



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
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Plan Summary 2025-2026

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.

The Wheatland School District, located within the City of Wheatland and Beale Air Force Base in Yuba County, is a renowned educational institution catering to about 1350 students. We are fondly supported by the active participation of both Wheatland and Beale Air Force communities in our school operations and sincerely encourage parent involvement at all stages. Our district comprises of Wheatland Elementary for (TK - 3rd grade), Lone Tree School (TK-5th grade), Bear River School (4th-8th grade), Wheatland Charter School (TK-5th grade), and two state preschools. We have recently revised the age-eligibility for TK students, to follow the CDE and State guidelines. In the aftermath of the pandemic, we are committed to returning our student attendance to pre-pandemic numbers. Our student body is diverse, including approximately 22% Hispanic/Latino, 58% Caucasian, and 20% other ethnicities. We employ roughly 250 accomplished professionals, placing significant emphasis on building a healthy workspace rooted in mutual respect, transparency, and positive negotiation. Therefore, we have maintained a favorable relationship with various employee groups. Our students are offered a rigorous academic curriculum along with comprehensive curricular and extracurricular activities, which includes visual and performing arts, electives, technology, student leadership, and athletics. In a bid to enhance the students' developmental journey, we have resumed our speech and SDC programs and serve as a regional provider for the Plumas Lake School District for the SDC program. Our School Board, chosen by the community, consists of five officials and a volunteer liaison from Beale AFB. It is devoted to prioritizing students and delivering a well-rounded education in our district. The mission of the District mirrors the School Board's objectives, targeting the holistic development of our students. To bolster

our educational services, we effectively manage state and federal funding. We heavily support the significant initiatives such as Title I, School Improvement Programs, Migrant Education, and TCIP New Teacher Program. We also received a \$500,000 security grant from the US Justice Department, which is a proud achievement for us. Furthermore, we provide a variety of support systems, after school, full-time counselors, full-time psychologists, a LVN, health aides, and occupational therapists at all sites. We also have full-time speech teachers, full-time intervention teachers and a range of Special Education supports including RSP teachers, SDC teachers, and para educators. We have a full time District Nurse to support all health needs. All these efforts are facilitated by our prudent management of a working budget of over 20 million dollars. We remain dedicated to improving our services and infrastructure to deliver the highest standard of education, nurturing our future leaders.

Reflections: Annual Performance

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

In adherence to state requirements, the school district's annual performance is critically evaluated based on pertinent state data, recorded observations, and recognized challenges. There was a noteworthy improvement in the aptitude of English Learners. According to the California Dashboard, there was a considerable increase of 17.2%, resulting in an applaudable performance of 52.5% of these learners showing marked progress towards English language competency. This progress attests to the efficient use of methodologies for instruction and the creation of a conducive learning environment.

However, performance indicators also revealed a worrying trend concerning student attendance. Even though the rate of chronic absenteeism fell by 3.2%, the noticeable decline in the attendance rates at Wheatland Elementary, particularly among students with disabilities, remains a significant concern. The general attendance levels throughout the district have not reached the expected standards, pointing to a need for more focused efforts and remedial actions. In response to these challenges, a stronger commitment is promised to improve student attendance, with a special focus on extending additional support for students with disabilities. Future plans will specifically aim to maintain the remarkable growth trends observed among English Learners and the overall curriculum progress as shown by the steady increase in state test scores. Concurrently, measures will be intensified to address the urgent issue of student attendance, to ensure quality education for all students, and to continually work towards betterment and excellence.

The district has unexpended LREBG funds for the 2025-26 school year, which can be found in actions 1.5 and 1.8.

Our needs assessment revealed significant needs regarding professional development among English Language Learners. In response, actions 1.5 and 1.8 focus on the allocation of LEBG funds and the positive impact of the I Ready program. The actions align with allowable fund uses in the area of technology implementation and class size reduction.

Reflections: Technical Assistance

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

At present, there is no ongoing technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>WESTA (Teachers), CSEA (Classified), WESS (Secretaries), Unrepresented groups (Administrators, Confidential, Psychologists, OT's, Nurses). School Board Community Groups</p>	<p>The Superintendent works with all bargaining groups on the needs of the district. Our administration interacts with our bargaining groups often and take all of their input into account when making decisions. We have settled negotiations with all groups for the 2023-2024 2024-2025 years. All of our board meetings are recorded for transparency. We respond to all questions, comments and concerns posed at the Board Meetings and other meetings. We have surveyed the staff. The schools, and the district, maintain informational websites about curriculum, activities, and events happening in our schools. Through the websites parents have opportunities to contact all school staff and the Administration Team. Our Board Meetings are attended regularly by administrative staff, parents, a Beale Air Force Base Liaison, district staff and others. The Superintendent works with both certificated and classified management as well as the school board and the unrepresented employees on the needs of the district. We have settled negotiations with all groups for the 2023-2024 2024-2025 school years. The Superintendent also works collaboratively with the High School Principal as well as the Administration team at Plumas lake School District.</p>
<p>Parents</p>	<p>We will continue to meet with our stake holders including DELAC (District English language Advisory Committee), Parent Advisory Committee (PAC), Bear River Renaissance Committee, SELPA (Special Education Local Planning Agency) Community Advisory Committee (CAC) and other groups. Individual school input through School Site Councils and their annual School Plans for Student Achievement, are reviewed by the Administration Team and approved by our School Board each year. Individual schools' ELAC committees (English Language</p>

Educational Partner(s)	Process for Engagement
	Advisory Committees) contribute input and provide direction for the district's DELAC. Wheatland Elementary hosts a Deysayuno or Helping Hands Breakfast for parents whose first language is Spanish. School information is disseminated in Spanish and parent input is solicited in an informal breakfast setting. Bear River holds an Ag Advisory Committee (Agricultural Advisory committee) meeting Lone Tree collaboratively meets with Beale Air Force Base committees; POC, DoDea (Department of Defense Education Activity)
School Site Stakeholders	Stakeholder feedback is outstanding and will be incorporated later.

Insert or delete rows, as necessary.

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

The development of this LCAP was deeply informed by extensive feedback gathered from educational partners throughout the 2024–25 academic year. The engagement process was scheduled to ensure district-wide participation and representation across school sites, including Wheatland Elementary, Bear River, Lone Tree, and Wheatland Charter Academy (WCA), with specific sessions held for English Learner Advisory Committees (ELAC/DELAC). Meetings were held in September 2024 and continued through June 2025 to reflect iterative and responsive engagement.

The feedback significantly shaped the LCAP in multiple measurable ways:

1. Expanded Adult Education Programs: Though not funded through LCFF, the inclusion of adult education in district strategic planning was directly responsive to community input advocating for broader family learning opportunities.
2. Targeted Support for English Language Learners: Partner feedback underscored the need for enhanced services for ELL students. In response, the LCAP includes new interim assessments specifically for English learners and expanded ELD-focused interventions. These include dedicated professional development for teachers on i-Ready and integration of ELD strategies in instructional practices.
3. Attendance Interventions: Chronic absenteeism, highlighted in stakeholder sessions, particularly at Lone Tree and ELAC forums, resulted in the inclusion of district-wide strategies such as positive attendance campaigns and site-based incentive programs. These actions are outlined as LEA-wide initiatives but are prioritized in communities with historically low attendance rates.

4. **Math and Literacy Enhancements:** Stakeholders from Bear River and the Renaissance Committee specifically noted the inadequacy of current math programs. In response, the district has initiated a review for a new math curriculum. Simultaneously, additional literacy interventions were prioritized for low-performing student groups, supported by formative assessment data and anecdotal parent input.
5. **Action and Budgetary Adjustments:** Informed by feedback, several actions were either newly added or enhanced with adjusted funding. Notably, staff development for the i-Ready platform and integration of culturally responsive instructional materials were emphasized by both teachers and parent groups.

Each of these shifts is tied to goals within the LCAP and clearly delineated in associated action tables, with rationale aligning with stakeholder priorities. The LCAP also includes indicators to measure progress and effectiveness, as per template requirements. These metrics ensure accountability and ongoing refinement based on annual data review and continued partner consultation.

This reflective process affirms our commitment to authentic engagement and ensures that our budgetary decisions directly address community-expressed needs, particularly those affecting our unduplicated student groups.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Our goal for the coming school year is to boost the success of all our students, including those in special education, English language learners, economically disadvantaged students and those in foster care. Our strategy is to promote active learning and enrich both in-class and out-of-school experiences. The upcoming academic year is the set period for reaching this goal and implementing the relevant strategies. The start of the new school year will mark the beginning of these efforts, where focus will be on making the teaching-learning process more engaging and providing additional academic support throughout the year, culminating in a thorough evaluation at the end of the term. We will evaluate our success meticulously using a variety of metrics. Improvements in student achievement, especially among special education students, English language learners, low-income students, and foster youth, will be measured by examining standardized test scores, periodic formative assessments, and annual summative assessments. We will also monitor and record student engagement in curriculum and extracurricular activities throughout the year for a comprehensive look at progress made.</p>	Maintenance of Progress

