

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: McCloud Elementary School

CDS Code: 47-70409-0000000

School Year: 2026-27

LEA contact information:

Shelley Cain

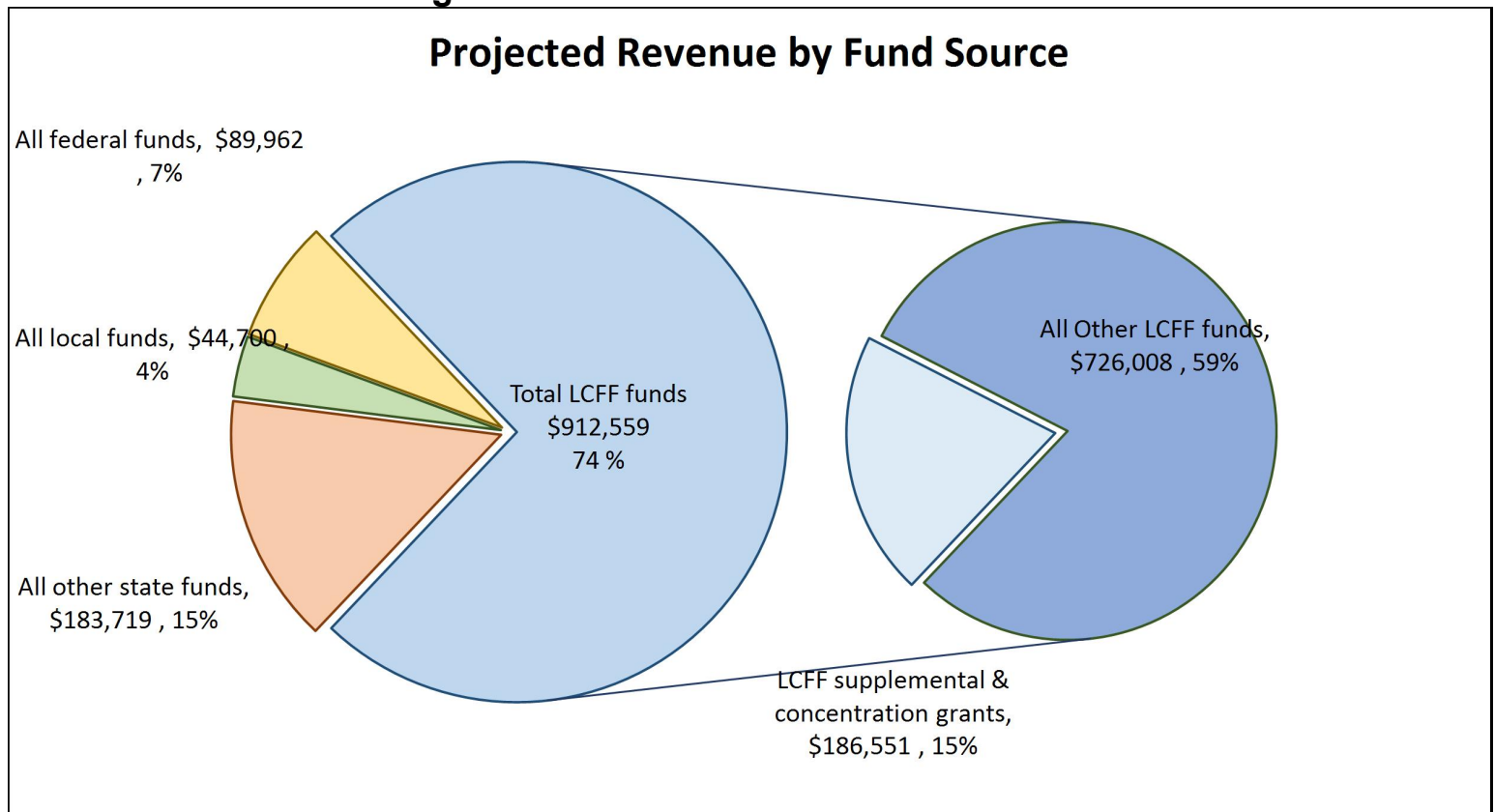
Superintendent/Principal

scain@sisnet.ssku.k12.ca.us

530-964-2133

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

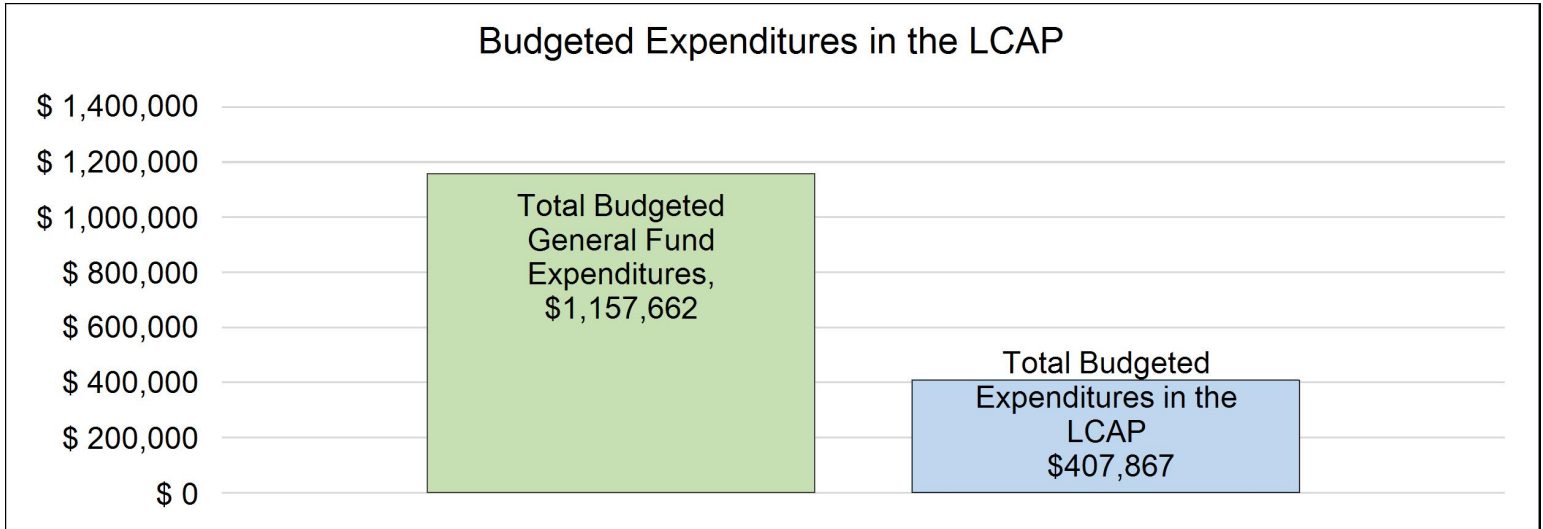


This chart shows the total general purpose revenue McCloud Elementary School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for McCloud Elementary School is \$1,230,940, of which \$912,559 is Local Control Funding Formula (LCFF), \$183,719 is other state funds, \$44,700 is local funds, and \$89,962 is federal funds. Of the \$912,559 in LCFF Funds, \$186,551 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much McCloud Elementary School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: McCloud Elementary School plans to spend \$1,157,662 for the 2026-27 school year. Of that amount, \$407,867 is tied to actions/services in the LCAP and \$749,795 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

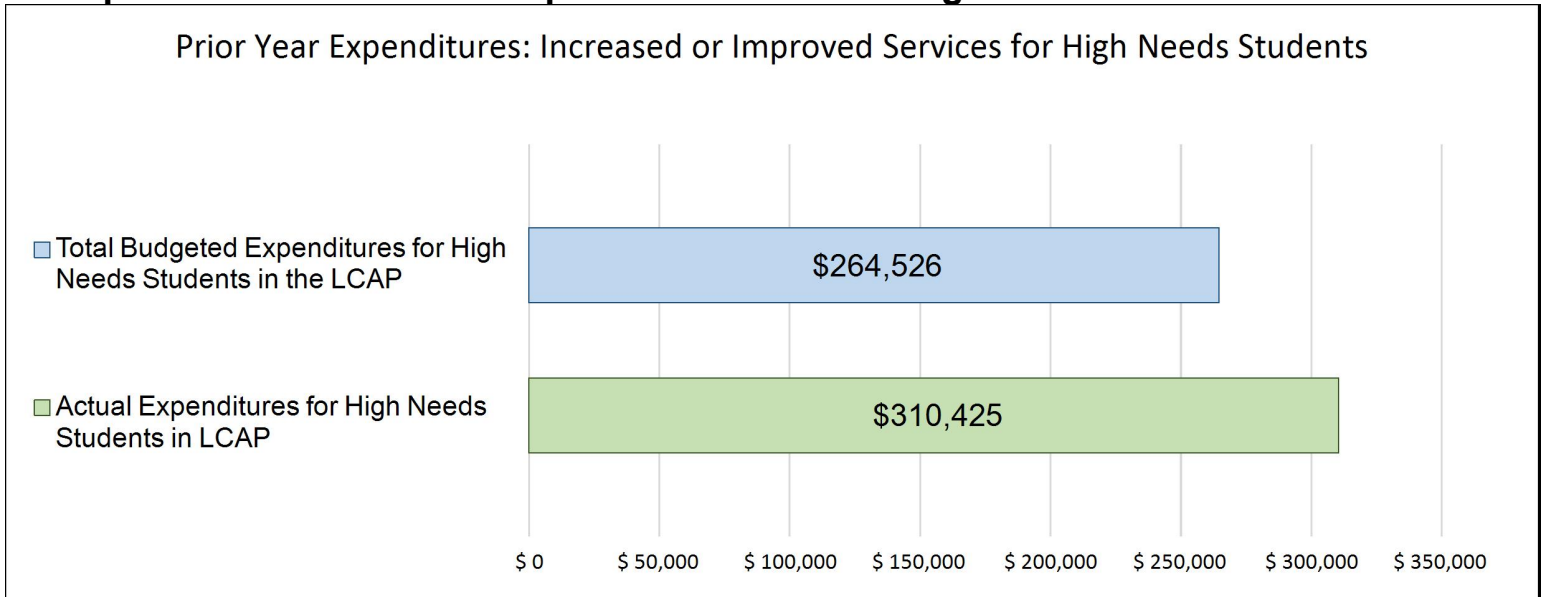
McCloud Elementary plans to spend \$1,157,662 for the 2026-2027 school year. Of that amount, \$407,867 is tied to actions/services in the LCAP, and \$749,795 is not included in the LCAP. The budgeted expenditures not included in the LCAP will be used for the following: general operating costs, including salaries, benefits, cafeteria, facilities maintenance, utilities, and supplies.

