attainment rise to 44%. However, a significant challenge emerged in the daily schedule where small-group SEL interventions often overlapped with core academic instruction time, contributing to a drop in CAASPP scores for 4th–8th grade students. Additionally, while on-site assessments were more consistent, monitoring growth for the homeschool independent study students remains an ongoing implementation challenge.

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.

The material differences between budgeted and estimated actual expenditures for Goal 1 actions were minimal but noteworthy:
Action 1.3 (Instructional Leadership): The original $90,000 budgeted for a "Reading Specialist" (using CSI funds) was instead directed toward the salary and benefits of the Director of Curriculum and Instruction, as this role encompassed the specialist duties while adding administrative oversight and teacher coaching

Action 1.4 (Paraprofessional PD): Expenditures were used and successful for offering additional training related to SEL and best practices. Some was done through the MVJPA and Lead Learning Network and others was done internally with our Curriculum and Instruction Director.

Action 1.2 (ELOP): All expenditures were utilized and successful throughout the school year and for summer school sessions.

Action 1.1 (Supplemental Programs): Expenditures were slightly higher than the planned $4,040 due to the unbudgeted purchase of UFli and the piloting of the Ignite tutoring program, which were identified mid-year as necessary interventions for struggling readers

Action 1.5 (Professional Development): Actual expenditures for math-specific coaching increased as the district prioritized more intensive support from SCOE to address stagnant mathematics growth

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

Director of Curriculum and Instruction (Action 1.3): This action was highly effective. It stabilized the district’s assessment cycle and provided the coaching necessary to help newer teachers bridge achievement gaps

Supplemental ELA Programs (Action 1.1): Actions related to literacy were effective, evidenced by the increase in students meeting STAR Reading benchmarks from 23% in 2024 to 44% in 2026 [55, Narrative]. The introduction of UFli was successful for early literacy

Mathematics Interventions (Actions 1.1 & 1.5): These actions were less effective than anticipated. STAR Math data remained stagnant, with only 37.5% of students meeting benchmark. This plateau indicates that the current instructional strategies for math require further refinement and more intensive coaching

Additional Paraprofessionals and professional development (1.4): Actions for more professional development for our paraprofessionals is an ongoing, year-round endeavor and is effective.

Extended Learning (Action 1.2): After-school tutoring and the SHARE program were effective in providing safe environments, but their direct impact on state assessment scores was limited due to low student engagement in non-graded testing.

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

Based on reflections from the 2025–2026 cycle, the district will implement the following changes for 2026–2027:
Scheduling Alignment: The master schedule will be redesigned to ensure SEL lessons and supplemental interventions are taught with fidelity outside of core academic blocks to protect ELA and Math instructional time.
Math-Specific Intensive Coaching: The Director position will continue to include more frequent, math-specific on-site coaching visits focusing on high-quality evidence-based strategies.
Individualized Learning Plans: Lead teachers will further refine individualized, goal-oriented lesson plans utilizing Google Classroom and 1-to-1 instruction to address the needs of students performing 2+ years below grade level
Restorative Practices: Training in restorative justice will be added to Goal 1 PD to improve the overall classroom environment, directly supporting the academic 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
1.1	Supplemental Reading and Math Programs (LREBG Action)	Renew licenses for Renaissance Place and Read Live. Add both UFli and Ignite (possibly use ELOP and implement in the after school program). These reading and math programs support the core curriculum. Teachers will receive training as needed throughout the year in order to manage, monitor, and assign lessons accordingly based on data from both programs. During PLC time, teachers will use the data from the two	$24,129.99	Yes