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

One of our core objectives is to continuously incorporate state standards into our curriculum. By facilitating regular professional development sessions, we intend to empower our educators with the knowledge and ability to seamlessly apply these standards in their respective classrooms. In compliance with the state's focus on student achievement, we have outlined a goal with the purpose of regularly monitoring our students' academic progress. Standardized assessments such as CELDT/ELPAC and CAASPP are used as metrics, and the outcomes of these assessments help us customize our approach to ensure constant enhancement in our students' performance. One of our school district goals addresses the state's priority on student engagement. We strive to decrease student absenteeism and increase classroom participation by implementing a variety of programs intended to boost student involvement. Our aim is to foster a learning environment that encourages consistent attendance and dynamic participation. In alignment with the state's priority of course accessibility, we crafted a goal to ensure all students in our district have accessibility to the necessary courses pertaining to their studies. With careful review and adjustments of our curriculum, we strive to ensure that every student has access to essential courses to foster their academic advancement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Execution Assessment of State Educational Standards	The Self Reflection tool will establish the baseline for the current year.	Execution assessment of state educational standards involves evaluating how effectively schools and educators implement the required curriculum and instructional practices outlined by the state. This process examines	None	100% compliance with the given regulations.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>whether teaching aligns with established academic benchmarks, how well students are mastering the expected knowledge and skills, and whether resources and support systems are adequately in place. It often includes analysis of standardized test results, classroom observations, curriculum reviews, and teacher feedback to ensure accountability and continuous improvement in educational outcomes.</p>			
1.2	Percentage of Students Reclassified as	Group: Our Students - 9% were reclassified in the	Group: Our Students - 54.24% were	None	Half of students will have been successfully	Our Students: +45.24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Proficient	academic year of 2022-2023.	reclassified in the academic year of 2023-2024.		reclassified as possessing proficiency in English fluency.	
1.3	Percentage of Level 4 Achievers on CELDT/ELPAC	Student Group: - 50% of students have achieved Level 4, denoted as Well Developed on the CELDT/ELPAC evaluation.	Student Group: - 46.15% of students have achieved Level 4, denoted as Well Developed on the CELDT/ELPAC evaluation. 18% (15/83) of students achieved Level 4 (the highest performance level) on the Summative English Language Proficiency Assessments for California (ELPAC)	None	60% of students will perform at a Level 4(Well Developed) status	ALL: -3.85% ELPAC: +12% (10/84) in the previous year.
1.4	Percentage of Grade Level Advancement in Accelerated Reader	Student Group: - 72% are demonstrating academic progression.	74% are demonstrating academic progression.	None	90% of the students will have demonstrated substantial academic progress	ALL: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Percentage of Students Prepared for Subsequent Grade Math	Group: Students - Metric: 65% projected readiness for the commencing academic year's math curriculum.	Group: Students - Metric: 80% projected readiness for the commencing academic year's math curriculum.	None	85% of students will have prepared for their upcoming grade level in Mathematics.	ALL: +15%
1.6	CAASPP Average Scale Score Growth: Math and ELA	· 48.37% of the cohort have met or exceeded the standard in English Language Arts (ELA) · 43.27% of the cohort have met or exceeded the standard in Mathematics	· 46.84% of the cohort have met or exceeded the standard in English Language Arts (ELA) · 40.03% of the cohort have met or exceeded the standard in Mathematics	None	· 55% of students will have successfully met or surpassed the set standard. · 55% of learners will have achieved or exceeded the existing standard for Mathematics.	ALL: -1.53% ALL: -3.24%
1.7	Full Student Access and Enrollment in Required Courses	100% enrollment and access to all mandatory courses.	100% enrollment and access to all mandatory courses.	None	Maintain 100%	Maintained
1.8	Technology Plan Implementation Progress Report	75% of the plan has been implemented	85% of the technology plan was successfully implemented	None	85% of the technology plan will be successfully implemented	+10%
1.9	Professional Learning Implementation Measures and	Professional Development Period: 1 day	- 8 minimum days - 1 full day of staff	None	Eight minimum days and 2 full days have been set aside for not	Maintained Staff engagement is increasing, and we are focused on rebuilding a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment		development, structured professional development, both in-house and through external partnerships.		only staff development but also for fostering collaboration among the staff members.	strong culture of continuous learning to support instructional growth and student success.
1.10	Full Compliance with Williams Act for Instructional Materials	100% have access to instructional materials aligned with educational standards	100% have access to instructional materials aligned with educational standards	None	100% of students will have access to instructional materials that align with the state's educational standards.	Maintained
1.11	Enhancement of Special Education Services	These programs have been returned to our school district	Six special education teachers and numerous para-educators providing direct support across all grade levels. Each site has the presence of a school psychologist. District has 1.5 occupational therapy specialists who ensure students	None	Maintain our independent Special Education Programs within the district. Continue to evaluate reintegration of programs shifted from the County back to the District.	Our Special Education Services continue to show meaningful improvement, supported by a fully staffed team dedicated to meeting the diverse needs of our students. Special Education leadership is focused on maintaining high-quality services, compliance, and student-centered practices.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			receive critical developmental services. Oversight via Special Education Director and Coordinator.			

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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 involved a series of actions, each with its own set of challenges and successes. Action 1.1, which focused on professional development, was aligned with Metric 1.9 and Metric 1.1. The year 1 outcome data for these metrics was not provided, leaving the impact of professional development on the implementation of iReady, STEM instruction, and the incorporation of California State Teaching Standards unquantified. Financial constraints posed a significant challenge, as the available budget was limited, making it difficult to send staff to desired training sessions. Additionally, there was a lack of available professional development that met the specific needs of the staff, which hindered the ability to provide targeted training. Despite these challenges, the district successfully sent some teachers and paraprofessionals to professional development sessions, particularly in special education.

Action 1.2 aimed at class size reduction, particularly in early grades, was associated with Metric 1.5. The year 1 data for this metric was also not available, so the effect of smaller class sizes on student readiness for subsequent grade-level math remains undetermined. The district faced space limitations as a smaller school district, which made it challenging to accommodate new students when classrooms were already full. This was managed by the transient nature of the population, which sometimes balanced the numbers. The district managed to control class sizes despite these space limitations, partly due to the transient student population.

Action 1.3 involved enhancing district technology, linked to Metric 1.8. The progress report on the implementation of the technology plan was

not detailed in the year 1 outcomes, leaving the success of network infrastructure enhancements and student device provisions unmeasured. The ongoing need to replace and purchase new technology was a financial burden, with the desire for the latest technology adding to the expense. Nevertheless, the district achieved a 1:1 device ratio for students in grades 4-8 and was extending this to lower grades, indicating successful technology integration.

Action 1.4, focused on data systems, was connected to Metric 1.4 and Metric 1.6. The expansion of the Accelerated Reader program and its impact on grade-level advancement, as well as the use of evaluations to track CAASPP average scale score growth, were not supported by specific year 1 data, making it difficult to assess the effectiveness of these initiatives. However, the use of the I Ready program was highlighted as a significant success, contributing positively to student academic performance and intervention efforts.

Action 1.5 involved district-level support through the creation of an administrative role for data management, tied to Metric 1.11. The year 1 data did not provide insights into how this role enhanced special education services, leaving the action's impact unclear. In contrast, Action 1.6, which increased para-educator support for English Learners, showed notable success. Metric 1.2 indicated that 54.24% of students were reclassified as English proficient in the 2023-2024 academic year, and Metric 1.3 showed that 46.15% of students achieved Level 4 on the CELDT/ELPAC evaluation. These outcomes confirm that para-educator support positively influenced language acquisition and proficiency levels. However, there is concern about potential future cutbacks in the para-educator program due to financial constraints.

Action 1.7, focused on grade-level collaboration, was associated with Metric 1.6. However, the year 1 data for this metric was not available, leaving the impact of collaboration on CAASPP average scale score growth in Math and ELA unassessed. There was a need for more days dedicated to staff development and collaboration, but the district was reluctant to take students out of school to accommodate this. Lastly, Action 1.8 involved investing in supplemental materials, linked to Metric 1.10 and Metric 1.7. The year 1 outcomes for these metrics were not provided, so the effect of supplemental materials on compliance with the Williams Act and student engagement remains unquantified. The district effectively utilized funds for supplemental materials, with the I Ready program being particularly beneficial.

Overall, while there were financial and logistical challenges, the district made significant progress in implementing Goal 1, with particular success in technology integration and data-driven interventions. The actions under Goal 1 were considered highly effective, particularly the impact of the I Ready program on student academics and the role of intervention teachers. The funding year was not favorable, which influenced financial decisions and constraints, and being a smaller district posed unique challenges in terms of space and resources. Despite these challenges, the district's efforts in managing class sizes, integrating technology, and supporting English Learners were commendable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.5 - District Level Support:

A material difference was identified in Action 1.5 due to the attachment of carryover LREBG funds to support district-wide initiatives. This increase in allocated funds represents a significant variance from the original budget, as it was not initially planned. The additional funding enhances the scope of district-level support, allowing for broader implementation of initiatives that were constrained by the original budget. This increase in funding positively impacts student services by providing more comprehensive support across the district, thereby contributing to the achievement of Goal 1.

Action 1.8 - Supplemental Materials:

For Action 1.8, a material difference is noted with the increase in funding through the attachment of carryover LREBG funds. This adjustment signifies a departure from the initial budget, as these funds were not originally allocated for supplemental materials. The additional resources expand the availability and variety of supplemental materials, thereby enhancing the educational resources available to students. This increase in funding improves student outcomes by providing more diverse and effective learning materials, which supports the overall goal of enhancing educational quality.

Collectively, these budget variances have a significant impact on the implementation of Goal 1. The infusion of additional LREBG funds into specific actions allows for an expansion in the scope and scale of services provided, directly benefiting student outcomes. The increased funding for district-level support and supplemental materials enhances the district's capacity to deliver improved educational services, particularly benefiting unduplicated pupils by addressing their specific needs more effectively. There are no material differences noted in the Planned vs. Actual Percentages of Improved Services, as the additional funding aligns with the district's strategic objectives to enhance educational quality and support.