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

In 2026-27, McCloud Elementary School is projecting it will receive \$186,551 based on the enrollment of Foster Youth, English learner, and low-income students. McCloud Elementary School must describe how it intends to increase or improve services for high needs students in the LCAP. McCloud Elementary School plans to spend \$290,035 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, McCloud Elementary School's LCAP budgeted \$264,526 for planned actions to increase or improve services for high needs students. McCloud Elementary School actually spent \$310,425 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
McCloud Elementary School	Shelley Cain Superintendent/Principal	scain@sisnet.ssku.k12.ca.us 530-964-2133

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

McCloud Elementary School (MES) is a single school district located in McCloud, California, a small mountain community situated at the foot of Mt. Shasta. The population of the town of McCloud is approximately 800, and the school enrollment TK-8 is currently 45. Enrollment is down because 11 students moved out of the area before the school year started. The community is predominantly white and English is the dominant language. The town has struggled economically for years due to a lack of industry or jobs. The timber industry is no longer the main source of jobs. Many of the new jobs are in the service industry. The U.S. Forest Service and CAL Fire employ a large number of workers. Most of these jobs are seasonal, resulting in a low economic standing for the community. Many families face months of unemployment each year. The town's economy is tourism based. Weekend festivals and activities bring tourists to boost the economy. However, the town currently suffers from a shortage of family rental housing to boost the school's enrollment. Families often come to the school looking to enroll children and asking for referrals to rentals. Unfortunately, the vacation rental numbers have increased over the years, which has decreased the number of homes available for families seeking residence in McCloud. The town has 80% of all vacation rentals in Siskiyou County. This factor has had more of an impact on school enrollment than any single factor, including available employment. Many of our families reside in the apartments which are a low-income complex. If the apartments didn't exist for low-income families, our enrollment would be dramatically impacted. According to the data and dashboard performance levels, the lowest performance level at the LEA is in attendance rates. Attendance was a challenge prior to COVID-19, but got significantly worse after the pandemic. Some families, are historically and habitually truant, going back several generations and despite providing transportation and attendance support, these families continue their attendance patterns.

McCloud Elementary School provides the following for all students: a stimulating environment, a well-maintained school plant, one administrator, 4 full-time certificated teachers, and one part-time teacher. The administrator teaches in the classroom five days a week and has office hours after school and as needed during the day with the assistance of an instructional aide and substitute teacher (when available). The school employs classified staff for instructional aides, office, cafeteria, and custodial duties. The district provides all basic textbooks, all necessary supplies and materials, P.E. equipment, a well-stocked library, audio-visual equipment, computers, and software. The district contracts with the Siskiyou County Office of Education for specialized services and personnel. These include a Resource Specialist, Speech and Language Specialist, School Psychologist, School Nurse, and Occupational Therapist.

McCloud Elementary School developed an after-school program of its own this school year, funded by ELO-P funds. One of our instructional aides is the after school program coordinator for the 2:45 pm - 5:00 pm hours, and the preschool teachers/duty aide is the coordinator for the 12:00 - 3:00 program. At 3 pm, any students left in the earlier program, go to the later program to stay additional hours. Our English learner population is currently zero, and therefore, the English learner proficiency metric and English learner reclassification metric do not apply to McCloud Elementary.

McCloud Elementary School utilizes funds from Title I, Title II, and Title VI to support curriculum and instruction for our rural, low-income students. This document is the primary plan for McCloud Union School District. The School Plan for Student Achievement is not a separate document. The SPSA has not been a separate plan for the LEA since the creation of the LCAP. Stakeholders refer to this document regarding funding related to Title I, II, and VI funding.

Reflections: Annual Performance

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

Because our numbers are so small, reporting is sometimes nonexistent because our class sizes are not "statistically significant." The number of students who met or exceeded standards in ELA was 53%, and those who met or exceeded standards in math was 22%. The 53% value in ELA meets and slightly exceeds the goal of 50% that was set in prior year, but the math percentage still remains well below the 50% goal. However, the math percentage of 22% is slightly better than last years 16% value. As time goes on and students "recover" from the pandemic, their investment in state testing has diminished even more than during the pandemic. We are nearly five years out from the pandemic, and students' apathy has had a significant impact on attendance, behavior, and academics, far more than anticipated. Students cannot make a clear connection between state test scores and their success, and parents do not value the state testing, so it is difficult to instill a sense of work ethic or care about the CAASPP test. However, showing the students their prior years' scores does seem to help connect them more to their outcomes on the test. Going forward, I predict that our scores for 2026 CAASPP will be lower because we had 6 students enroll late in the year, three of whom had not been in school for almost three years. These students will likely not do well on the CAASPP because it tests at grade level, and these students have not attended school for a significant amount of time. Even three students can impact the overall scores of a school with only 28 students taking the test. Three students comprise 10% of test takers, so it is difficult to place too much value in reports that don't account for serious life circumstances outside of the district or students' control.

Our local data provided a brighter view of student progress. According to Renaissance Learning, students in 3 -8 grades performed well throughout the year, with 57% of students testing at or above the benchmark in reading and 65% of students testing at or above the benchmark in math. The LEA believes this data is more indicative of student success because these values are derived from assessments conducted throughout the year, unlike the CAASPP, which provides a snapshot of a single time during the spring when teachers and

students are under stress, with summer approaching. It is also imperative to note that our students with IEPs must take the CAASPP at their grade level, not their ability level, as the CAASPP does not accommodate their ability but instead focuses on their age for testing purposes. With Accelerated Reader and Accelerated Math, students can see their results almost instantaneously. Teachers can also see quick results and adjust in real-time, then test again to see gains or losses. Regarding Renaissance, our students performed very well throughout the year, which contradicts the 24/25 CAASPP results, especially in math.

Our transportation program was implemented, and morning transportation was provided to 10 of our at-risk, low-income students. The transportation was provided to students with a history of tardiness or absences whose parents didn't have access to personal transportation or vehicles. Parents and students appreciated this reliable transportation to school. However, there were extenuating circumstances that eliminated three students from the route because their house burned down, and they have been unable to find another place to live. There is no consistent place to pick them up for school, so the loss of 3 from the program has an impact. The district also ordered a van months ago to allow the transportation of more students, but the district has still not received the van. Money from Funds 7435 and 2600 (ELO-P) will be used to purchase the van. Fund 7435 expires in June, and ELO-P funds can be used because the van will be used for summer school as well.

The LEA's attendance and suspension rates at McCloud Elementary reverted back to yellow for the following categories: all students, socioeconomically disadvantaged students, and white students. There has not been an expulsion in over twenty years at McCloud Elementary. The LEA had an ongoing Title IX sexual harassment case throughout the entire school year, but the students were not suspended or expelled. One student left, but the other remained absent under "emergency removal" for the entire school year (October to June), so that student's absences hurt overall attendance numbers; despite being on independent study, the student did not do the work so no attendance could be recovered for credit. We will continue to implement the behavior plan and reinforce a positive school culture, characterized by low incidents of bullying and violence. The LEA and school board stand by the decision to suspend students for violence against others or endangering themselves or others.

The LEA's implementation of science standards is also making significant progress as we enrich our curriculum with STEM resources, new technology, and hands-on science labs via a contract with SCOE for science teacher Jason Singleton and our extensive science program, FOSS. We will support our science curriculum and continue to advance the implementation of the Next Generation Science Standards (NGSS) and STEM initiatives. New Discover Kids magazines were purchased to enhance the science and social studies curriculum, and several novel sets were purchased for the 4-8 grades. The online curriculum and assessment portals (Renaissance, IXL, and Lexia) have been instrumental in analyzing student progress and were implemented regularly in class and during intervention periods.

The contract with eLuma for online counseling services continues to be a success. The program serves students through ten sessions a week, each lasting one-half to one hour, depending on the student's need and attendance. This coming school year, the district plans to increase the number of students served by eLuma. The continued use of a health assistant greatly reduced the incidence of head lice in classrooms and related absences. The health assistant assists the school nurse in reviewing students' files and vaccination status. The LEA will continue to fund the stipend for the Health Assistant to directly benefit our low-income students by reducing absences related to head-lice treatment and other health issues.

The LEA maintains high FTE-to-student ratios by keeping teaching staff at 3, which maintains the number funded by Necessary Small Schools. The LEA is also committed to maintaining three instructional aides to support students and teachers in classrooms and to provide

one-on-one tutoring when needed. The LEA struggled to maintain instructional aides for various personal reasons. Two different aides were hired and resigned, then another aide came on, but left because she moved away with her parent. Trying to find consistency for students was difficult with the rotation of three aides in and out. Luckily, we had the support of a former teacher (and board member) who came to fill in as needed. The LEA is currently advertising for an instructional aide.

The GATE program provided high-performing students with enrichment activities such as coding, robotics, rocketry, circuitry, gardening, Legos, clay work, crochet, and art. The after-school program also provided extra support and enrichment after school for all students. Students had a safe, stimulating place to be until 5 pm for all students. Parents and students express great satisfaction and appreciation for both programs.