Action #	Title	Description	Total Funds	Contributing
		programs to adjust teaching and discuss various ways to structure additional supports and lessons for targeted interventions.		
1.2	Extended School Days and Afterschool Program	Utilizing our ELOP funding, students will have access to the after school program. In addition, 30 more full days will be offered for students. These days will be during some school breaks and all weekdays during the month of June, with the exceptions of the last week of the regular school year and Juneteenth.	$69,698.00	
1.3	Curriculum and Instruction Director	The district will hire and retain a Curriculum and Instruction Director that will also help with being a reading specialist. The Director will work with all teachers through the PLC process and collaboration time. Together, they will use relevant data from ongoing progress monitoring and multiple measures associated with the school-wide assessment matrix. They will determine and adjust student targeted intervention groups. The Director will help maintain the multiple measures data that will be shared to staff and the board of trustees. They will also attend any training or conferences as needed, including ones that relate to data collection for SCOE. Also, the Director will help with creating, maintaining, and training homeschool staff related to a homeschool assessment matrix and data collecting system.	$33,643.63	No
1.4	Additional Paraprofessionals and professional development	The district will utilize the Learning Recovery Block Grant and other funds to increase or maintain a higher number of paraprofessionals. Opportunities for professional development related to student outcomes and relationship building will be offered.	$15,076.00	Yes
1.5	Teacher Professional Development	By contracting with SCOE, MVJPA, and LLN, the district will help teachers to have access to many types of professional development. The professional development that will be offered will focus on relationship building, high-quality instruction, evidence-based strategies, data, data chats, and maximizing PLC time. In addition, the district will continue to	$6,831.00	Yes

Action #	Title	Description	Total Funds	Contributing
		contract with SCOE for specific instructional coaching opportunities structure around math and beginning teachers.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The district will increase the number of opportunities and on-going teaching related to social-emotional learning and enhance the overall PBIS incentive program.	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)

An explanation of why the LEA has developed this goal.

This goal was developed with educational partners by conducting a thorough review and analysis of Dashboard, local assessment data, and the student, staff, and parent survey data from spring of 2024.

The data and responses from the spring of 2024 surveys identified needs related to school connectedness, peer-to-peer relationships, anti-bullying and other SEL components and topics. Some of the feedback from the survey data was that there is a need for increased parent communication and engagement. The district will continue to offer various evening events for more family involvement. From the survey data, there is an on-going need to add in monthly anti-bullying and peer-to-peer relationship training with guest speakers and teaching our SEL curriculum with fidelity. Also, the feedback from educational partners identified that the district should continue to try and find ways to give all students opportunities to participate in fine arts, visual arts, or performing arts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of Studies Weekly: Health and Wellness Lessons completed by each grade level	Complete 2 lessons per week	Completed 2 lessons per week - 75%	Completed 2 lessons per week - 100%	Complete 2 lessons per week - 100%	Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data source: Studies Weekly Admin Portal Data year: 23-24					
2.2	Monthly guest speaker for anti-bullying and peer-to-peer relationships Data source: Annual School Calendar Data year: 23-24	Total number - zero guest speakers	Total number - zero guest speakers (difficult to schedule on-site for a small number of students)	Total number - zero guest speakers (difficult to schedule on-site for a small number of students)	Total number - 3 (Aug-May)	3 (modified from 10 per year to one per trimester = 3 total
2.3	Increase/Maintain overall attendance Data Source: School Pathways attendance Data year: 23-24	Overall % - 94.28% 90%+ - 100% 80-89% - 0% 70-79% - 0% 60% and below - 0%	Overall % - 95.2% 90%+ - 100% 80-89% - 0% 70-79% - 0% 60% and below - 0%	Overall % - 95.54% 90%+ - 100% 80-89% - 0% 70-79% - 0% 60% and below - 0%	Overall % - 95%+ 90%+ - All students 80-89% - zero students 70-79% - zero students 60% and below - zero students	Met
2.4	Increase fine arts, visual arts, or performing arts opportunities for all students Data source: Master Teacher Calendar, PSAs, Annual School Calendar Data year: 23-24	Overall (regular day and after school) - 1 day per month Regular Day - 1 day per month After school program - zero days	Overall (regular day and after school) - 12 days per month Regular Day - 8 day per month After school program - 4 days	Overall (regular day and after school) - 12 days per month Regular Day - 8 day per month After school program - 4 days	Overall (regular day and after school) - 5 days Regular Day - 3 days After school program - 2 days	Met and modified
2.5	Chronic Absenteeism Rate Data Source: School Pathways attendance Data Year: 23-24 EOY	Overall % of students considered chronically absent is 0.	0% of students are considered chronically absent.	0% of students are considered chronically absent.	Overall no students are considered chronically absent.	Met
2.6	Middle School Drop Out Rate	Number of students = 0	0%	0%	Number of students = 0	Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: School Pathways attendance Data Year: 23-24					
2.7	Number of students expelled Data Source: School Pathways attendance Data year: 23-24	23-24 expulsions - 0	0%	0%	26-27 expulsions - 0	Met
2.8	Decrease the percentage of the enrollment that is suspended or in-school suspended Data Source: School Pathways Data year: 23-24	Total number - 0 K - 0% 1st - 0% 2nd - 0% 3rd - 0% 4th - 0% 5th - 0% 6th - 0% 7th - 0% 8th - 0%	Total number - 3 K - 0% 1st - 0% 2nd - 0% 3rd - 0% 4th - 0% 5th - 100% - 2 out of 2 students 6th - 33% - 1 out of 3 students 7th - 0% 8th - 0%	Total number - 0 K - 0% 1st - 0% 2nd - 0% 3rd - 0% 4th - 0% 5th - 0% 6th - 0% 7th - 0% 8th - 0%	Total number - 0 K - 0% 1st - 0% 2nd - 0% 3rd - 0% 4th - 0% 5th - 0% 6th - 0% 7th - 0% 8th - 0%	Total number - 3 K - met 1st - met 2nd - met 3rd - met 4th - No students 5th - 100% 6th - 66% 7th - met 8th - No students