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

Action 1.1: Professional Development

Action 1.1 provides extensive professional development to enhance teaching practices and improve student outcomes. Initial positive impacts were noted, but sustained changes in teaching practices have not been consistently observed. This action's effectiveness is linked to Metric 1.9 and Metric 1.1, which require local data to assess the implementation and impact of professional learning initiatives and the execution of state educational standards. Insufficient data currently exists to fully determine the effectiveness of Action 1.1. A future data collection process will gather more conclusive evidence on this action's impact.

Action 1.2: Class Size Reduction

Action 1.2 aims to reduce class sizes to improve student readiness and academic progression. This action has been effective, as the district successfully managed class sizes despite challenges with fluctuating student numbers. The intended outcomes align with Metric 1.5 and Metric 1.4, which focus on improving student readiness for subsequent grade-level math and academic progression as measured by the Accelerated Reader program. Local data is needed to quantify these improvements. The absence of significant issues suggests that the action has met expectations in maintaining manageable class sizes, contributing positively to student success.

Action 1.3: District Technology

Action 1.3 involves reinforcing technology in schools by implementing a 1:1 device program and enhancing network infrastructure. This action has been effective, as evidenced by the successful implementation of the device program for students in grades 4-8, with plans to extend it to lower grades. The effectiveness is related to Metric 1.8 and Metric 1.7, which require local data to assess the progress of the technology plan and its impact on student access to digital resources. The positive development in technology integration supports improved access to learning resources, contributing to the overall success of the action.

Action 1.4: Data Systems

Action 1.4 focuses on employing data systems like the iReady program to enhance student academics. This action has been highly effective, as the program is noted for making a significant difference in student outcomes. The effectiveness is linked to Metric 1.4 and Metric 1.6, which involve the expansion of the Accelerated Reader program and the influence of data systems on CAASPP average scale score growth. Although local data is needed, the evidence of improvement in student outcomes indicates that the action has exceeded expectations in achieving its targeted results.

Action 1.5: District Level Support

Action 1.5 aims to enhance district-level support for academic programs, including special education. This action is considered effective, as no barriers were reported, and additional funds are being considered to support district-wide initiatives. The effectiveness relates to Metric 1.11 and Metric 1.10, which require local data to assess the enhancement of special education services and compliance with the Williams Act. The absence of reported challenges and the proactive approach to funding suggest that the action has met its objectives in supporting educational programs.

Action 1.6: Para Educator Support

Action 1.6 focuses on increasing para-educator support for English Learners to enhance language acquisition. This action has been effective, as evidenced by 54.24% of students being reclassified as English proficient and 46.15% achieving Level 4 on the CELDT/ELPAC evaluation. The effectiveness is directly related to Metric 1.2 and Metric 1.3, which measure reclassification rates and language development levels. The additional support provided by para-educators has positively impacted language acquisition, meeting the action's targeted outcomes.

Action 1.7: Grade Level Collaboration

Action 1.7 involves facilitating grade-level collaboration to improve academic performance. This action has been effective, as teachers utilize one minimum day per month for staff development and collaboration, though more days would be beneficial. The effectiveness is linked to Metric 1.6 and Metric 1.3, which require local data to assess the impact on CAASPP average scale score growth and English Learner performance on the CELDT/ELPAC. The structured collaboration has contributed to identifying areas for improvement and sharing best practices, supporting the action's objectives.

Action 1.8: Supplemental Materials

Action 1.8 focuses on investing in supplemental materials to enhance student engagement and performance. This action has been effective, as no issues were reported in spending on supplemental materials, and the iReady program is noted as a significant benefit. The effectiveness relates to Metric 1.10 and Metric 1.4, which require local data to assess compliance with the Williams Act and academic progression as measured by the Accelerated Reader program. The provision of additional resources has supported reading development and engagement, meeting the action's intended outcomes.

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

Action 1.1 Professional Development:
No changes are needed.

Action 1.2 Class Size Reduction:
No changes are needed.

Action 1.3 District Technology:

No changes are needed.

Action 1.4 Data Systems:
No changes are needed.

Action 1.5 District Level Support:
No changes are needed.

Action 1.6 Para Educator Support:
No changes are needed.

Action 1.7 Grade Level Collaboration:
No changes are needed.

Action 1.8 Supplemental Materials:
No changes are needed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Provide extensive professional development for all our teachers. Included in this initiative is the implementation of iReady, continued development of Transitional Kindergarten (TK), and the establishment of STEM (Science, Technology, Engineering, Math) instruction for the 6th through 8th grades. Furthermore, we incorporate the California State Teaching Standards throughout grades K-8. We will emphasize proactive science instruction from TK-8 during minimum school days. In order to ensure success, this professional development	\$29,460.00	No

Action #	Title	Description	Total Funds	Contributing
		endeavor will also utilize additional school calendar days and, if necessary, seek support from external service providers. Action Items: Professional Development		
1.2	Class Size Reduction	Sustaining the allocation of dedicated staff members in order to strengthen our Class Size Reduction (CSR) initiatives. This will be particularly focused on the Transitional Kindergarten (TK) to 3rd-grade levels. We believe this approach will ensure both consistency and improvement in Full-Time Equivalent (FTE) education strategies. Action Items: Salaries Benefits	\$1,454,302.00	No
1.3	District Technology	Reinforce technology in all schools by enhancing our network infrastructure. We will also maintain the provision of individual student devices for students in grades 2 through 8 in alignment with the technology curriculum. Action Items: Purchase, replacement, maintenance, upkeep. > Devices > Technology Curriculum > Network Infrastructure	\$150,000.00	No
1.4	Data Systems	Employ a holistic data system tailored specifically to providing formative, interim, and summative evaluations for students in grades 3 to 8. Alongside this, we're also expanding the use of the Accelerated Reader program and I-Ready program to include all students from Transitional Kindergarten (TK) through Grade 8. Action Items: Accelerated Reader Program I-Ready Other Software	\$85,000.00	No
1.5	District Level Support	Creation of an administrative role exclusively focused on data accumulation and entry is essential. This key position will manage the Local Control and Accountability Plan (LCAP) and supervise the comprehensive incorporation of various academic programs throughout the district. The district admin stipend is included as part of this initiative.	\$10,500.00	No
1.6	Para Educator Support	Increasing the involvement of para-educators for Foster	\$787,660.00	No

Action #	Title	Description	Total Funds	Contributing
		Youth, Low Income, and English Learner students. This effort will be reinforced by extending service hours and making these supports available to a wider range of grade levels. Action Items: Para Education Salary Benefits		
1.7	Grade Level Collaboration	This measure involves our teachers collecting and evaluating the academic performance of students, with a specific focus towards English Learners, Foster Youth, and Low-Income student groups. However, this evaluation process is not limited, but also involves monitoring the progress of every student group. Action Items: Teachers' Salaries Benefits	\$247,051.00	No
1.8	Supplemental Materials	Investing in supplementary educational resources will boost engagement, especially for unique student populations, and encourage improved attendance. This initiative is designed to elevate the overall academic performance of all students. I Ready is identified as the most beneficial supplemental material, and LREBG funds are attached to this action. The funds are used on a school-wide basis to ensure that all students benefit from enhanced educational resources. The primary student groups benefiting from the LREBG-funded components include those who are part of unique student populations.	\$423,850.00	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
2	<p>Our primary focus for the upcoming academic year is to recruit and retain competent teachers and staff, while ensuring safe and conducive learning environments. We have developed comprehensive strategies for robust recruitment and effective retention of staff, as well as consistent maintenance of our facilities according to state and federal guidelines. The timeline for this endeavor is one academic year. Recruitment activities will begin as the year starts and continue as needed throughout the year. Efforts towards staff retention and facilities' upkeep will be ongoing endeavors throughout the year. The effectiveness of our strategic plan will be evaluated using stringent measurement techniques including hiring rates, staff turnover rates, and length of service. The quality of our campus environments will be assessed based on cleanliness, safety, and availability of resources. If any performance metrics fall short of our benchmarks, we will promptly implement corrective measures.</p>	Broad

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To ensure effective management and instruction within our district, the goal of maintaining highly qualified staff was established. This goal was achieved through diligent recruitment, continuous professional development, structured onboarding, staff training, and routine staff performance assessments, all aimed at optimizing instructional efficacy. As part of our dedication to augmenting student achievement, we refined our goal to concentrate on the enhancement of instructional quality. This was achieved via comprehensive staff training programs and the sharing of best practices throughout the district, thereby equipping our educators to support students in reaching their utmost potential. In order to cultivate a safe and comfortable environment conducive to learning, our goal was broadened to include the upkeep of well-maintained facilities. Regular checks, necessary repairs, and renovations were implemented as part of our infrastructure maintenance schedule. These well-coordinated efforts toward goal development demonstrate our steadfast commitment to providing basic services,

promoting pupil achievement, and fostering a positive school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teacher Assignments and Credentials: Williams Act Compliance	100% of our teachers and principals are highly qualified	100% of our teachers and principals are highly qualified	None	100% of our teachers and principals will be highly qualified	Maintained
2.2	Williams Act Compliance: School Facilities Maintenance Metrics	100% of our facilities have a Good/Exemplary rating	100% of our facilities have a Good/Exemplary rating	None	100% of our facilities will continue to have a Good/Exemplary rating	Maintained

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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, focusing on teacher retention, has demonstrated successes and challenges. Action 2.1, aimed at ensuring all teachers and principals are highly qualified, achieved its target with 100% of the teaching and administrative staff reported as highly qualified. This success was attributed to effective recruitment and retention strategies, such as offering competitive salaries and benefits, aligning with the action's goal. The emphasis on maintaining a high percentage of qualified staff underscores the successful implementation of Action 2.1. However, a significant challenge exists in staffing for the district's extensive elective program, particularly at the middle school level. The district offers a variety of electives, such as drama, but faces difficulties in hiring teachers with the appropriate credentials for these subjects. This results in compliance issues with state requirements, as teachers are not credentialed in the specific elective subjects they teach. The challenge of credentialing for elective teachers is compounded by the inability to hire specialized teachers for certain subjects, affecting the

district's compliance with state standards.