The social-emotional health of students is a top priority for the LEA, and it is supplemented by programs such as DARE, Tobacco Education, Positive Prevention Plus, Anti-Bullying (SCDV), Substance Abuse Prevention, behavior support, and sports programs. These programs alternate years because all classrooms are multi-grade level classrooms, and presenters don't want to repeat content. The LEA has been unable to secure an experienced, trained person to provide music to the students. In the prior year, the LEA offered Taiko, but then personal health issues led to the discontinuation of the program. The LEA continues to search for a viable option for music as there is funding, but it is difficult to find qualified music instructors, or those having experience working with children. The physical health and nutrition of students is supported by additional nurse days, a health assistant, and collaboration with Great Northern to provide snacks and meals as needed. Our wellness plan was updated, and an official Wellness Committee was formed to update the wellness plan and promote healthy nutrition practices.

The LEA facility is in good condition, and the playground was resurfaced last year to provide a safe and fresh place for students to play. It was updated in the fall due to some issues that arose. Since the update, there have been no issues. The district would like to update the playground structure, but finding contractors to come evaluate and bid on the project has been unsuccessful. The HVAC system provides the majority of the school's heat; however, the gymnasium, kitchen, and office spaces utilize a separate boiler system. The LEA updated the boiler system using special funding for kitchen infrastructure, and now the whole school facility receives consistent heat with no issues.

To improve attendance and engagement, McCloud Elementary will use LREBG funds (Resource 7435) to purchase a dedicated vehicle to transport students experiencing chronic absenteeism or who lack consistent access to school due to transportation barriers. As of the publication of this document, the van is still in production, but the dealership assures the district that the van will be completed and the LEA will be billed prior to the LREBG funds expiring on June 30, 2026. This action that supports student attendance via transportation is grounded in research that identifies reliable transportation as a critical factor in reducing absenteeism and improving academic outcomes, especially in rural and low-income communities. Since some of the van cost will be paid with the ELO-P fund, the total amount of LREBG funds will be reduced from what was originally planned in the LCAP due to SCOE's budget office recommendation that the funds to purchase the van not all come out of one fund. That means that the LREBG fund will end up having a remaining balance, as the original plan was to use \$80,000 of the approximately \$88,000 remaining in the fund.

McCloud Elementary implemented Action 2.6 – Data Analysis of Assessments – Intervention, with an investment of \$8,000 in LREBG funds, which may be impacted by the reduced amount used for the transportation van. If there are additional funds remaining the LREBG, the district will have to decide quickly how to expend those funds before June 30, 2026. As of the publication of this document, the funds in 7435 have not been utilized as the district waits for the van purchase to be completed. Action 2.6 is designed to accelerate academic recovery by

leveraging local benchmark and state assessment data to identify students in need of targeted support in English Language Arts (ELA) and Mathematics. Local data shows that 53 % of students met or exceeded standards in ELA and 22% in math, underscoring the urgency to intervene, especially in math, since ELA took an upturn. Through structured analysis of assessment results (e.g., Renaissance Learning, CAASPP), instructional staff will design individualized and small group interventions tailored to student needs. Funds will support release time for data teams, supplemental intervention materials, and stipends for staff delivering academic support. Effectiveness will be monitored through comparison of beginning-of-year and end-of-year benchmark data in ELA and math, the number of students participating in intervention, and academic growth outcomes.

Reflections: Technical Assistance

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

NA

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.

McCloud Elementary School - Identified for high chronic absenteeism and suspension.

Support for Identified Schools

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

McCloud Elementary is a single school district. Based on a needs assessment, McCloud Elementary has determined that, due to its small population, the Title IX case that put a student on "emergency removal" is responsible for the majority of attendance issues for 24/25. There is nothing the district could have done to expedite the case to resolve it sooner and it took all of the school year to resolve the case. The district was not in charge of the Title IX case and could only go as quickly as the lawyers could progress the case. It only takes a handful of students with absences to impact the attendance numbers. Going forward, the district believes that the purchase of a school van will improve attendance because more students will be able to take advantage of the service. Since the number of younger students has increased with changes to eligibility for TK-K students, a correlation has been observed between the younger population of first-time students and their illness rates. As younger and younger students are admitted into TK/K, more illnesses and absences are likely to occur as students adjust to the school climate and are exposed to a greater number of illnesses. Very young children are completely dependent upon parents for their attendance, and the adjustment into school is big for the whole family. McCloud Elementary currently uses effective evidence-based interventions and has budgeted for a behavior intervention specialist. McCloud Elementary also utilizes counseling services. There are no identified resource inequities to be addressed. The LEA has implemented a transportation program for students with high absenteeism. Low-income students have priority seating, and they are picked up at various points around town in the mornings. This program has reduced tardiness and absences for some students. Parents must agree to their child's participation in both transportation and counseling services,

and some do not participate in either program as offered. Meetings with parents regarding attendance and behaviors that result in suspension are held periodically, as needed. Parent attendance is required after a student has been suspended; however, some parents only attend once and then refuse to attend again. Attendance support is included in behavior plans for students who get suspended due to harmful behaviors.

Monitoring and Evaluating Effectiveness

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

McCloud Elementary will monitor the CSI plan by tracking the number of students receiving counseling services and the number of parents offered and agreeing to transportation and counseling services. The implementation will be monitored by reviewing these numbers each trimester. The effectiveness of the CSI plan will be monitored by tracking the amount of behavior referrals and absences each trimester. These numbers will be evaluated to determine if the behavior support and counseling services are impacting the attendance rate. The transportation program is monitored with a logbook that tracks which students are picked up each morning, attendance records produced by the Aeries attendance software, and feedback from the counselor and staff.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers (Bargaining Units); Classified Staff (Other school personnel)	Collaboration Days (Monthly) with input that informs the LCAP.
Principal/Superintendent (Admin)	One school district with one principal/superintendent (creator of LCAP); self-interview :) (Monthly report to school board and SSC)
Parents	Emailed surveys; parent-teacher conferences; formal meetings (Frequency corresponds with Collaboration Days and Board meetings) to inform the LCAP.
Students	Surveyed (Once a year in the spring) to inform the LCAP.

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

Each meeting with the educational partners above was to inform the LCAP. Parent feedback on the online survey was largely positive and remained the same as last year as far as satisfaction and requests. Parents expressed that they felt welcome, that their children were safe, that the school was clean and maintained, that the enrichment activities at school were great, and that they appreciated the efforts of the PTO in organizing events for families. Parents wanted more frequent communication about their child's progress from a single teacher, but overall, they felt that the communication was excellent and that the school atmosphere was inviting. Parents and students would like to have more field trips, and inquiries were made about a bus and a bus driver, which is an ongoing project at the LEA. With the purchase of a van, the ability to provide field trips will be greater. One parent attended a board meeting to express inquire about enrollment and school stability as it relates to the neighboring high school, but other than that, no parents attended board meetings. Parents do not attend any formal meetings at the school, and the school survey is usually the only mode of communication they will participate in. This year the numbers of responses were down for the survey. The administrator sent out the survey twice in an attempt to get more responses, but only four more were gained. In general, parents are supportive at informal events where food and fun are provided, but historically they do not attend formal meetings. This has become worse over the years. The PTO has had a few additional members to their group, but its numbers are very small as well. The staff members participated in collaboration days, training, and a few social gatherings to support each other, provide input, and express concerns. The LEA is a one-school district, and the principal serves as both the superintendent and a teacher, so there are fewer separate stakeholder groups than in some other districts. Students were surveyed and expressed a desire for an updated playground,

offering "fantasy" ideas for the school. They also would like more field trips. Mostly, they are happy to be at school and feel safe. Specific goals and actions designed with this input in mind are:

- 1.1 PD (staff/teachers/admin)
- 1.2 Curriculum (teachers/students)
- 1.2 Science Labs (staff/students)
- 1.8 Computers (students/staff)
- 2.3 Collaboration Days (teachers)
- 2.5 Instructional Aides (teachers/parents//admin)
- 2.9 High FTE to Student Ratio (all educational partners)
- 3.1 Support Services (teachers and students)
- 3.2 Social-Emotional Health Services (parents)
- 3.6 Athletics (all educational partners)
- 3.13 Attendance Support (Transportation)
- 3.16 Positive Behavior Support (staff/admin)
- 3.17 Positive School Culture (staff/parents)
- 3.18 Nurse (staff/parents)
- 3.19 Health Assistant (staff/parents)
- 3.20 After School Program and Enrichment/Extracurricular Activities
- 3.21 eLuma Counseling (all educational partners)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be provided a broad course of study by appropriately credentialed and assigned teachers utilizing instructional materials aligned to the California State Standards, in a safe, nurturing learning environment that promotes student success.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- 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 LEA will provide students with relevant curriculum following CA State Standards by fully credentialed teachers who use differentiated instruction and the frameworks for each subject. ELA has been updated for TK-8 grades. Math has been updated in TK-5. Teachers may need professional development in newly acquired curriculum and intervention programs. The LEA will continue to purchase new curriculum to align with CA State Standards in all subject areas as needed. ELA curriculum is updated annually with new novels and current events magazines (SCOPE & Jr. Scholastic). Most of the curriculum has been updated in the last three years.

The internet infrastructure must be maintained to accommodate student learning. Many subjects are online and in hard copies, and students cannot access the curriculum without efficient internet access. The LEA must periodically replace computers to maintain a 1:1 computer-to-student ratio.

The LEA will maintain the building as determined by the facility inspection tool (FIT) and maintenance plan. The north playground was resurfaced but the parking lot needs to be repaired and resurfaced, and the play equipment needs to be updated along with the recycled tire mat.