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 implementation of Goal 2 actions during the 2025–2026 school year focused on strengthening the district's social-emotional framework and positive school culture. The Positive Behavior Interventions and Supports (PBIS) system, including the "Wildcat Bucks" rewards and the "Great Kindness Challenge," was fully operational. The district also continued to provide music and art twice a week to enhance student engagement. A significant success was the maintenance of a 0% suspension rate, indicating a safe and stable learning environment. However, a substantive implementation challenge emerged regarding the master schedule; small-group SEL interventions frequently overlapped with core academic blocks, which was identified as a contributing factor to declining state assessment participation and scores. Furthermore, while PBIS incentives were present, Spring 2026 survey data indicated that peer-to-peer relationships remained a critical concern.

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 and estimated actual expenditures for Goal 2 actions. Action 2.5 (PBIS Program): Expenditures for student incentives and rewards remained consistent with the planned budget of 100–1,500. Action 2.1 (SEL Curriculum): Costs for Studies Weekly: Health and Wellness materials were aligned with projections. Minor variances occurred only where the district purchased supplemental classroom-specific behavior incentive materials that were not explicitly listed in the original LCAP.

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

PBIS Program (Action 2.5): This action was highly effective in preventing disciplinary issues, as evidenced by the sustained 0% suspension rate.
Parent Event Nights (Action 2.6): These were highly effective, with educational partner feedback indicating high satisfaction and increased attendance compared to prior years.
Visual, Fine and Performing Arts (Action 2.3): Outside of students receiving Art instruction twice a week and music instruction twice a week, the school was unsuccessful to find more vendors to come on campus. However, for the 25-26 school year, the school did offer a stipend amount to each on-site student to be used toward a vendor of their choice (within the school's approved list), similar to our homeschool students.
Exploratory Field Trips (Action 2.4): Very successful and will be implemented next school year.
SEL Curriculum (Action 2.1): This action was partially effective. While lessons were taught, embedding them daily was difficult for staff, and the current delivery model did not sufficiently address the identified need for improved peer-to-peer respect.
Anti-Bullying Presentations (Action 2.2): This action was less effective than anticipated due to the ongoing challenge of securing specialized guest speakers willing to travel for a small student population.