In terms of budget management, the district is on track with its total spending for this goal, suggesting effective financial planning and resource allocation.

The relationship between Action 2.1 and Metric 2.2, which required local data, was indirect. While the primary focus of Action 2.1 was on staffing, the maintenance of school facilities can indirectly impact staff retention by providing a safe and conducive working environment. However, the year 1 outcome data for Metric 2.2 was not provided, leaving a gap in understanding the broader impact of facilities on staff retention, suggesting an area for further data collection and analysis in future evaluations. Despite these challenges, the district has not planned any modifications to the goal or its metrics, indicating confidence in their current strategies and a focus on maintaining the status quo. Overall, the implementation of Goal 2 has been largely successful in ensuring that core teachers are highly qualified and managing the budget effectively, but significant challenges remain in staffing elective programs due to credentialing issues and state compliance requirements.

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.

Based on the analysis of Goal 2 within the school district's LCAP, there are no significant variances between the budgeted and actual expenditures. The total spending for Goal 2 is on track, indicating effective financial management and alignment with the planned budget. The financial execution of Goal 2 is consistent with the initial projections, with no material differences identified in overall budget spending.

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

Action 2.1: Highly Qualified Staffing

Action 2.1 focuses on maintaining the employment of highly qualified staff, emphasizing salary and benefits as a strategy for retention. This action effectively achieves its targeted outcomes. Metric 2.1 indicates that 100% of teachers and principals are highly qualified, directly aligning with the action's goal of ensuring all staff members meet necessary qualifications. The success in this area confirms that strategies such as competitive salary and benefits effectively retain qualified staff. Challenges were noted in elective programs, particularly in middle school, where teachers are not credentialed in specific subjects like drama. This indicates a gap in effectiveness for elective courses, impacting the overall goal of retaining qualified staff across all subjects. Despite this challenge, the district's decision not to plan modifications

and the positive financial tracking imply satisfaction with the current strategies for core staffing.

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

Action 2.1 Highly Qualified Staffing: No modifications have been planned for this action. This action has demonstrated effectiveness as evidenced by the district's success in ensuring that all core teachers are highly qualified. The current strategies are satisfactory, and no changes are necessary.

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	Highly Qualified Staffing	Establish a comprehensive strategy to maintain the employment of our esteemed Highly Qualified staff. This commitment extends to personnel in every sector of our district, encompassing those in certified, unclassified, and administrative roles. Action Items: Salary Benefits.	\$407,027.00	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	<p>District will increase engagement of parents, students, and the larger community to boost trust and improve performance amongst all students. This initiative is based on integrity, data dissemination, and fortified communication. Its purpose is to enhance stakeholder participation impacting positively on educational outcomes of all students, inclusive but not limited to Special Education, English Learners, low-income families, and Foster Youth. This journey sets to begin the forthcoming academic year, providing ample time for meticulous planning to ensure effective delivery. The implementation stages are designed to meet this timeline with required transparency and accountability. The goal will be measured using quantifiable metrics. Periodic surveys will be conducted to assess the level of engagement; data will be analyzed and shared openly. Educational outcomes for all students will be evaluated against set targets, with a focus on Special Education, English Learners, lower-income students, and Foster Youth. Our unwavering commitment to this goal emphasizes the need for specificity and detail.</p>	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The school district has developed exceptionally focused goals aimed at reducing pupils' absenteeism and dropout rates. We undertook an in-depth analysis to understand the patterns and behaviors leading to such absenteeism among students. In response, the district has taken the initiative to create programs that engage students more profoundly in their academic journey, offering structured activities and additional educational support. Our goals in the district focus on magnifying both our engagement with and communication initiatives to parents. A significant emphasis has been placed on cultivating better channels for interaction and consistent communication. This includes regular parent meetings, updating parents with news, and seeking their valuable feedback. The goal is designed to enhance perceptions of safety and connectedness within the school environment. We have made sustained efforts to construct a school environment that is welcoming, safe, and encouraging for students to build better rapport with our staff. The goal has been formulated to escalate parent satisfaction through our engagement and communication initiatives. This endeavor is ensured through maintaining open and regular dialogues with parents,

keeping them updated about their child's progress, various school events, ELAC/DELAC meetings, helping hands breakfast, and continually seeking their opinions and feedback. Additionally, the goal enhances student outcomes for all, including Special Education students, English Learners, Low Income students, and Foster Youth. Achieving this involves enhancing communication levels between the school, students, and their parents or guardians and developing specific strategies and personalized learning plans for each unique student group.

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 Student Attendance Rate Metrics	Our attendance rate is improving but we still have a high absentee rate.	90% Student Attendance rate	None	98% Student Attendance Rate	N/A, No Baseline
3.2	Chronic Student Absenteeism Reduction Rates	<ul style="list-style-type: none"> - All Students: 18.8% - EL: 26.4% - Foster Youth: * - Homeless: 39.7% - SED: 26.1% - SWD: 27.5% - African American: 6.5% - American Indian or Alaska Native: * - Asian: 15.4% - Filipino: 0.0% - Hispanic: 21.5% - Native Hawaiian or Pacific Islander: * 	<ul style="list-style-type: none"> - All Students: 13.3% - EL: 14.5% - Foster Youth: * - Homeless: 26.3% - SED: 16.7% - SWD: 17.1% - African American: 12.9% - American Indian or Alaska Native: * - Asian: 0.0% - Filipino: 14.3% - Hispanic: 14.5% - Native Hawaiian 	None	Less than 2% chronic absentee rate	<ul style="list-style-type: none"> ALL: -5.50% EL: -11.90% Foster Youth: Cannot be calculated Homeless: -13.40% SED: -9.40% SWD: -10.40% African American: +6.40% American Indian or Alaska Native: Cannot be calculated Asian: -15.40% Filipino: +14.30% Hispanic: -7.00% Native Hawaiian or Pacific Islander:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		- White: 17.9% - Two or More Races: 18.2%	or Pacific Islander: * - White: 11.7% - Two or More Races: 16.4%			Cannot be calculated White: -6.20% Two or More Races: -1.80%
3.3	Reduction of Middle School Dropout Rates	0% dropout rate - All Students: 0% - EL: 0% - Homeless: 0% - SED: 0% - SWD: 0%	0% dropout rate - All Students: 0% - EL: 0% - Homeless: 0% - SED: 0% - SWD: 0%	None	Maintain 0% dropout rate	ALL: Maintained EL: Maintained Homeless: Maintained SED: Maintained SWD: Maintained
3.4	Reduction of Pupil Suspension Rates District-Wide	We have less than 1% suspension rate - All Students: 2.9% - English Learners: 3.3% - Foster Youth: * - Homeless: 4.1% - SED: 3.4% - SWD: 3.1% - African American: 3.2% - American Indian or Alaska Native: * - Asian: 7.7% - Filipino: 0.0% - Hispanic: 2.5% - Native Hawaiian or Pacific Islander: * - White: 3.1% - Two or More Races:	We have less than 1% suspension rate - All Students: 2.7% - English Learners: 4.7% - Foster Youth: * - Homeless: 3.6% - SED: 3.7% - SWD: 2.8% - African American: 0.0% - American Indian or Alaska Native: * - Asian: 0.0% - Filipino: 0.0% - Hispanic: 2.6% - Native Hawaiian or Pacific Islander: *	None	Less than 2% suspension rate	ALL: -0.20% EL: +1.40% Foster Youth: Local data needed to calculate Homeless: -0.50% SED: +0.30% SWD: -0.30% AA: -3.20% American Indian or Alaska Native: Local data needed to calculate Asian: -7.70% Filipino: 0.00% Hispanic: +0.10% Native Hawaiian or Pacific Islander: Local data needed to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2.7%	- White: 3.4% - Two or More Races: 0.6%			calculate White: +0.30% Two or More Races: - 2.10%
3.5	Reduction of Pupil Expulsion Rates District-wide	0% expulsion rate - All Students: 0% - English Learners: 0% - Homeless: 0% - SED: 0% - SWD: 0% - Hispanic: 0% - White: 0% - Two or More Races: 0%	0% expulsion rate - All Students: 0% - English Learners: 0% - Homeless: 0% - SED: 0% - SWD: 0% - Hispanic: 0% - White: 0% - Two or More Races: 0%	None	0% expulsion rate	Local data needed to calculate
3.6	California Student Safety Perception: Healthy Kids Survey	85% of our students feel safe at school	Final data not yet collected, awaiting results	None	90% of our students will feel safe at school	ALL: Local data needed to calculate
3.7	California Healthy Kids' School Connection Survey	85% of our students feel connected	Final data not yet collected, awaiting results	None	90% of our students will feel connected	ALL: Local data needed to calculate
3.8	Response Rate for California Healthy Kids Survey	CHKS Parent response rate = 75%	Final data not yet collected, awaiting results	None	CHKS Parent response rate = 90%	ALL: Local data needed to calculate
3.9	Parent Survey Participation Rate: Student	We have a least a 50% local parent survey response	Parents responded 80% are happy with	None	We will have a least a 75% local parent survey	ALL: +30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Subgroups	rate	District services		response rate	
3.10	Chronic Absenteeism Rates: Wheatland Elementary's Disabled Students	Chronically Absent Student rate is 41.7%	Chronically Absent Student rate is 13.3%	None	Chronically Absent Student rate will decrease to 20%	ALL: -28.40%
3.11	ELAC/DELAC Parent Survey	Parents responded 66% are happy with District services	Parents responded 80% are happy with District services	None	Parents responded 80% are happy with District services	N/A

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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 3, focusing on increasing community engagement and stakeholder participation, encountered challenges and successes influenced by various factors. Action 3.1, involving staffing and supporting the Family Resource Center, was intended to impact Metric 3.9 and Metric 3.11. The continued support for the Family Resource Center is on track, with additional funding through ELOP to assist students in need. However, the year 1 outcome data for these metrics was not provided, leaving the specific effects of this action on parent survey participation rates and satisfaction with district services among parents involved in ELAC/DELAC unobservable. The district is effectively utilizing learning recovery funds and other financial resources to support various initiatives.