Implementing the actions related to this goal will support student achievement and provide a safe learning environment for the students of McCloud Elementary.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of instructional materials that are aligned with state standards. (Priorities 1 & 2)	23/24 100% of instructional materials are aligned with state standards.	24/25 100% of instructional materials are aligned with state standards.	25/26 100% of instructional materials are aligned with state standards.	100%	0
1.2	Percent of teachers fully credentialed and appropriately assigned. (Priority 1)	23/24 88% of teachers are credentialed; one teacher is on a permit and working towards credential completion.	24/25 100% of teachers are credentialed, and one classified staff member is working towards credential completion.	25/26 100% of teachers are credentialed, and one classified staff member is working towards credential completion.	100%	+12%
1.3	Percent of students receiving instruction that is aligned with state standards. (Priority 2)	23/24 100% of students receive instruction aligned to state standards.	24/25 100% of students receive instruction aligned to state standards.	25/26 100% of students receive instruction aligned to state standards.	100%	0
1.4	Facilities Inspection Tool rates different aspects of the facility. (Priority 1)	23/24 The facilities are in "exemplary" condition.	24/25 The facilities are in "exemplary" condition.	25/26 The facilities are in "exemplary" condition.	Exemplary	0
1.5	Williams Quarterly-Number of Williams Complaints Report is used to monitor sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair." (Priority 1)	23/24 No Williams complaints	24/25 No Williams complaints	25/26 No Williams complaints	No Williams complaints	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Percentage of students who participate in science labs enrichment. (Priorities 2, 5, 7 & 8)	23/24 98% attendance for science lab	24/25 98% attendance for science lab	25/26 98% attendance for science lab	Maintain 98% or more attendance for science lab	0
1.7	Percentage of students with access to a computer. (Priorities 2, 5, 7 & 8)	23/24 100% of students have at least one computer on campus.	24/25 100% of students have at least one computer on campus.	25/26 100% of students have at least one computer on campus.	Maintain 100% of students have at least one computer on campus.	0

Goal Analysis [2025-26]

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

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

One teacher did professional development, but other professional development opportunities did not present themselves, and/or time could not be spared to attend training. One teacher took university classes all year towards her teaching credential and funds were budgeted from Educator Effectiveness Fund to pay, but the fund will not be expended before 6/30/26 as required. All staff have multiple responsibilities and multi-grade classrooms, so it is difficult to find substitute teachers to assist in time off for PD. The 6-8 grade teacher added 5th grade to her teaching responsibilities, and the 2/3 teacher added 4th grade to her teaching responsibilities because the 4/5 teacher that was hired quit two weeks before the school year started. Additionally, substitute teachers often do not put themselves on the list for McCloud because they don't want to travel highway 89, especially during the snow season. Curriculum was implemented smoothly, and teachers are satisfied with the materials and pacing of the curriculum. The infrastructure for wireless internet and fiber optic internet was maintained. New computers were purchased, standards-based instruction was implemented smoothly via curriculum, and data was analyzed to adapt instruction.

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.

One teacher completed professional development on the study of neural pathways to better understand students' social-emotional well-being (\$275), and one teacher took college courses to further her progress toward her credential, so the budgeted amount of \$2,000 was fully expended, plus funds for the college units (\$3,662). The infrastructure for wireless and fiber-optic internet was maintained and paid for mostly by E-Rate, with the remainder paid by the district (\$1,381). Standards-based instruction was implemented, and data was analyzed to adapt instruction. GATE was successfully provided to eligible students once a week, and new projects were purchased (\$2,901) to increase the GATE activity inventory.

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

The stated goal is to provide students with a broad course of study offered by appropriately credentialed teachers with approved instructional materials. Action 1.1 was successful because professional development took place in the areas of higher education, and social-emotional well-being. All students received instruction in math, reading, writing, grammar, history, science, art, and supplemental courses such as science labs via SCOE and FOSS (Action 1.2). Data was collected and analyzed to guide instruction and intervention; therefore, Action 1.6 was effective. GATE is a successful enrichment program supported by Action 1.7 and the stipend paid to the coordinator along with funds expended to keep GATE inventory updated and engaging.

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.

Each action within the goal was successfully and fully implemented. Action 1.2 will add back Mr. Jason and his science labs from Goal 4.2 which is no longer a goal because the Equity Multiplier fund no longer exists. Computer purchases will also be added back to Goal 1 as Action 1.8 because this fund was also supported by the Goal 4 Equity Multiplier last year. The other actions, 1.3 - 1.7, will remain unchanged as they were implemented successfully to support the goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional development opportunities for certificated and classified staff as needed or requested by staff, including PD related to intervention programs and data collection programs (STAR, IXL, and Lexia), as well as technology in the classroom. (Resource 5850	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Curriculum & Supporting Labs/ Materials Purchase	<p>Various textbooks to update the curriculum and hands-on materials as needed. Social studies and math curricula are needed, depending on the grade level and prior years' purchases. (\$10,000)</p> <p>SCOE supplemental science labs by Jason Singleton via FOSS labs; NGSS-supported curriculum (\$10,800)</p> <p>Purchase of materials from Teachers Pay Teachers will boost the reading, math, science, and history curriculum for support and intervention. (\$2,000)</p>	\$22,800.00	Yes
1.3	Maintain Internet & Infrastructure	The LEA will maintain the updated infrastructure for internet, including wireless for laptops and hard-wired internet ports for desk tops. The updated internet will allow for access to databases, word processing (google.docs), email, online curriculum and state testing. The funding will support the internet after Erate reimbursement for the year.	\$1,500.00	Yes
1.4	Facilities Inspection Tool	The FIT is used to determined the safety and condition of the facility. Regular monitoring allows the LEA to quickly address any issues with the facility.		No
1.5	Implementation of Standards-based Instruction	Teachers will continue to implement standards-based instruction and collaborate to identify the most effective strategies for student achievement as reflected on standardized tests.	\$0.00	No
1.6	Assessment & Data Collection	Teachers will use data to make necessary adjustments in intervention strategies with online curriculum.	\$0.00	No
1.7	GATE, Enrichment & Intervention	High-performing students will continue to have the opportunity to participate in enrichment courses as provided by the Gifted and Talented	\$11,673.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Education Program (GATE) if student numbers support the program. Purchasing enrichment curriculum and supplies (ex: robotics, coding, circuit kits, etc.) will boost the GATE program and enrichment programs within the classrooms. (Cost of supplies: \$3,000)</p> <p>A stipend will be paid to a teacher to organize, manage, maintain, and implement GATE/enrichment programs. Intervention programs like Lexi and IXL and enrichment (GATE) programs will be implemented weekly throughout the school year. (Costs include a stipend of \$7,000 plus related benefits)</p>		
1.8	Student to Computer Ratio 1:1; Technology for Classroom Instruction.	The LEA will maintain a student to computer ratio of 1:1 by purchasing laptop and desktops as needed. The LEA will maintain technology such as SMART boards to assist teachers in implementing and enriching the curriculum and student activities. (Resource 7435)	\$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate increased proficiency in all academic content areas through the use of multiple measures of student achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA needs more intervention time for mathematics and ELA. The LEA will continue to update computers and other technology (iPads & SMART boards, etc.) to maintain a student to computer ratio of 1:1 so that students can access online curriculum, enrichment, and intervention programs throughout the day. Implementing the actions for goal 2 will help teachers gather data from multiple sources to increase proficiency and measure achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Results for % of students who met or exceeded standards in math and ELA. (Priority 4) LREBG Metric	2022-2023 CAASPP Results: Math: 37% of students met or exceeded standards ELA : 42% of students met or exceeded standards.	2023-2024 CAASPP Results: Math: 16% of students met or exceeded standards. ELA: 31% of students met or exceeded standards.	2024-2025 CAASPP Results: Math: 22% of students met or exceeded standards. ELA: 53% of students met or exceeded standards.	Math: 50% of students met or exceeded standards ELA : 50% of students met or exceeded standards.	-15% +11%
2.2	California Dashboard Report Color Coding - Red/Orange/Yellow/Green/Blue LREBG Metric	There are no coded performance colors for math or ELA (22/23), but absenteeism is at	There are no coded performance colors for math or ELA (23/24), but	There are no coded performance colors for math or ELA (24/25), but	Color coding as yellow, green, or blue to indicate growth.	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		orange and suspension is in the red.	absenteeism is coded red, and suspension is in the yellow.	absenteeism and suspension are in the red.		
2.3	Percent of Performance Participation (Priority 8)	23/24 95% or more of students participate in school performances	24/25 0% - There was no school performance this year due to lack of staffing.	25/26 0% - There was no school performance due to lack of music teacher.	95% or more of students will participate in school performances.	-95%
2.4	Percent of Completed Classroom Projects (Priority 8)	23/24 95% or more of students completed classroom projects	24/25 95% or more of students completed classroom projects.	25/26 95% or more of students completed classroom projects.	95% or more of students will participate in classroom projects.	0
2.5	EL Progress (%) Priority 4E	22/23 Currently no EL students	24/25 Currently no EL students	25/26 Currently no EL students	Currently no EL students	NA
2.6	EL Reclassification Rate (%) Priority 4F	22/23 Currently no EL students	24/25 Currently no EL students	25/26 Currently no EL students	Currently no EL students	NA
2.7	Report Card Grades-GPAs or 1-4 scales (Priority 8)	23/24 Report cards (GPAs or 1-4 scales) will be used to monitor student progress.	24/25 Report cards (GPAs or 1-4 scales) were used to monitor student progress.	25/26 Report cards (GPAs or 1-4 scales) were used to monitor student progress.	Report cards and GPAs or 1-4 scales will be used to monitor student progress.	0

Goal Analysis [2025-26]

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

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

Teachers successfully collaborated to monitor the progress of implementing standards, adjusting instructional strategies if needed, monitoring students' academic growth, adjusting the schedule to accommodate student learning, and implementing interventions for struggling students. Additional time was given to low-performing students, and instructional aides are provided at the highest level to assist teachers in implementing the curriculum and reinforcing concepts. Various databases and programs were used for intervention and data gathering. Aide levels were maintained to provide students with more one-to-one instruction. CAASPP scores are low, and the existing challenge is that students and many of their parents lack interest in CAASPP testing; most do not see the value in testing or believe it is an inaccurate measure of student success. The LEA has tried rewarding improved test scores, encouraging students to put their best effort into the test to qualify for GATE, scheduling the test at optimal hours with as little stress as possible, and showing students prior year scores so they are more invested in their progress. The biggest factor is maintaining teaching staff to keep class sizes around 10-15 so that direct instruction is optimal. Enrollment was down this year, and two teachers absorbed 4th and 5th grade, but class sizes were still maintained at 10-15 students on average.