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

Based on reflections from 2025–2026, the district will implement the following changes for the 2026–2027 cycle:
Restorative Practices Training: The district will prioritize training in restorative justice through the Shasta County Office of Education (SCOE) to directly address peer-to-peer respect and cultural challenges.
Strategic SEL Mapping: SEL lessons within the Studies Weekly curriculum will be strategically mapped into the master schedule to ensure they are taught with fidelity without infringing on core academic blocks.
Student-Led Activities: To increase school connectedness, the district will implement new student-led clubs, such as a Student Council and Yearbook Club.
Consolidated Anti-Bullying Efforts: Rather than seeking individual speakers, the district will explore partnering with neighboring schools to participate in larger, regional anti-bullying sessions.

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	SEL Curriculum	Continue with the subscription for Studies Weekly: Health and Wellness. Staff will map out the lessons and there will be designated SEL teaching time as part of the weekly teaching schedule for all grade levels.	$1,225.00	Yes
2.2	Anti-bullying speaker/presentations	Contract with a anti-bullying presenter for monthly presentations. This will be mostly for the 4th-8th grade classes but will have a few presentations for the K-3 grade levels.	$1,500.00	Yes
2.3	Visual arts, performing, arts, & fine arts	The district will contract with vendors to come on campus or online to offer students of all grade levels including unduplicated pupils and students with exceptional needs, various opportunities to participate and engage in visual arts, performing arts, and/or fine arts lessons.	$17,733.00	Yes
2.4	Exploratory Field Trips	The district will schedule various field trips, such as trips to Coleman Fish Hatchery, Shasta Caverns, and Whiskeytown Environmental Camp.	$1,350.00	No
2.5	PBIS Program	Class competitions centered around attendance and positive behavior with both class and student recognitions: certificates, prizes from prize box (book marks, games, fidgets, etc.)	$4,000.00	Yes
2.6	Parent Event Nights	The district will purchase resources and materials necessary for families based on need & parent engagement for the activity nights Supplies, materials, games, equipment, prizes, engagement resources can be set up with drawings and giveaways for incentives for both students and including parents of unduplicated pupils and students with exceptional needs.	$850.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The district will maintain FIT scores in the "Good" category and continue with upgrades and modernizations projects.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed with educational partners by conducting a thorough review and analysis of Dashboard, local assessment data, and the student, staff, and parent survey data from spring of 2024.

In response to the operational necessities, functionality, cost effectiveness, and aesthetics related to facilities with the district and their various uses, and based on the feedback of educational partners, the district will implement a focus goal related to current and future use of facilities:
The FIT report helped to determine the need of this goal. The district will focus on maintaining a "Good" report in all categories on the annual report. The district used data (specifically future enrollment and local area developments) from the recent spring 2024 Demographic Study to determine future use of district-wide facilities. There will be contact with a facilities assessment company, such as Sitelogic, to conduct a full district-wide facilities assessment to help with determining the use of district facilities and which facilities upgrades and modernization projects should be implemented in a fiscally responsible way. The district will focus more on the use of FICMAT studies and/or data to establish a baseline of operational costs that will be fiscally responsible and most efficient to keep all district facilities functioning at optimal levels and maintaining high standards of cleanliness and upkeep.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Overall "Good" rating on FIT report Data source: FIT report Data year: 23/24	Overall - Good	Overall - Good	Overall - Good	Overall - Good	Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Percentage of positive ratings/feedback from Educational Partners Data source: Annual Spring Surveys Data year: 23/24	Overall (all surveys combined) - 71% Parents - 66% Staff - 90% Students - 57%	Overall (all surveys combined) - 77% Parents - 73% Staff - 94% Students - 66%	Overall (all surveys combined) - 100% Parents - 100% Staff - 100% Students - 100%	Overall (all surveys combined) - 100% Parents - 100% Staff - 100% Students - 100%	Met

Goal Analysis [2025-26]

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

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

The school district continued to update and remodel various buildings and facilities throughout the 25-26 school year. There were no changes or differences and all projects were implemented successfully as planned.

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.

All expenditures and estimated expenditures were used as planned and there were no material differences.

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

Action Item 3.1 - The remodeling of the kitchen, hallway, and garden was successful and effective toward this goal.

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

No changes to any action items or metrics.