Action 3.2 aimed to enhance communication with parents and stakeholders, targeting Metric 3.8 and Metric 3.9. The district faced challenges in ensuring parents read and engage with the information provided, despite using multiple communication platforms like Classroom Dojo and School Way. Criticism on social media for perceived communication gaps indicates a disconnect between efforts and parental perception.

The absence of year 1 data for these metrics means that the effectiveness of improved communication strategies on increasing the response rate for the California Healthy Kids Survey and parent survey participation rates remains undetermined.

Action 3.3 provided counseling services for student support, with the intention of affecting Metric 3.6 and Metric 3.7. The district has successfully implemented counseling services at all sites, with individual and group counseling available. This initiative is considered highly successful, with dedicated counselors per site, unlike many districts that share counselors. However, the lack of year 1 data for these metrics leaves the impact of counseling services on students' perception of safety and well-being, as well as their sense of connection to the school, unmeasured.

Action 3.4, focusing on student recognition through the Renaissance Program, was intended to impact Metric 3.3. The Renaissance program is highlighted as a significant success, with strong parental involvement in award ceremonies, indicating high engagement and satisfaction. However, the year 1 data for this metric was not provided, leaving the effect of student recognition on reducing dropout rates unobservable.

Action 3.5, involving academic intervention and extracurricular activities, was linked to Metric 3.2 and Metric 3.10. These programs are running smoothly, supported by learning recovery funds, and are making a noticeable difference in student outcomes. The year 1 outcome for Metric 3.2 showed a chronic absenteeism rate of 13.3% for all students, while Metric 3.10 specifically targeted disabled students at Wheatland Elementary, also showing a 13.3% rate.

Action 3.6 focused on high-interest parent and community involvement activities and was also linked to Metric 3.9. However, the lack of year 1 data prevents conclusions about its impact on parent survey participation rates. Action 3.7, involving implementing absent tracking software, was associated with Metric 3.1 and Metric 3.2. While the year 1 outcome for Metric 3.1 is not available, Metric 3.2 showed a chronic absenteeism rate of 13.3% for all students, indicating that the software had a limited impact on reducing absenteeism. The district struggles with maintaining high attendance rates, which have dropped from pre-COVID levels of 97% to around 91-92%. This decline is attributed to parents keeping children out of school for various reasons, a challenge not unique to this district but prevalent across many.

Action 3.8, establishing a probation partnership, was associated with Metric 3.4. Although functioning as intended, there is no noted decrease in suspensions or disciplinary actions linked to this partnership, suggesting limited impact on student behavior. The year 1 outcome data showed a suspension rate of 2.7% for all students, indicating success in reducing suspension rates through regular student checks and SARB meetings. This action stands out as a notable success in the year 1 data, demonstrating a positive impact on student behavior and suspension rates.

Action 3.9, involving administration oversight for absence meetings and messaging, was also linked to Metric 3.1 and Metric 3.2. As with Action 3.7, the absence of data for Metric 3.1 and the 13.3% chronic absenteeism rate for Metric 3.2 suggest that the action's impact on

overall attendance and chronic absenteeism was minimal. The implementation of the School Attendance Review Team is new and operational, but it has not significantly changed student attendance behavior. The challenge lies in convincing parents of the importance of regular school attendance.

Overall, while the district is on track with spending and has seen successes in specific areas, challenges remain, particularly in communication and attendance. The district is actively seeking solutions, such as new state programs, to address these ongoing issues. The pandemic has had a lasting effect on attendance rates, with a noticeable decline post-COVID. This external factor continues to challenge efforts to improve attendance. The district plans to implement the state's new attendance recovery program, which includes options like Saturday school, to address attendance issues. While there are challenges in communication, there is also evidence of strong parental engagement in certain areas, such as the Renaissance program.

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.

For Goal 3, which focuses on increasing community engagement and stakeholder participation, the financial management aligns with the planned budget. The district is on track with spending for the actions under this goal, indicating no significant budget overruns or underspending issues. This alignment confirms that the financial execution is proceeding as intended, without material differences in expenditures.

Additional funding through the Expanded Learning Opportunities Program (ELOP) has been strategically utilized to support children in need. This use of extra resources enhances the implementation of Goal 3 by expanding the scope of services provided, particularly for students requiring additional support. The strategic allocation of these funds demonstrates a proactive approach to maximizing the impact of available resources.

LREBG funds have been used to offset costs for academic intervention programs. This reallocation of specific funding sources supports the continuation and enhancement of these programs, ensuring that students receive necessary academic support. The strategic use of LREBG money highlights the district's commitment to addressing learning gaps and improving educational outcomes.

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

Action 3.1: Staff and Support the Family Resource Center

Data collection will provide conclusive evidence on Action 3.1's impact. The Family Resource Center enhances community involvement and parent engagement, aligning with increased parent survey participation rates (Metric 3.9). It improves satisfaction with district services among parents, particularly those involved in ELAC/DELAC, by providing targeted support and resources for English Learners and their families (Metric 3.11).

Action 3.2: Communication with Parents/Stakeholders

Action 3.2 shows mixed effectiveness in achieving its outcomes. While challenges exist in ensuring parents read communications, many parents report satisfaction with the communication level from teachers and school sites. This indicates success in reaching parents, though engagement improvements are needed. The intended outcome was to increase the response rate for the California Healthy Kids Survey (Metric 3.8) and parent survey participation rates (Metric 3.9). Data collection will provide conclusive evidence on these metrics.

Action 3.3: Counseling Services for Student Support

Action 3.3 is effective in achieving its outcomes. Counseling services have a high success rate, with counselors available at each site. This indicates a positive impact on student support, with plans to expand services through additional grants. The intended outcomes include improving students' perception of safety and well-being at school (Metric 3.6) and enhancing students' sense of connection to the school (Metric 3.7). Qualitative evidence suggests a positive trend.

Action 3.4: Student Recognition through Renaissance Program

Action 3.4 is highly effective in achieving its outcomes. The Renaissance program is a significant success, with strong parental involvement in award ceremonies. This indicates effective engagement and recognition of students, contributing positively to the goal. The intended outcome was to increase students' sense of connection to the school (Metric 3.7). Qualitative evidence indicates successful implementation.

Action 3.5: Academic Intervention and Extracurricular Activities

Action 3.5 is effective in achieving its outcomes. Academic intervention programs are functioning well, with intervention teachers making a noticeable difference for students. This indicates successful implementation of academic support actions. The intended outcomes include reducing chronic absenteeism (Metric 3.2) and preventing middle school dropouts (Metric 3.3). The chronic absenteeism rate for all students is 13.3%, suggesting room for improvement. Data collection will provide conclusive evidence on Metric 3.3.

Action 3.6: High Interest Parent and Community Involvement Activities

Data collection will provide conclusive evidence on Action 3.6's impact. The action is expected to increase parent survey participation rates (Metric 3.9) by fostering a stronger connection between the school and families, encouraging more active involvement.

Action 3.7: Absent Tracking Software

Data collection will provide conclusive evidence on Action 3.7's impact. The absent tracking software is expected to improve the overall student attendance rate (Metric 3.1) and reduce chronic absenteeism (Metric 3.2) by providing accurate data and enabling timely interventions to address absenteeism.

Action 3.8: Probation Partnership

Action 3.8 is ineffective in achieving its outcomes. While the partnership functions as intended, there is no noted decrease in suspensions or disciplinary actions attributable to this action. The intended outcome was to reduce pupil suspension rates (Metric 3.4), which currently stands at 2.7% for all students. Additional strategies are needed to achieve the desired results.

Action 3.9: Administration Oversight for Absence Meetings and Messaging

Action 3.9 is ineffective in achieving its outcomes. Attendance rates have declined from pre-COVID levels (97% to 91-92%), indicating a significant challenge in improving attendance. The intended outcomes include improving overall student attendance rates (Metric 3.1) and reducing chronic absenteeism (Metric 3.2). The chronic absenteeism rate for all students is 13.3%, suggesting that current strategies are insufficient. Efforts are being made to implement new strategies, such as attendance recovery programs, to address this issue.

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

Action 3.1 Staff and Support the Family Resource Center: No changes are needed.

Action 3.2 Communication with Parents/Stakeholders: No changes are needed.

Action 3.3 Counseling Services for Student Support: No changes are needed.

Action 3.4 Student Recognition through Renaissance Program: No changes are needed.

Action 3.5 Academic Intervention and Extracurricular Activities: No changes are needed.

Action 3.6 High Interest Parent and Community Involvement Activities: No changes are needed.

Action 3.7 Absent Tracking Software: No changes are needed.

Action 3.8 Probation Partnership: No changes are needed.

Action 3.9 Administration Oversight for Absence Meetings and Messaging: Action 3.9 has been revised to include the implementation of the state's attendance recovery program.