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.

Instructional aide costs will be fully expended by the end of the year. Data analysis programs were purchased at slightly less than planned. The budgeted amount for FTE teacher-to-student ratio will be expended by the end of the fiscal year.

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

Actions 2.1-2.9 supported the LEA goal of increasing intervention time with programs like Lexia, Renaissance, and IXL. CAASPP testing did not reflect improvement in math scores, despite the ultimate intervention goal being to improve scores (metric 2.1). However, CAASPP ELA scores did improve to 53% which may be credited, in part, to the Lexia intervention program that is tailored to individual students. The LEA is hopeful that scores will improve next year, but it recognizes that many other factors besides intervention (home life, stress, hunger, lack of sleep, anxiety, family support) contribute to overall success on the CAASPP. New computers facilitate the use of the intervention platforms, and having more on hand makes it possible to replace them quickly as needed. All students have access to one desktop computer and a laptop. Teachers successfully used data gathered from the above programs to measure achievement and place students properly within curriculum subsets for more individualized instruction. Most importantly, students benefited from a full staff that offers opportunities for support and more 1 to 1 interaction.

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.

The core of this goal is collaboration among staff for the benefit of students. Most importantly, this goal supports the LEA's belief that a strong staff, which maintains an efficient and effective ratio between students and teachers/aides, benefits the students and has the most significant impact on their success. Therefore, no changes will be made to the actions within this goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Progress Monitoring	Teachers will continue to collaborate across grade levels, using the staff developed rubric, to monitor the progress of standards implementation and instructional strategies as well as to monitor student achievement.	\$0.00	No
2.2	Master Schedule Adjustments	Teachers and the administrator will collaborate to adjust the master schedule to allow more time for additional instruction in math and reading classes when needed. (LOCAL) Master schedule adjustments will take into consideration how Low Income students will be best served with additional instructional minutes. (no cost)	\$0.00	Yes
2.3	Collaboration Days	Teachers will continue to collaborate monthly to share teaching strategies, best practices and success stories in order to promote and celebrate personal and professional success. (LOCAL)	\$0.00	No
2.4	Additional Instructional Time & Intervention for LI Students	Low performing students will receive extra instructional time, or intervention, in reading and math to help improve understanding of grade-level concepts.	\$0.00	Yes
2.5	Instructional Aides	The LEA will maintain instructional aide levels (3) in order to support the teaching staff and the implementation of differentiated instruction in classrooms.	\$106,445.00	Yes
2.6	Data Analysis of Assessments	This action supports teachers in analyzing data from state assessments, curriculum tests, and digital programs, including Renaissance, Lexia, and IXL. Research supports the use of diagnostic and formative assessments to guide instruction, which has been shown to improve student outcomes, especially in reading and math. Teachers will use this data to monitor	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning and identify students in need of intervention. Metrics used to assess impact include progress on Renaissance Star assessments, Lexia and IXL growth, and local ELA and math benchmarks. This action ensures targeted instruction for learning recovery and accelerates progress for students below grade level. (Multi-year contracts?)		
2.7	CAASPP Data Driven Educational Strategies	Teachers will update their understanding of the CAASPP Assessments and make changes in instructional strategies, classroom environment, and use of technology as needed.	\$0.00	Yes
2.8	Academic Performance Monitoring	Report cards will continue to reflect student learning and effort and will help guide teachers in the development of individualized instruction based on student needs. A grade point average of 3.0 will be considered an indication of performance at grade level proficiency. Data from Online Intervention Programs (STAR, Lexia and IXL) will inform teachers and administration of success and improvement in reading and math.	\$0.00	No
2.9	Maintain High FTE to Student Ratio	The District will utilize the 15% concentration grant add on funds and supplemental and concentration grant funds to maintain a high FTE to student ratio. LCFF resource codes 0000 (General), 0053 (Concentration Grant 15%)	\$145,506.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	McCloud Elementary will provide a welcoming school environment that promotes parent, student, and staff participation in the decision-making process and encourages positive behavior in a healthy school climate.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The LEA's academic program focuses on the core curriculum; however, enrichment programs like music, athletics, performances, and the after school program are also vitally important to students' overall social-emotional well-being. Parent and student surveys indicate that the community values enrichment activities such as music, art, and athletics. The LEA recognizes the correlation between participation in extracurricular/enrichment activities and improving academic achievement and attendance. The LEA will continue to pursue a music instructor and program, but in rural areas it is difficult to find qualified people.

Parent and guardian attendance remains low at School Site Council (SSC) meetings, Parent Teacher Organization (PTO) meetings, and School Board meetings. The PTO has experienced a resurgence and provided support and several opportunities and fun events for the students. The parent survey did not have a high return rate as compared to last year. There was no significant difference in the format or delivery.

The LEA desires to decrease chronic absenteeism and realizes that poverty relates to chronic absenteeism. As our Free and Reduced Lunch percentages increase, our absences increase. The LEA wants to continue student mental health support with eLuma counseling services. Parent involvement at formal meetings and in the truancy meeting process is low. Students, particularly those in poverty, need support programs that encourage a positive, nurturing, and safe environment at school. This climate will result in better attendance and increases in academic achievement.

Implementing the actions for Goal 3 will provide a welcoming school environment that focuses on involvement and enrichment, which directly correlates to students' overall well-being. Implementing the actions below and measuring progress using the identified metrics will support McCloud Union School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SAFE Survey Results of Parent, Student, and Staff Satisfaction (% satisfaction) Priority 6C	80% Satisfaction or higher (Yr. 23/24)	No SAFE survey as the program ended in November.	No results as of this date.	Results for the SAFE survey have not been released as of this entry.	NA
3.2	Attendance Percentage Rate Priority 5A	94%	89%	>95%	>95%	-5%
3.3	Chronic Absenteeism Percentage Rate Priority 5B LREBG Metric	38%	41%	<10%	<10%	3%
3.4	Suspension Percentage Rate Priority 6A	All students: 8.1% Socioeconomically Disadvantaged: 10% White: 9.1%	All Students: 5.8% Socioeconomically Disadvantaged: 5.8% White: 6.5%	All Students: 8.2% Socioeconomically Disadvantaged: 8.2% White: 6.5%	<5%	-2.9% & -2.6%
3.5	Expulsion Percentage Rate Priority 6B	0%	0%	0%	0%	0
3.6	Middle School Dropout Percentage Rate Priority 5C	0%	0%	0%	0%	0
3.7	Percent of Parents on Sign-in Sheets Priority 3	< 10% parent participation at formal meetings (school board, school site council, and Parent Teacher Organization).	< 10% parent participation at formal meetings (school board and school site council) but increased Parent Teacher Organization involvement.	< 10% parent participation at formal meetings (school board and school site council) but increased Parent Teacher Organization involvement.	> 10% parent participation at formal meetings (school board, school site council and Parent Teacher Organization).	0
3.8	Percentage of Parents on Sign-in Sheets Priority 3	95% or more parents participate in school events and	95% or more parents participate in school events	95% or more parents participate in school events	95% or more parents participated in school events and	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		parent/teacher conferences	and parent/teacher conferences	and parent/teacher conferences	parent/teacher conferences.	
3.9	Percentage of Response on Annual Surveys Priority 3	Parents: 95% return rate Students: 100% return rate	Parents: 95% return rate Students: 100% return rate	Parents:<95% return rate Students: 100% return rate	Parents: 100% return rate Students: 100% return rate	0
3.10	Percentage of Students/Staff Taking school Climate Surveys Priority 6C	>80 % of Students, staff, and parents report a high level of satisfaction with the overall school environment.	>80 % of Students, staff, and parents report a high level of satisfaction with the overall school environment.	>80 % of Students, staff, and parents report a high level of satisfaction with the overall school environment. Low return rate; not low satisfaction.	> 90% Students, staff and parents report a high level of satisfaction with the overall school environment.	0

Goal Analysis [2025-26]

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

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

This was an odd numbered year for DARE, Bullying Prevention (SCDV), and Positive Prevention, so those programs will return next school year. Students were invited to attend presentations by Siskiyou County Domestic Violence at the high school. Great Northern continued nutrition support and the McCloud Community Resource Center provided resources to students and families. The LEA had a Wellness Coach once a week, provided by SCOE. She delivered Social-Emotional Learning lessons to students in TK-4th grade. The lessons were well received by students and teachers.

Unfortunately, we have been unable to find a qualified music instructor for our needs and what we are able to pay. Art participation remains high and the LEA provided volleyball and basketball. Parent participation at formal meetings remains dismal, and our parent survey (launched 3 times) did not get a high response percentage. Parent participation at student-focused events like Back to School Night, sporting events, Open House, and PTO sponsored functions were highly attended. The attendance support program was boosted by the administrative secretary (and PTO lead) and a reward system was implemented. Student transportation services provided support for attendance. Students continue to be acknowledged for good citizenship. The PTO stepped up involvement and the students were energized by activities and events provided by the PTO like movie night, a dance, talent show, and family game night.

Behavior support was implemented this year by behavior support personnel who worked with teachers to support student behavior, counsel students, and provide rewards for improved behavior. Violence and inappropriate behavior that endangers students' physical and mental

health is not tolerated. The nurse provided services for two additional days and the health assistant provided health support in the absence of a permanent school nurse.