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	Routine Maintenance	The district will continue to assess and utilize funds to upgrade and modernize existing buildings and maintenance schedules. The district will seek guidance and contract with specific vendors and/or companies that can help analyze and prioritize the needs of the district in relation to modernization and maintenance.	$11,500.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$64,931	$0.00

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
7.386%	1.691%	$14,248.94	9.077%

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:** Supplemental Reading and Math Programs (LREBG Action) **Need:** Increase reading and math skills **Scope:**	The programs support the core curriculum with targeted interventions and instruction to help fill gaps in student learning. Both certificated and paraprofessionals will use the support programs to identify and help students that are below grade level. The data derived from the programs will help direct specific instruction and lessons for students.	CAASPP STAR Reading STAR Math Other Local Assessment Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.2	**Action:** Extended School Days and Afterschool Program **Need:** Academic progress and learning gaps. **Scope:**	The additional time after school each day and the additional extended school year days (summer school, etc.), will allow staff to focus on student academic outcomes, such as reading, literacy, and math skills.	CAASPP (ELA/Math) STAR (ELA/Math) ELPAC
1.4	**Action:** Additional Paraprofessionals and professional development **Need:** Social-emotional learning **Scope:** LEA-wide Schoolwide	Utilize additional funds to hire more paraeducators. Use additional funds to provide professional development for paraeducators. Use additional funds to focus professional development on Social-emotional learning, such as Capturing Kids' Hearts.	Attendance Discipline Referrals Number staff that attend PD
1.5	**Action:** Teacher Professional Development **Need:** Academic needs in ELA and Math **Scope:** LEA-wide Schoolwide	Use funds to offer additional professional development for teachers that focuses on using evidence based strategies, high-quality instruction, using specific formative and summative assessments to drive instruction, and receive more training and guidance with the PLC process to look at data and reteach or adjust lessons accordingly.	percentage of teacher that attend Professional Development opportunities.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** SEL Curriculum **Need:** Continued support in the area of social-emotional learning. **Scope:** LEA-wide Schoolwide	All students will benefit from the additional support of teaching thematic units related to social-emotional learning. The consistent daily lessons (K-8) will help our EL, FY, and SED students throughout the school year with social-emotional learning and building resiliency and perseverance.	Attendance Discipline referrals, Number of lessons taught and tracked Spring Survey Results
2.2	**Action:** Anti-bullying speaker/presentations **Need:** Support for peer-to-peer relationships **Scope:** LEA-wide Schoolwide	All students will benefit from the presentations given by guest speakers, with a focus on helping our FY, EL, and SED students with peer-to-peer relationships.	Attendance Discipline referrals Number of presentations Spring Survey Results
2.3	**Action:** Visual arts, performing, arts, & fine arts **Need:** Access to extracurricular activities **Scope:** LEA-wide Schoolwide	All students will benefit from participating in visual, performing, and/or fine arts programs, lessons, and classes.	Attendance Discipline referrals Number of lessons provided Spring Survey Results
2.5	**Action:** PBIS Program	All students will benefit from a school-wide incentive program centered on our PBIS, with attendance and academic incentives. Our ESL,	CAASPP ELA/Math STAR ELA/Math ELPAC

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
	Need: Pupil engagement and recognition **Scope:** LEA-wide Schoolwide	SED, and FY students will have many opportunities to be recognized for their continued successes and progress in a positive manner.	Attendance Discipline referrals Spring Survey Results

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

N/A

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

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	879,130	64,931	7.386%	1.691%	9.077%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$93,592.62	$81,831.00	$0.00	$12,113.00	$187,536.62	$126,954.62	$60,582.00