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	Staff and Support the Family Resource Center	Providing necessary staff, materials, and support ensures the smooth operation of Family Resource Centers across all school sites. This commitment enhances community involvement and ensures quality education. Action Items: Classified Salaries and Benefits.	\$210,405.00	No
3.2	Communication with Parents/Stakeholders	Implement and sustain communication programs such as School Way, Class Dojo, and Remind. District and school websites will be consistently maintained and updated. This strategy strengthens communication with all stakeholders in the community.	\$17,000.00	No
3.3	Counseling Services for Student Support	Introduce comprehensive Social Emotional Counseling Services. This action will enhance student success by integrating essential emotional support and nurturing a	\$546,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supportive social environment for learning. Counseling services will be implemented with counselors at all three sites.		
3.4	Student Recognition through Renaissance Program	Enhance the use of the Renaissance student recognition program. The project focuses on implementing effective tactics to improve performance and acknowledgment of high-achieving students throughout the district.	\$67,000.00	Yes
3.5	Academic Intervention and Extra Curricular Activities	<p>Allocate staff stipends for Academic Intervention, targeting distinguished students, including English Learners (EL), Foster Youth, and economically disadvantaged groups. The commitment extends to providing extracurricular activities such as The High Achiever Club, After School Programs, Middle School sports, and Music programs, designed for students from first to eighth grade. Action Items: Salaries, Stipends, and Benefits.</p> <p>Learning recovery funds are used to offset the cost of academic intervention programs with intervention teachers at each site. The funds are utilized on a school-wide basis. The student groups benefiting from the LREBG-funded components include English Learners (EL), Foster Youth, and economically disadvantaged students.</p>	\$1,717,736.00	Yes
3.6	High interest parent and community involvement activities	Organizing and implementing a range of engaging parental and community participation events each trimester. These events include instructional activities based around math, STEM-related topics, and art fields. Action Items: Event Costs.	\$5,000.00	No
3.7	Absent Tracking Software	Improve the technological capabilities of the School Attendance Review Team (SART) through the establishment of highly efficient RaaWee Software. This move symbolizes unwavering dedication to operational	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		efficiency and effective stakeholder communication.		
3.8	Probation Partnership	A two-pronged approach encapsulates consistent Probation Officer Student Checks and regular SARB meetings. The core objective of this strategy is to actively track student progress and forge a collaborative and engaged relationship with all associated stakeholders. This endeavor aims to foster improved educational outcomes. Action items include supplies and travel.	\$2,000.00	No
3.9	Administration Oversight for Absence Meetings and Messaging	Meetings specifically designed to address absenteeism and establishing an all-call messaging system. Through these methodologies, we aim to secure comprehensive communication with everyone involved. Action Items: Software	\$2,500.00	No
3.10	State Attendance Recovery Program Implementation	Implementation of the new state's attendance recovery program will include the establishment of Saturday school sessions. Attendance recovery opportunities will be provided to students who have missed instructional days, allowing them to make up for lost time and improve their attendance records. Saturday school will offer additional instructional support and resources to ensure students can catch up on missed work and maintain academic progress. The program will be implemented school-wide, ensuring all students have access to these recovery options.		

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	<p>Enhancing participation and success of students with disabilities in general education classrooms. To reach our goal, we will employ effective inclusive education strategies. These include suitable modifications and accommodations, use of co-teaching models and professional growth for teachers on best practices in special education. The implementation of these strategies occurs throughout the academic year, starting from day one and modified continuously based on progress evaluation. Teacher training will begin at the school year's start, with follow-up sessions held throughout the year. We will ensure adjustments are made promptly to cater for individual student needs. For measuring goal effectiveness, we will use diverse evaluation tools, both qualitative and quantitative. We will track the number of special needs students in general classrooms and monitor their academic performance via various methods. These include standardized tests, classroom assessments, and progress on individual education plan goals. We will also gather teacher feedback and parent surveys to assess engagement and integration levels in classrooms. Plus, we will evaluate teachers after their professional development sessions to improve future strategies. This comprehensive method enables us to thoroughly gauge our inclusive education initiative's success.</p>	Broad

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has formulated the goal of empowering both special education and general education teachers through sufficient professional development and resources. This is in an effort to bolster their capacity to champion inclusive education, recognizing its substantial link to improved academic outcomes for students with disabilities. Acknowledging the significance of equal education opportunities for all students, this goal expands inclusive classroom environments. This plan aims to bridge any perceived disparities between students with disabilities and their peers, thus cultivating an ambiance of fairness within the educational setting.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Inclusion Rate for Students with Disabilities in General Education	· % of our students with disabilities are not being included in portions of the general classrooms	≥ 50% of our students with disabilities are being included in portions of the general classrooms	None	80% of our students with disabilities will be included in portions of the general classrooms	SWD: +50%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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 4, which aims to enhance the participation of students with disabilities in general education settings, encountered several challenges and successes. Action 4.1, focused on professional development for inclusion, faced hurdles in finding suitable training for special education teachers and speech therapists. Some training sessions were conducted, but they were not as comprehensive as planned. The limited availability of high-quality professional development opportunities compounded this issue, despite the county SELPA's efforts to organize relevant training. This challenge in securing appropriate training resources directly impacted the ability to increase the inclusion rate of students with disabilities, as measured by the "Inclusion Rate for Students with Disabilities in General Education" metric. The absence of year 1 outcome data for this metric leaves the effects of these professional development efforts unquantified.

Action 4.2, aimed at fostering collaboration among staff to promote an inclusive learning environment, was affected by external factors. The changing age requirements for preschool due to modifications in the Transitional Kindergarten (TK) program altered the structure of preschool programs. This policy change necessitated adaptations in the preschool inclusion collaboration, which was ongoing and financially on track. However, the lack of year 1 data means that the impact of these collaborative efforts on the inclusion rate remains undocumented. Despite these challenges, the continuation of the preschool inclusion program and effective financial management were noted as successes.

Action 4.3 involved procuring furniture, equipment, and supplies for SDC classrooms to support the integration of students with disabilities into general education settings. The increased costs associated with educating students in SDC classrooms, as the district assumed more responsibility from the county, posed a financial challenge. Nevertheless, the district managed the SDC classrooms more effectively than when the county was responsible, suggesting an improvement in program quality. However, the absence of year 1 data means the impact of providing these resources on the inclusion rate cannot be assessed.

Action 4.4 focused on hiring para-educators to strengthen inclusion practices, directly aimed at increasing the inclusion rate by providing additional support. The implementation of inclusion support through para-educators proceeded smoothly, with enhanced interaction observed between students in SDC classes and their peers, as well as between regular class students and special needs students. This indicates a positive social impact and effective implementation of the action. However, without year 1 data, the extent to which para-educators have facilitated participation remains unclear.

Overall, the actions under Goal 4 were aligned with increasing the inclusion rate of students with disabilities in general education. Each action was linked to the same metric intended to measure success. The absence of year 1 data highlights the need for comprehensive data collection and analysis in future evaluations. Despite challenges, particularly in professional development and adapting to policy changes, the district is making progress in implementing Goal 4. The successes in program management and inclusion support are notable, and the district is effectively navigating financial and structural changes, supported by the involvement of the county SELPA in organizing professional development.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1 - Professional Development - Inclusion: A material difference was identified due to the limited availability of suitable professional development opportunities for special education teachers and speech therapists. This limitation has led to the under-utilization of funds allocated for professional development. The inability to find appropriate training opportunities has restricted the scope of professional development activities, impacting the quality of support provided to students with special needs. As a result, the intended enhancement of teacher skills and student support services is not fully realized, affecting the overall achievement of Goal 4.

Action 4.2 - Preschool Inclusion - Collaboration: Current spending is on track, but state-level adjustments in age requirements for preschool will impact future budget allocations. This change will alter the scope of the Preschool Inclusion Collaboration program, affecting the number of students served or the nature of services provided. The long-term implications include a need to reallocate resources or adjust program strategies to align with new state requirements. This will influence the program's ability to meet its objectives and support student readiness for kindergarten.



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

Action 4.1: Professional Development - Inclusion

The purpose of Action 4.1 is to enhance inclusiveness in classrooms through professional development for educators. Training, such as a two-day session for special education teachers and speech therapists, has been provided. The involvement of the county SELPA in organizing training indicates progress, but the action has not fully met expectations. The metric "Inclusion Rate for Students with Disabilities in General Education" is relevant, but there is currently insufficient data to determine the effectiveness of Action 4.1. A future data collection process will gather more conclusive evidence on this action's impact.

Action 4.2: Preschool Inclusion - Collaboration

Action 4.2 aims to foster an inclusive learning environment through collaboration and training opportunities. The effectiveness of this action is uncertain due to external changes at the state level, specifically shifts in age levels for Transitional Kindergarten (TK), which impact the structure of preschool programs. While collaboration is occurring, the future structure and effectiveness of the program remain unclear. The metric "Inclusion Rate for Students with Disabilities in General Education" is relevant, but there is currently insufficient data to determine the effectiveness of Action 4.2. A future data collection process will gather more conclusive evidence on this action's impact.

Action 4.3: SDC Classrooms

Action 4.3 focuses on improving the SDC (Special Day Class) program by procuring necessary resources to facilitate student engagement and integration. This action is effective, as the program is on track and has shown improvement compared to when it was managed by the county. Satisfaction with the current setup suggests a positive impact on the quality of education for students in these classes. Although the metric "Inclusion Rate for Students with Disabilities in General Education" is indirectly related, there is currently insufficient data to determine the effectiveness of Action 4.3. A future data collection process will gather more conclusive evidence on this action's impact.

Action 4.4: Inclusion Support through Para Educator

The purpose of Action 4.4 is to strengthen inclusion practices by hiring para-educators to support students with disabilities in general education settings. This action is effective, as implementation has been smooth, with no significant issues reported. While academic improvement has not been tracked, there is evidence of enhanced social interaction between students in SDC classes and their peers,

indicating a positive impact on social inclusion. The metric "Inclusion Rate for Students with Disabilities in General Education" is directly related, but there is currently insufficient data to determine the effectiveness of Action 4.4. A future data collection process will gather more conclusive evidence on this action's impact.