The LEA eliminated the ASES sponsored SAFE program last year and implemented its own after school program this year with ELO-P (Resource 2600) funds. Attendance in the program was high, and parents reported that their children enjoyed the program. Parents are grateful to have a safe place for their children to be where they can participate in enrichment activities, receive a snack, and have extra time with their peers.

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.

Many of the actions in this goal are free, but of those budgeted, almost all expended the planned amount. The LEA was unable to secure a person to provide music instruction to the students, so the planned expenditure remains unspent (\$1,550). The attendance support budget (\$200) was expended, as was the behavior support stipend (\$3,717). The nurse (\$1,720) and health assistant (\$2,072) dollars were expended as budgeted. Goal 3 Actions 13 and 14 budgeted amounts were expended. Goal 3, Action 20 amounts were expended, minus the track stipend, because we didn't have track.

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

Goal 3 is all about providing students with a welcoming, safe, and positive school environment that promotes academic success and supports positive school behavior and social-emotional health. The numerous special programs, extracurricular activities, staff, parents, and community support for students provide a multitude of ways for students to positively engage in their school community. The actions 3.2, 3.7, 3.13, 3.14, 3.15, 3.18, & 3.19 with the metric of improvement to absenteeism were not viewed as ineffective even though the overall attendance rate decreased and the chronic absenteeism rate worsened because the LEA absenteeism can be attributed to individual students in TK-1 (some technically preschool age) who had difficulty transitioning to a regular classroom and were more prone to illness as they enter the school environment. In the primary wing, we had two students whose parents enrolled and dis-enrolled the kids twice; each time the students wracked up absences. Whenever one of the children would have behavior consequences, the mother would keep the child home for the following day. There is also a family that has two children who have a history of absences, who receive a daily ride from the school, but still have excessive absences due to illness or family emergencies. This particular family has had children in our school for over ten years, and every child has been a chronic absentee no matter what interventions the LEA tries or how many services are offered. Due to each of the above circumstances, and a few others, our chronic absentee percentage increased, but not because actions in Goal 3 failed. In a school as small as MES, it only takes a handful of students to impact attendance percentages. The newly added Goal and Action, 3.20, was implemented successfully because the after school program was well-attended with very little behavioral issues and students completed many enrichment activities and enjoyed extra time with their peers, in addition to receiving homework help.

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.

Even though the LEA was unable to provide music in 25/26, the budget will include funds for 26/27 in hopes that music will return. Student transportation for attendance will continue as will rewards for perfect attendance. Due to the success of the behavior support technician, the role will continue to be supported. The LEA opted to keep the Wellness Coach in collaboration with SCOE on Fridays of next year. Nursing and health support funds will remain unchanged. The after school program will continue and the budget will include a line for supplies for the 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	Support Services & Programs	Students will continue to receive instruction and support from the following programs as they are available: DARE (Drug Abuse Resistance Education), Bullying Prevention, Project Alert, Positive Prevention, and Safety First - Substance Use Prevention. The programs rotate in and out every other year due to combined grade-level classrooms. Low-income students will benefit from these programs, whose topics may directly relate to issues associated with poverty. (no additional cost). This action addresses the following student groups in the indicator of suspension: All students, socioeconomically disadvantaged, and white.	\$0.00	Yes
3.2	Physical and Social-Emotional Health Resources	McCloud Elementary School will continue to collaborate with the McCloud Community Resource Network (as available) and the McCloud Healthcare Clinic to provide family health services. MES will also continue collaboration with Great Northern to provide nutritional support to families during school holidays and daily snacks for all students. (No additional costs)	\$0.00	Yes
3.4	Music Participation	Instrumental performances will continue to demonstrate the students’ level of participation and commitment to the music program. Programs are dependent on finding qualified staff (Resource 6770). This action dependent on hiring qualified music staff.	\$1,550.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Art Participation	Exhibitions of artwork throughout school, in classrooms and in the community will continue to measure the students' learning of art concepts as well as the level of participation and commitment to the art program. (LOCAL)	\$0.00	No
3.6	Athletics Participation	Participation in athletic practices and events, both individualized and team oriented, will continue to measure students' commitment to a team, goal setting and skill building. Sportsmanship and citizenship displayed during sporting events will also be a measure of student achievement. (LOCAL)	\$0.00	No
3.7	Volunteer Program Participation	McCloud Elementary School will continue to support our parent and community volunteer program. Volunteers will be acknowledged publicly at monthly assemblies, at school events, in the local newspaper, on our website and with thank you letters, notes, and special certificates.	\$0.00	Yes
3.8	School Site Council Participation	The School Site Council will continue to consist of staff, parents, and community members. McCloud Elementary School will support parents and community members by meeting at dates and times that accommodate their schedules.	\$0.00	Yes
3.9	Board Meeting Participation	Parents will continue to be encouraged to attend board meetings and give input about school policies and expenditures	\$0.00	Yes
3.10	Parent Teacher Organization (PTO) Participation	Parent-Teacher conferences will be scheduled in November of each year prior to Thanksgiving Break, but will also be arranged as needed to support students' progress, intervene when necessary, and/or discuss concerns.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Parent-Teacher Conference Participation	The Parent Teacher Organization (PTO) will continue to raise funds for special programs or field trips and make decisions regarding the expenditure of those funds. Parents will be actively invited to join the PTO and participate in fundraisers and plan events for students.	\$0.00	Yes
3.12	Student Acknowledgement Participation	Parents will continue to be invited to and welcomed to Back to School Night Dinner, Open House and Ice Cream Social, monthly awards assemblies and musical performances.	\$0.00	Yes
3.13	Attendance Support Program	<p>Student attendance will continue to be encouraged and supported through individual and public acknowledgment at assemblies, conferences, and in the local newspaper. Student engagement will continue to be measured by low absences and high or perfect attendance rates (\$100). Low chronic absenteeism rates will also measure engagement.</p> <p>Student transportation for chronic absentees and students with no vehicle will be provided via a stipend for staff to transport. (\$5,000 + Benefits - Resource 0230)</p>	\$6,991.00	No
3.14	Citizenship Acknowledgement Program	Monthly citizenship and daily Pat on the Back awards will continue to measure student engagement and encourage and reward positive behavior. (LOCAL)	\$100.00	No
3.15	Student Engagement Monitoring	Student engagement will continue to be measured by participation rates in school sponsored extracurricular activities such as athletics, music, art, student groups/clubs and participation in SAFE activities. Student engagement will continue to be measured by annual student surveys that will address school culture, safety, curriculum, instruction, and engagement.	\$0.00	No
3.16	Positive Behavior Support	Suspension and expulsion rates will remain low with the school-wide behavior policy. The policy supports positive behavior and discourages	\$3,717.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>suspension through alternative consequences such as one-on-one counseling with a teacher or the principal, as well as referrals to counseling services as needed. "Hawk Talk", our behavior and peer resolution program, will be implemented.</p> <p>Teachers, staff, and the administrator will continue collaborating to keep rules, procedures, and consequences consistent and fair across the grade levels to prevent suspension and expulsion.</p> <p>Violence will continue to be discouraged at McCloud Elementary School. Students who participate in violent acts will be dealt with fairly, consistently, and swiftly.</p> <p>One teacher is a Registered Behavior Technician and will be provided SEL supports as needed and a possible stipend to help the administrator with behavior concerns. The technician will also mentor teachers in classroom management. The LEA will continue to partner with SCOE. They will provide a Wellness Coach every Friday, all day.</p> <p>This action addresses the following student groups in the indicator of suspension: All students, socioeconomically disadvantaged, and white.</p>		
3.17	Positive School Culture & Anti-Bullying Programs	DARE (when available) and the Bullying Prevention Program, as well as classroom activities that promote compassion and address bullying, will continue to promote a positive school culture that discourages all forms of bullying and disrespect. (LOCAL)	\$0.00	Yes
3.18	School Nurse Days	The LEA will contract with SCOE Health Services Department for additional school nurse days.	\$1,720.00	Yes
3.19	Health Assistant	The LEA will provide a health assistant to monitor classroom lice occurrences and assist the nurses and families in treating the lice and related issues. The Health Assistant will work with the school nurse to inform families and inform the nurse of health concerns. When needed, the	\$2,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
		health assistant will coordinate and process COVID testing. (Cost includes a stipend of \$1,500 plus statutory benefits)		
3.20	After School Program and Enrichment/Extracurricular Activities	Students will continue to have the opportunity to participate in the after-school program and in enrichment courses such as art, and athletics. The total includes funds for supplies(\$ 3,000). Low-income students receive these programs free of charge. (Included in cost: salaries, stipends, and benefits)	\$42,798.00	No Yes
3.21	Counseling Services	The LEA will contract with an online mental health service provider (eLuma) to address the social-emotional and mental health of students. Students in low-income families will have priority in planning for counseling services. Add five additional students in 26/27 for a total of 15 students) (Resource 5850)	\$36,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	McCloud Elementary will provide an engaging and enriching environment so that students feel welcome and excited to attend school. Social-emotional/mental health support and hands-on curriculum support will be provided to all students for their overall well-being and sense of community at McCloud Elementary. McCloud Elementary will have a student suspension rate of less than 5% by June 2026.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed the Equity Multiplier Goal to support evidence-based practices that support the mental-health and well-being of students, specifically the needs of the LEA's lowest performance level in the area of suspension (these include the following student groups: All students, socioeconomically disadvantaged, white). Additionally, the LEA will provide resources and enrichment that make school a fun and safe place that children want to be in the hopes that students who have a history of suspension will be enticed to attend school and exhibit appropriate behavior conducive to remaining in the environment. Goal 4 and Equity Multiplier Funds will decrease the suspension percentage of all student groups to less than 5%. Implementing the actions below and measuring progress using the identified metrics will support McCloud Union School District in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of Students Who Attend Scheduled Counseling Services	23/24 95% Attendance for Counseling Services	24/25 95% Attendance for Counseling Services	25/26 98% Attendance for Counseling Services	>95% Attendance Rate for Counseling Services	0
4.2	Percentage of Students Who Participate in Science Lab Enrichment	23/24 98% Attendance for Lab Enrichment	24/25 98% Attendance for Lab Enrichment	25/26 98% Attendance for Lab Enrichment	>98% Attendance for Lab Enrichment	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 7					
4.3	Percentage of Students Who Have Access to Their Own Computer	23/24 100% of Students Have at Least One Computer on Campus	24/25 100% of Students Have at Least One Computer on Campus	25/26 100% of Students Have at Least One Computer on Campus	100% of Students Have at Least One Computer on Campus	0
4.4	Suspension Rate (%) Priority 6A	All students: 8.1% SED: 10% White: 9.1%	All students: 5.8% SED: 5.8% White:6.5%	All students: 8.2% SED: 8.2% White:6.5%	<5% all student groups.	-2.9% & 2.6%