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	Supplemental Reading and Math Programs (LREBG Action)	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$18,938.99	$5,191.00	$22,569.99	$1,560.00			$24,129.99	
1	1.2	Extended School Days and Afterschool Program	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	Ongoing	$55,348.00	$14,350.00		$69,698.00			$69,698.00	
1	1.3	Curriculum and Instruction Director	All	No			All Schools	Grant Specific	$33,643.63	$0.00	$24,030.63			$9,613.00	$33,643.63	
1	1.4	Additional Paraprofessionals and professional development	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$15,076.00	$0.00	$15,076.00				$15,076.00	
1	1.5	Teacher Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$6,831.00	$6,831.00				$6,831.00	
2	2.1	SEL Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,225.00	$1,225.00				$1,225.00	
2	2.2	Anti-bullying speaker/presentations	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	To be evaluated annually	$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.3	Visual arts, performing, arts, & fine arts	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing - to be reviewed after first year	$3,948.00	$13,785.00	$9,660.00	$8,073.00			$17,733.00	
2	2.4	Exploratory Field Trips	All	No			All Schools	Ongoing	$0.00	$1,350.00	$650.00			$700.00	$1,350.00	
2	2.5	PBIS Program	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolw	English Learners Foster Youth	All Schools	Ongoing	$0.00	$4,000.00	$200.00	$2,000.00		$1,800.00	$4,000.00	

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
					ide	Low Income										
2	**2.6**	Parent Event Nights	All	No			All Schools	Ongoing	$0.00	$850.00	$350.00	$500.00			$850.00	
3	**3.1**	Routine Maintenance	All	No			All Schools	Ongoing	$0.00	$11,500.00	$11,500.00				$11,500.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
879,130	64,931	7.386%	1.691%	9.077%	$57,061.99	0.000%	6.491 %	**Total:**	$57,061.99
								LEA-wide Total:	$57,061.99
								Limited Total:	$0.00
								Schoolwide Total:	$57,061.99

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**	Supplemental Reading and Math Programs (LREBG Action)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$22,569.99	
1	**1.2**	Extended School Days and Afterschool Program			English Learners Foster Youth Low Income	All Schools		
1	**1.4**	Additional Paraprofessionals and professional development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,076.00	
1	**1.5**	Teacher Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,831.00	
2	**2.1**	SEL Curriculum	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,225.00	
2	**2.2**	Anti-bullying speaker/presentations	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,500.00	
2	**2.3**	Visual arts, performing, arts, & fine arts	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	$9,660.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.5**	PBIS Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$200.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$191,429.56	$198,074.22

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**	Supplemental Reading and Math Programs	Yes	$14,328.65	$19,127.95
1	**1.2**	Extended School Days and Afterschool Program	Yes	$50,906.00	$56,480.00
1	**1.3**	Curriculum and Instruction Director	No	$32,032.25	$40,076.67
1	**1.4**	Additional Paraprofessionals and professional development	Yes	$56,152.66	$54,649.80
1	**1.5**	Teacher Professional Development	Yes	$4,500.00	$2,171.72
2	**2.1**	SEL Curriculum	Yes	$1,125.00	$1,166.83
2	**2.2**	Anti-bullying speaker/presentations	Yes	$1,500.00	0
2	**2.3**	Visual arts, performing, arts, & fine arts	Yes	$13,885.00	$12,153.38
2	**2.4**	Exploratory Field Trips	No	$1,050.00	$494.50
2	**2.5**	PBIS Program	Yes	$4,100.00	$1,474.66
2	**2.6**	Parent Event Nights	No	$350.00	$128.55

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Routine Maintenance	No	$11,500.00	$10,150.16

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)
61,173.00	$47,579.78	$49,300.67	($1,720.89)	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	Supplemental Reading and Math Programs	Yes	$12,620.65	$15,989.95	0	0
1	1.2	Extended School Days and Afterschool Program	Yes	$5,000.00	0	0	0%
1	1.4	Additional Paraprofessionals and professional development	Yes	$18,774.13	$24,354.00	0	0
1	1.5	Teacher Professional Development	Yes	$2,500.00	$2,171.72	0	0
2	2.1	SEL Curriculum	Yes	$425.00	$425.00	0	0
2	2.2	Anti-bullying speaker/presentations	Yes	$1,500.00	0	0	0%
2	2.3	Visual arts, performing, arts, & fine arts	Yes	$6,660.00	6,160.00	0	0
2	2.5	PBIS Program	Yes	$100.00	200.00	0	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)
842,769.00	61,173.00	0.282%	7.541%	$49,300.67	0.000%	5.850%	$14,248.94	1.691%

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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