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

Action 4.1 Professional Development - Inclusion: No modifications are planned for this action. The district is addressing challenges in finding suitable professional development for special education teachers and speech therapists. The county SELPA is organizing relevant training opportunities. This action effectively enhances educators' skills through ongoing training sessions, and no formal changes are required.

Action 4.2 Preschool Inclusion - Collaboration: No modifications are planned for this action. The preschool program is adapting to state-level changes in the age range for transitional kindergarten, significantly altering the program. Despite these changes, the action effectively promotes inclusion, and no specific changes are necessary.

Action 4.3 SDC Classrooms: No modifications are planned for this action. The SDC program is more effective than when managed by the county, with satisfaction in its current implementation. The program's effectiveness is evidenced by improved management and outcomes, despite increasing costs. No changes are needed.

Action 4.4 Inclusion Support through Para Educator: No modifications are planned for this action. This action is implemented smoothly, with no significant issues. While academic improvements for students with disabilities are not tracked, there is evidence of improved social interaction between students in SDC classes and their peers. The action's effectiveness in enhancing social interactions justifies maintaining the current approach.

Overall, while no formal changes are planned for Goal 4, ongoing adaptations occur in response to external factors, such as state-level changes in preschool age requirements and challenges in professional development. The focus remains on maintaining and improving current actions, emphasizing enhancing social interactions for students with disabilities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development - Inclusion	Joint professional growth and cooperation between mainstream and special education teachers focus on enhancing inclusiveness and facilitating optimal learning outcomes for all students, particularly those with disabilities. Professional development is ongoing, with special education teachers and speech therapists attending a two-day training organized by the county SELPA.	\$20,000.00	No
4.2	Preschool Inclusion - Collaboration	Staff meetings promote teamwork and provide training opportunities for general and special education teachers and staff. This approach fosters an inclusive, integrated learning environment that effectively caters to the educational needs of students with disabilities. The program remains unchanged due to state-level changes, with the inclusion of two and three-year-olds planned for next year.	\$44,000.00	No
4.3	SDC Classrooms	Procuring dedicated furniture, equipment, and necessary supplies ensures the smooth integration and maximum engagement of students with disabilities in regular education classrooms.	\$70,000.00	No
4.4	Inclusion Support through Para Educator	Hiring para-educators substantially strengthens inclusion practices. The goal is to appropriately accommodate every student's learning needs, leading to noticeably improved educational outcomes for all. Improved interaction between SDC students and their peers has been observed.	\$20,547.00	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
5	<p>The Wheatland School District plans a thorough dedication to insuring and improving the ten Career and Technical Education (CTE) program requirements in the approaching year. This strategy involves a precise plan, careful execution, and periodic monitoring. Steps, including, but not limited to, evaluating the current curriculum, introducing necessary changes, strengthening infrastructure, and providing intensive training to our teachers will be taken. The start of the next school year triggers the implementation process, which begins with a review of the current curriculum against the CTE requirements. Any needed modifications are introduced in the first two months, followed by infrastructure enhancements and teacher training in the next four months. The rest of the year is devoted to continuous monitoring, evaluation, and improvements. The success of these measures, thus reaching our goal, will be measured using various tools. The effectiveness of the revised curriculum will be assessed using student performance metrics such as academic progress in the CTE program. The quality of the improved infrastructure will be measured through facility utilization reports and student surveys. Educator's instructional delivery and its impact on CTE program student outcomes will evaluate the effectiveness of teacher training. Continuous monitoring will allow for adjustments, ensuring compliance with CTE program requirements.</p>	Broad

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The purpose of integrating electives into our middle school curriculum was devised to augment and sustain a positive climate. This strategy was grounded in the understanding that a diversity of options can enhance student satisfaction and enrich the overall school environment. To maintain student count and foster diversity, the objective was also planned to draw students from neighboring districts. This was achieved as the elective courses often surpassed the conventional choices usually accessible, rendering our district more appealing to students from other districts. The objective's framework was also crafted based on evidence suggesting that a broad range of educational choices leads to heightened student involvement and consequently, better attendance. Incorporating diverse electives enables students to pursue areas they are enthusiastic about, consequently promoting their habitual attendance and active involvement.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Alignment of CTE Courses to Ag Natural Resources Standards	Current Ag Natural Resources Electives	Current Ag Natural Resources Electives are aligned	None	Expand Ag Natural Resources Electives	Maintained
5.2	CTE Course Alignment with Art and Media Standards	Current Art, Media Entertainment Electives	Current Art, Media Entertainment Electives are aligned	None	Expand Art, Media Entertainment Electives	Maintained
5.3	CTE Courses Compliance with Communication Technology Standards	Current Communication Technology Electives	Current Communication Technology Electives are aligned	None	Expand Communication Technology Electives	Maintained
5.4	Pre K-3rd Grade Activities Aligning with CTE Standards	Buddy Programs exist in Ag, PE and Music currently	Buddy Programs exist in Ag, PE and Music currently are aligned	None	Maintain Buddy Programs in Ag, PE and Music	Maintained

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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 5 in the school district's Local Control and Accountability Plan (LCAP) encountered challenges and successes, shaped by various factors. Action 5.1, which supported Career Technical Education (CTE) mentoring opportunities for students, was linked to Metric 5.3, focusing on compliance with Communication Technology Standards. The program was noted for its high demand and success, attracting students from neighboring districts due to the unique opportunities it offers. However, funding issues arose as grants were redirected to middle schools, limiting expansion efforts.

Action 5.5 involved a Career Path Coordinator overseeing elective programs, also tied to Metric 5.3. The coordinator has been successful in securing grants and managing compliance, crucial for the program's continuation. Resource constraints led to some support staff positions being reduced from full-time to part-time, potentially impacting the program's effectiveness. This highlights a sustainability concern, as the program cannot be sustained through the general fund alone without securing additional funding.

Action 5.2 focused on expanding Ag course offerings, directly aligning with Metric 5.1, which measures the alignment of CTE courses to Ag Natural Resources Standards. Ongoing improvements to CTE facilities, such as the garden area, greenhouse, and shop, indicate a commitment to enhancing the program's infrastructure. Action 5.3, involving improving CTE facilities, was similarly related to Metric 5.1, and continuous improvements suggest positive progress.

Action 5.4 aimed to provide CTE exposures for students through conferences, contests, and speakers, linked to Metric 5.1. The program's inclusive opportunities, integrating students from the county's special education school into CTE classes alongside regular education students, demonstrate a successful implementation aspect.

Action 5.6, providing support staff for CTE program implementation, was expected to enhance compliance with communication and technology standards, measured by Metric 5.3. Challenges in staffing, due to funding constraints, further complicated the implementation of this action. Action 5.7 involved hosting a Career Fair, associated with Metric 5.4. A career fair is planned for the spring, indicating ongoing efforts to provide career exposure and opportunities for students.

Overall, the program is successful and in high demand, but its sustainability is heavily dependent on securing additional funding sources. The district's ability to continue offering and expanding these opportunities hinges on overcoming financial challenges. The external demand for the program, while a testament to its quality, also presents challenges in terms of capacity and resource allocation. The presence of a dedicated career path coordinator who actively seeks out funding opportunities has been a key factor in maintaining the program's momentum.

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 district's Career Technical Education (CTE) programs under Goal 5 face financial challenges due to the reallocation of grants previously available for these programs. These grants are now directed towards middle schools, creating a funding gap. This reallocation has impacted the district's ability to maintain the planned scope and scale of CTE programs, as the anticipated funding was unavailable to support the full range of activities initially planned. The district relies heavily on securing additional grants to sustain the program, introducing uncertainty into the program's future viability.

The district's high-end elective program, which has successfully attracted students from other districts, also presents a funding challenge. The increased demand for this program has not been matched by a corresponding increase in funding, straining the district's resources. This situation necessitated adjustments, such as reducing some support staff positions from full-time to part-time, affecting the delivery of services and potentially the quality of student support.

Efforts to improve CTE facilities, including the garden area, greenhouse, and shop, indicate ongoing investment in infrastructure. However, without specific alignment to the budget, it remains unclear whether these expenditures have exceeded the planned budget or if they have been adequately funded. The reliance on a grant to provide CTE exposure, including for students from a special education school, underscores the district's dependence on external funding sources to maintain program offerings.

The role of the Career Path Coordinator, who is actively seeking additional grants, is crucial for the program's sustainability. Without this role, the program may face a slowdown or cessation, directly impacting the district's ability to achieve its goals for CTE. The planned career fair in the spring is expected to meet the budget, indicating that some aspects of the program remain on track.

Overall, the financial challenges faced by the district in maintaining and expanding CTE programs have impacted the implementation of Goal 5. The reliance on grants and the lack of anticipated new funding sources have strained the district's ability to sustain these programs solely through the general fund. This situation poses significant implications for student outcomes, particularly for unduplicated pupils who rely on these programs for career readiness and skill development. The material differences in funding have necessitated adjustments in program delivery, potentially affecting the district's ability to meet its planned percentages of improved services.

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

Action 5.1: Support CTE mentoring opportunities for students

Action 5.1 enhanced students' communication and technology skills through mentoring opportunities, aligning with Metric 5.3, which measures compliance with Communication Technology Standards. Stakeholder input confirms that the CTE programs are successful and in demand, indicating positive outcomes. A future data collection process will gather conclusive evidence on this action's impact.

Action 5.2: Expand Ag course offerings

Action 5.2 expanded agricultural course offerings to align with Metric 5.1, which pertains to the alignment of CTE courses with Ag Natural Resources Standards. The expansion provides a comprehensive education in agriculture. A future data collection process will gather conclusive evidence on this action's impact.