Goal Analysis [2025-26]

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

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

eLuma online counseling supported students' mental health and wellness by providing a half-hour weekly session. The LEA contracted with SCOE to provide FOSS lab science with Jason Singleton for grades TK-8th. New Chromebooks and desktop computers were purchased to replace broken ones and maintain a 1:1 student-to-computer ratio. There were no challenges implementing this goal. Students received their counseling each week and participated in science labs with Jason. All students had access to desktop and laptop computers.

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 expenditure for counseling was only slightly different at \$458 over the planned \$23,000. All of the budgeted amounts for science labs and technology were fully expended.

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

Positive feedback, student excitement over counseling, and eLuma feedback confirmed the program's successful implementation to support social-emotional and mental health. Science labs provided hands-on learning and enrichment, and all students had access to a computer of their own to access online programs necessary for academic and emotional growth.

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.

The Equity Multiplier resource (7399) was not renewed, so Goal 4 will not move into the 26/27 school year. Actions were moved to other Goals.

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	Counseling Services	The LEA will contract with an online mental health service provider (eLuma) to address the social-emotional& mental health of students. Students in Low-Income families will have priority in planning for counseling services. (Resource 7399) MOVED TO GOAL 3, ACTION 21		Yes
4.2	Science Curriculum Support	The LEA will provide science curriculum support via lab science services (Science Days with Jason Singleton /SCOE). Lab days will be purchased to supplement and support a curriculum aligned with the California Standards and Next Generation Science Standards (NGSS). (Resource 7399 & 0000 if needed for contribution) MOVED TO GOAL 1, ACTION 2		Yes
4.3	1:1 Students to Computers Ratio	The LEA will purchase student laptops and desktops to maintain the goal of providing every student with a computer. Students will be able to access online curriculum and counseling via the provided computers. MOVED TO GOAL 1, ACTION 8		Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$182,249	\$22,357