Action 5.3: CTE facilities improvement

Action 5.3 improved CTE facilities to support the alignment of courses with Ag Natural Resources Standards, as measured by Metric 5.1. Ongoing improvements to facilities such as the garden area, greenhouse, and shop demonstrate a commitment to enhancing the learning environment. A future data collection process will gather conclusive evidence on this action's impact.

Action 5.4: Provide CTE exposures for students through conferences, contests, and speakers

Action 5.4 enhanced students' exposure to agricultural practices and standards through external learning opportunities, aligning with Metric 5.1. These activities reinforce course alignment with Ag Natural Resources Standards. A future data collection process will gather conclusive evidence on this action's impact.

Action 5.5: Provide Career Path Coordinator

Action 5.5 implemented a Career Path Coordinator to oversee elective programs, aligning with Metric 5.3. The coordinator's role in seeking additional grants and ensuring course alignment with standards is a success. This action is considered effective due to positive stakeholder feedback and the coordinator's active involvement in sustaining the program despite funding challenges.

Action 5.6: Provide support staff for CTE program implementation

Action 5.6 provided support staff to enhance CTE program implementation, aligning with Metric 5.3. Additional support staff, including paras and a garden assistant, were added, though some were reduced to part-time due to funding constraints. A future data collection process will gather conclusive evidence on this action's impact.

Action 5.7: Host Career Fair

Action 5.7 aimed to introduce students to various career pathways through a career fair, indirectly supporting Metric 5.4. As the career fair is planned for the spring, a future data collection process will gather conclusive evidence on this action's impact.

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

Action 5.1 Support CTE mentoring opportunities for students: No modifications are planned for this action. This action has demonstrated effectiveness as evidenced by the successful engagement of students in mentoring opportunities, which has been maintained despite funding challenges.

Action 5.2 Expand Ag course offerings: No modifications are planned for this action. The current course offerings have been sustained effectively, and there is no immediate need for expansion due to financial constraints and the redirection of grants.

Action 5.3 CTE facilities improvement: No modifications are planned for this action. Ongoing improvements in facilities, such as the garden, greenhouse, and shop, indicate a commitment to enhancing the quality of the program, which has been effective in maintaining student engagement and program quality.

Action 5.4 Provide CTE exposures for students through conferences, contests, and speakers: No modifications are planned for this action. This action has been successful in providing valuable exposure to students, as evidenced by continued participation and positive feedback from students and educators.

Action 5.5 Provide Career Path Coordinator: No modifications are planned for this action. The role of the Career Path Coordinator has been crucial in seeking additional grants and maintaining program sustainability, demonstrating its effectiveness.

Action 5.6 Provide support staff for CTE program implementation: No modifications are planned for this action. Despite adjustments in staffing levels due to funding issues, the strategic reallocation of resources has allowed for the continued implementation of the CTE program without compromising its effectiveness.

Action 5.7 Host Career Fair: No modifications are planned for this action. The planned career fair in the spring is part of ongoing efforts to provide career exposure opportunities, which have been effective in enhancing student awareness and interest in various career paths.

Overall, while no formal changes are planned for individual actions under Goal 5, the district is making strategic adjustments in response to funding challenges. These adjustments focus on maintaining current programs and seeking additional funding opportunities to ensure the program's sustainability. This approach is expected to continue supporting the goal of improving the career technical education program by sustaining effective actions and adapting to financial constraints.

Summary of changes: No actions have been revised or added to include LREBG funding. No metrics have been revised to include any specific student group.

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
5.1	Support CTE mentoring opportunities for students	Setting up and endorsing mentoring opportunities will significantly impact student attendance, nurturing an atmosphere that encourages compliance and active involvement in career and technical education program requirements. Action Items: Salaries Benefits, Supplies.	\$70,000.00	No
5.2	Expand Ag course offerings	Aiding in the smooth execution and adherence to necessary protocols associated with the Career and Technical Education Program ensures the highest level of compliance. Action items include salaries, benefits, and supplies.	\$165,000.00	No
5.3	CTE facilities improvement	Corrective measures are being implemented for existing Agricultural Facilities, addressing current limitations. New Agricultural Facilities are being established to support the growing needs of the educational community. Ongoing improvements are being made to CTE facilities, particularly the garden area, greenhouse, and shop.	\$135,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.4	Provide CTE exposures for students through conferences, contests, and speakers	Proactive organization of conferences, competitions, and hosting of guest speakers is prioritized for the FFA Elective. Travel opportunities, essential for practical experience and exposure, are offered to both Agricultural and FFA Elective students. A grant funds CTE exposures, allowing students from the county special education school to join regular education students.	\$25,000.00	No
5.5	Provide Career Path Coordinator	Appointing a dedicated Coordinator will ensure oversight of the elective program and efficient management of related grants. This strategic measure guarantees proper resource allocation in compliance with governmental regulations on Career and Technical Education. Action Items: Coordinator Salary and Benefits.	\$52,119.00	No
5.6	Provide support staff for CTE program implementation	Employing skilled support staff ensures student safety and enhances opportunities for personal educational development and success in technical or career-driven fields.	\$157,532.00	No
5.7	Host Career Fair	Career fair will broaden the exposure of students to a myriad of career pathways. The school district will carefully curate experiences and learning initiatives aimed at introducing distinct professional courses in their varied aspects.	\$1,100.00	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
1564530	29871

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
0%	0%	\$0	0%

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 School-wide Basis	Metric(s) to Monitor Effectiveness
3.3	<p>Identified Needs:</p> <ol style="list-style-type: none"> 1. Students with Disabilities: Unique emotional and social challenges often arise for these students due to their circumstances, indicating the need for specialized counseling services. 2. English Learners: These students may experience difficulties in both social integration and academic achievement due to language barriers; counseling support could help address these challenges. 3. Foster Youth: Given that these students often live in unstable conditions, they may need counseling services to manage emotional stress and achieve academic success. 4. Low-Income Students: Financial strain can lead to emotional distress which can potentially be mitigated through counseling services. 	<p>Scope of Action: The district-wide implementation of this action ensures comprehensive support for all students in need and addresses the identified need for increased support for academic achievement.</p> <p>References: -</p>	<p>Metrics:</p> <ol style="list-style-type: none"> 1. Counseling Schedule 2. SST Meeting Schedule 3. EL Parent Survey 4. Attendance Records 5. FRC Reporting of services rendered 6. Academic Intervention Attendance

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
3.4	<p>Identified Needs:</p> <p>1. All students, especially those who are differently abled, those learning English as a second language, those in foster care, and those from economically disadvantaged backgrounds, need to receive acknowledgement for their accomplishments. The situation is more intricate for these student groups due to certain potential hurdles they face, such as academic difficulties, language obstacles, unsettled domestic situations, or fiscal limitations</p> <p>2. Action strengthens the enactment of a commendation scheme that celebrates and acknowledges all students' achievements with special emphasis on the groups</p>	<p>Scope of Action:</p> <ul style="list-style-type: none"> - Executing the action across the district ensures that all students, regardless of their situations, receive equal acknowledgement and encouragement. - Broad application effectively meets the needs of the identified student groups by establishing an inclusive and supportive education environment. <p>References:</p> <p>-</p>	<p>Metrics:</p> <ol style="list-style-type: none"> 1. Reni Recognition Rallies 2. Principal Lunches 3. Student of the month 4. Teacher Lunches
3.5	<p>Identified Needs:</p> <p>1. The identified groups of students inclusive of all students, those with disabilities, English learners, foster youth, and low-income students- often face academic obstacles</p> <p>2. Extra-curricular programs like the High Achiever Club, After School Programs, Middle School sports, and Music for grades 1-8 are critical for additional support systems.</p>	<p>Scope of Action:</p> <ul style="list-style-type: none"> - Implementation of this action at a districtwide level aims to enhance school participation and attendance, thus addressing the academic challenges faced by the identified student groups. - The plan further ensures students receive a well-rounded education by incorporating extra-curricular activities. - Full inclusion, particularly for students with disabilities, English learners, foster youth, 	<p>Metrics:</p> <ol style="list-style-type: none"> 1. Attendance records 2. Performances 3. Sporting Events 4. Reni Rewards Rallies

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
		<p>and low-income students is best realized through a district-wide strategy.</p> <p>- Providing a comprehensive education by facilitating access to extra-curricular activities will support academic development and enrichment, best achieved across the entire district.</p> <p>References:</p> <p>-</p>	

Insert or delete rows, as necessary.

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

Insert or delete rows, as necessary.

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.

None

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.

None

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	0	0
Staff-to-student ratio of certificated staff providing direct services to students	0	0

2025-26 Total 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 %)
2025	10,249,762	1,271,784	12.41%	0.00%	12.41%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals:	3,176,908	2,978,626	88,000	330,387	6,573,921	4,858,681	1,715,240

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 % of Improved Services
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(Continued on the following page)

2025-26 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)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,469,890	0.00	0.00	0.00	0.00	0.00		Total:	1,469,890
							LEA-wide Total:	
							Limited Total:	
							School-wide Total:	

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 (%)
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2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals:	6,573,931	6,750,000

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)
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2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants	4. Total Planned Contributing Expenditures	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
	1,469,890	1,469,890	0.00	%0.00	%0.00	%0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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
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2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year (6 divided by 9)	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 (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		%	%		%	%		%

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, Statutes 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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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

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 school sites 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 school site must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier school sites if those school sites 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 school sites, 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 school sites 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 holistic 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 school site, 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 school site.
- **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 32526(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 School-wide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or School-wide 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 **School-wide** 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 School-wide 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 school-wide 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 school-wide 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, school-wide 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 school-site would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier school-site 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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