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
25.285%	0.000%	\$0.00	25.285%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development</p> <p>Need: Instruction needs to be updated along with current practices and new curriculum.</p> <p>Scope: Schoolwide</p>	Professional development updates teachers' practices and keeps them current with new curricula. When a new curriculum is purchased, staff must learn about it to use the techniques with students. The free and reduced lunch percentage comprise the majority of the LEA's students, and the school only has 4 teachers on site.	Metric 1.3 Smoothness of integration into the classroom and student ease of use. Value will be reported by teachers through observation.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>1.2</p>	<p>Action: Curriculum & Supporting Labs/ Materials Purchase</p> <p>Need: Current, standards-aligned curriculum and lab science. Unduplicated students scores were not identified due to fewer than 11 students test, thus protecting student privacy. However, research show that low income students lack a wide range of experiences. The resources for this action will allow for full implementation of standards aligned curriculum and instruction.</p> <p>Scope: Schoolwide</p>	<p>Updating the curriculum to align with standards provides all students with approved materials and current, evidence-based, "proven" methods. Lab science provides students with engaging NGSS hands-on science. Many students are low-income, so lab science is offered school-wide. Teachers Pay Teachers supplements standards-based curriculum and interventions. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of academics.</p>	<p>Metric 1.3 & 1.6 Student participation and results on assessments.</p>
<p>1.3</p>	<p>Action: Maintain Internet & Infrastructure</p> <p>Need: Updated technology to gain access to internet curriculum. A lower number of low income students have access to internet compared to all students. ERATE pays for 90% of the internet services.</p> <p>Scope: Schoolwide</p>	<p>The free and reduced lunch percentage comprise the majority of the LEA's students. The percentage of unduplicated students is approximately 80% so 8 out of 10 students are economically disadvantaged (low income). While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of academics. The action keeps computers and other technology current, allowing all students to access the online curriculum for ELA and Math. Such programs are Lexia, STAR, IXL, Prodigy, etc.</p>	<p>Metric 1.3 Continued use of technology without disruption of services.</p>
<p>1.6</p>	<p>Action: Assessment & Data Collection</p> <p>Need:</p>		<p>Metric 1.1 & 1.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		
1.7	<p>Action: GATE, Enrichment & Intervention</p> <p>Need: Activities for enrichment and students who exceed standards in class; intervention for struggling students. Unduplicated students scores were not identified due to fewer than 11 students test, thus protecting student privacy. However, research show that low income students lack a wide range of experiences. The resources for this action will allow for full implementation of standards aligned curriculum and instruction.</p> <p>Scope: Schoolwide</p>	GATE provides enrichment for students who exceed classroom and assessment expectations/standards. Intervention provides additional help in ELA and math to struggling students. Most LI students fall into the intervention category, so the programs are school-wide. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of academics.	Metric 1.3 Observation of GATE and data reports from intervention programs.
1.8	<p>Action: Student to Computer Ratio 1:1; Technology for Classroom Instruction.</p> <p>Need: Devices to interact with online curriculum and resources. Low income students may have less access to web-based resources than other students.</p> <p>Scope:</p>	Each student needs access to online curriculum, as well as tools like Google docs and slides in order to learn and engage in classroom activities and assessments. All students need this opportunity. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of academics.	Metric 1.7 Percentage of students with a computer.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
2.2	<p>Action: Master Schedule Adjustments</p> <p>Need: Flexibility to adjust the schedule to match students' needs. Low income students are performing lower on CAASPP ELA and Math indicators than all students.</p> <p>Scope: LEA-wide</p>	When teachers collaborate monthly, they can request schedule changes to best serve students' individual needs. The schedule benefits all students. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of Academics.	Metric 2.1 Observing and assessing students for changes toward goals.
2.4	<p>Action: Additional Instructional Time & Intervention for LI Students</p> <p>Need: Students struggling in ELA and math need additional instruction. Low income students are performing lower on CAASPP ELA and Math indicators than all students.</p> <p>Scope: LEA-wide</p>	In addition to performing lower, LI students tend to have more absences. Additional instruction for LI students is provided during the school day. All students have access to intervention programs. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of academics.	Metric 2.1 Intervention programs provide feedback on skill strands.
2.5	<p>Action: Instructional Aides</p> <p>Need: Instructional support for the classroom teachers and students. Low income students are performing lower on CAASPP ELA and Math indicators than all students.</p>	One instructional aide is provided for each multi-grade level classroom to differentiate student assignments and instruction. This benefits all classrooms. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of academics.	Metric 2.1 Observation of teachers being able to teach varying subjects at grade level in classrooms with more than one grade level.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.6</p>	<p>Action: Data Analysis of Assessments</p> <p>Need: Progress monitoring of ELA and math. Low income students are performing lower on CAASPP ELA and Math indicators than all students.</p> <p>Scope: LEA-wide</p>	<p>Renaissance Learning , Lexia and IXL are for all students. They are assessment tools for reading and math that levels the students in various categories. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of academics.</p>	<p>Metric 2.1 & 2.2 Each program provides assessment data for reading and math as well as comparative data over the months of school.</p>
<p>2.7</p>	<p>Action: CAASPP Data Driven Educational Strategies</p> <p>Need: Teachers and aides need to stay current with ELA and math strategies used in CAASPP. Low income students are performing lower on CAASPP ELA and Math indicators than all students.</p> <p>Scope: LEA-wide</p>	<p>CAASPP scores give teachers a baseline for skill sets they can use for the following year. All students need this baseline assessment. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of Academics.</p>	<p>Metric 2.1 Compare CAASPP scores to classroom assessment data.</p>
<p>2.9</p>	<p>Action: Maintain High FTE to Student Ratio</p> <p>Need:</p>	<p>In order to keep class sizes small and student ratios conducive to learning, the LEA maintains staffing beyond Necessary Small School funding. All students benefit from having smaller class sizes. While this action is principally directed</p>	<p>Metric 2.1 Observation of students in classrooms working closely with teachers in 1:1 situations.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Keep class sizes low for more 1 to 1 instruction and assistance. Low income students are performing lower on CAASPP ELA and Math indicators than all students.</p> <p>Scope: LEA-wide</p>	<p>towards unduplicated students, it will also provide support for all students in the area of academics.</p>	
<p>3.1</p>	<p>Action: Support Services & Programs</p> <p>Need: Education about societal dangers and healthy decision-making strategies. Low income students have a higher suspension rate than all students.</p> <p>Scope: LEA-wide</p>	<p>Safety First - Substance Use Prevention, DARE, Bullying Prevention, Project Alert, and Positive Prevention are alternated and overlapped based on multi-grade-level classes. Instruction is provided LEA-wide because all students benefit from courses about healthy living. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of behavior and suspension.</p>	<p>Metric 3.4 Observation of student participation and interaction with presenters.</p>
<p>3.2</p>	<p>Action: Physical and Social-Emotional Health Resources</p> <p>Need: Nutrition support and social-emotional support. Low income students chronic absenteeism rate was higher than all students.</p> <p>Scope: LEA-wide</p>	<p>Great Northern provides daily snacks and holiday food bags to supplement nutrition; all students benefit. The McCloud Community Resource Center supports families by offering classes on parenting classes, connecting families to resources, and providing certain necessities. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of health and chronic absenteeism.</p>	<p>Metric 3.3 Confer with teachers and counselors to note improvements.</p>
<p>3.7</p>	<p>Action: Volunteer Program Participation</p>	<p>Bringing community members into the school benefits all students by helping them build</p>	<p>Metric 3.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Interaction with community members who provide support in various areas. Low income students chronic absenteeism rate was higher than all students.</p> <p>Scope: LEA-wide</p>	<p>connections with people other than staff and peers. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of chronic absenteeism.</p>	<p>Observation of interactions in class, on the playground and other settings at school.</p>
<p>3.8</p>	<p>Action: School Site Council Participation</p> <p>Need: Input from parents, guardians, and the community. Low income families participate with the school at a lower rate than all students.</p> <p>Scope: LEA-wide</p>	<p>Gathering input from these stakeholders gives them an opportunity to contribute ideas and concerns about programs, curriculum, etc. The School Site Council is guided by the goal to support all students with the knowledge of our LI population.</p>	<p>Metric 3.8 Percentage of participation at meetings.</p>
<p>3.9</p>	<p>Action: Board Meeting Participation</p> <p>Need: Input from parents, guardians, and the community. Low income families participate with the school at a lower rate than all students.</p> <p>Scope: LEA-wide</p>	<p>Gathering input from these stakeholders gives them an opportunity to contribute ideas and concerns about programs, curriculum, etc. The school board makes decisions that benefit all students. While this action is principally directed towards unduplicated student families, it will also provide support for all student families in the area of family/community participation.</p>	<p>Metric 3.8 Percentage of participation at meetings</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.10	<p>Action: Parent Teacher Organization (PTO) Participation</p> <p>Need: Interaction with parents/guardians about student progress. Low income families participate with the school at a lower rate than all students.</p> <p>Scope: LEA-wide</p>	<p>Conferences are scheduled, and prioritized opportunities to share information with parents/guardians about their child's progress or concerns. Each child benefits from a conference between parents and teachers. While this action is principally directed towards unduplicated student families, it will also provide support for all student families in the area of family/community participation.</p>	<p>Metric 3.8 Percentage of parents attending conferences. Feedback from parents and teachers about the meetings.</p>
3.11	<p>Action: Parent-Teacher Conference Participation</p> <p>Need: An organization that supports teachers' and students' extracurricular activities. Low income families participate with the school at a lower rate than all students.</p> <p>Scope: LEA-wide</p>	<p>The PTO finances special events like field trips and assemblies for student enrichment and all students benefit. While this action is principally directed towards unduplicated student families, it will also provide support for all student families in the area of family/community participation.</p>	<p>Metric 3.8 Percentage of attendance at special events and feedback from parents and students.</p>
3.12	<p>Action: Student Acknowledgement Participation</p> <p>Need: A platform to acknowledge students' success in academics, attendance, etc. Low income families participate with the school at a lower rate than all students.</p>	<p>Assemblies provide an opportunity for all students to be acknowledged for their hard work and progress in various categories. While this action is principally directed towards unduplicated student families, it will also provide support for all student families in the area of family/community participation.</p>	<p>Metric 3.8 Feedback from students and parents about assemblies.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.13</p>	<p>Action: Attendance Support Program</p> <p>Need: Students need support with attendance and getting to school. Low income students are performing lower on the chronic absenteeism indicator than all students.</p> <p>Scope:</p>	<p>Unduplicated students (LI students) do not have rides to school, so the LEA provides rides; first, LI students are served, and then others are served if there is room. Incentives purchased give all students another reason to come to school. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of attendance.</p>	<p>Metric 3.2 Attendance improvement of students getting a ride to school. Feedback from students and parents about incentives and rides to school.</p>
<p>3.14</p>	<p>Action: Citizenship Acknowledgement Program</p> <p>Need: Students need to be acknowledged for their hard work and going above and beyond. Low income students are performing lower on the chronic absenteeism indicator than all students.</p> <p>Scope:</p>	<p>Incentives purchased give students another reason to come to school. Rewards and assemblies make students feel invested in the school culture. All students are acknowledged for good citizenship. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of attendance.</p>	<p>Metric 3.2 Feedback from students and parents about assemblies.</p>
<p>3.15</p>	<p>Action: Student Engagement Monitoring</p> <p>Need: Enrichment for all students, specifically LI students, in order to feel involved in school culture. Low income students are performing lower on the chronic absenteeism indicator than all students.</p>	<p>All students have the opportunity to participate in extra-curricular activities and no one is turned away or made to try out for athletics, student clubs, music performances, etc. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of attendance.</p>	<p>Metric 3.2 Percentage of students participating in the extracurricular activities and parent/student feedback about the programs.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		
3.16	<p>Action: Positive Behavior Support</p> <p>Need: A platform to acknowledge students' citizenship. Low income students have a higher suspension rate than all students.</p> <p>Scope: LEA-wide</p>	Assemblies provide an opportunity for students' excellent citizenship. All students are acknowledged for positive behavior and helped if they are struggling. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of behavior and suspension.	Metric 3.4 Feedback from students and parents about assemblies
3.17	<p>Action: Positive School Culture & Anti-Bullying Programs</p> <p>Need: Informative presentations to provide non-academic enrichment about social issues. Low income students have a higher suspension rate than all students.</p> <p>Scope: LEA-wide</p>	Positive school culture topics and anti-bullying programs help students develop strategies to understand and cope with social issues that affect their quality of life and education. Positive school culture benefits all students. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of behavior and suspension.	Metric 3.4, and Student participation and feedback.
3.18	<p>Action: School Nurse Days</p> <p>Need: Students need various health assessments to determine overall health and their possible</p>	Teachers and staff can refer students to the nurse for health assessments if concerns arise. All students need access to health care services and resources. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of health.	Metric 3.2 Issues are resolved by the nurse's intervention or diagnostic.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>impact on learning, especially low income students.</p> <p>Scope: LEA-wide</p>		
3.19	<p>Action: Health Assistant</p> <p>Need: A person on campus who can conduct some health assessments that the nurse cannot, especially low income students.</p> <p>Scope: LEA-wide</p>	<p>The health assistant can support covid testing, look for lice, and call parents about immunizations, etc. All students experience these issues, or are impacted by others experiencing these problems. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of health.</p>	<p>Metric 3.2 Completion of tasks related to duties assigned; noted improvement for the child.</p>
3.20	<p>Action: After School Program and Enrichment/Extracurricular Activities</p> <p>Need: After school care, homework help, and enrichment activities. Low income students perform lower than all students on CA Dashboard ELA and Math indicators.</p> <p>Scope: LEA-wide</p>	<p>The LEA funded after-school program provides a safe, enriching, and helpful place for students to go after school. All students are allowed, but if attendance/enrollment had to adjust for ratios, LI students would have priority.</p>	<p>Metric 3.1 After School end of the year survey.</p>
3.21	<p>Action: Counseling Services</p> <p>Need:</p>	<p>eLuma is an online counseling service offered to all, but priority is given to Low-Income students. While this action in principally directed towards</p>	<p>Metric 3.1; confer with parents, teachers, and counselors to note improvements.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Mental health support services. Low income students have a higher number of ACES than all students.</p> <p>Scope: Schoolwide</p>	<p>unduplicated students, it will also provide support for all students in the area of mental health.</p>	
<p>4.1</p>	<p>Action: Counseling Services</p> <p>Need: Mental health support services. Low income students have a higher number of ACES than all students.</p> <p>Scope: Schoolwide</p>	<p>eLuma is an online counseling service offered to all, but priority is given to Low-income students. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of mental health.</p>	<p>Metric 4.1, 4.4 Confer with parents, teachers, and counselors to note improvements or continued concerns.</p>
<p>4.2</p>	<p>Action: Science Curriculum Support</p> <p>Need: Engaging curriculum support that provides hands-on science. Low income students lack exposure to a wide range of highly engaging experiences compared to all students.</p> <p>Scope: Schoolwide</p>	<p>The lab sciences provided by SCOE give students an opportunity to interact with science concepts and practice experimentation and design with hands-on experiences. Labs are offered to whole classes. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of engaging academic experiences.</p>	<p>Metric 4.2 Percentage of student engaged in the science labs as well as successful projects produced.</p>
<p>4.3</p>	<p>Action: 1:1 Students to Computers Ratio</p> <p>Need:</p>	<p>Each student needs to access online curriculum, as well as tools like Google docs and slides in order to learn and engage in classroom activities and assessments. All students need this</p>	<p>Metric 4.3 Percentage of students with a computer.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Devices to interact with online curriculum and resources. Low income students may have less access to web based resources than all students.</p> <p>Scope: Schoolwide</p>	<p>opportunity. While this action is principally directed towards unduplicated students, it will also provide support for all students in the area of academics.</p>	

Limited Actions

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

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

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

There are no Limited Actions in this LCAP.

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.

The additional concentration grant add-on funding will be used to maintain current teaching staff (action 2.9). The LEA expends more funds to maintain staff than is allocated via Necessary Small Schools Funding and maintains instructional aide numbers so that the few teachers have support in academic instruction and intervention. The LEA has no foster youth or English Learners at this time and goals and actions are focused on Low Income students who constitute the primary demographic of our student enrollment.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:10
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:10

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$720,778	182,249	25.285%	0.000%	25.285%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$296,926.00	\$94,348.00	\$16,593.00	\$0.00	\$407,867.00	\$319,367.00	\$88,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	Low Income	Yes	Schoolwide	Low Income	All Schools	On going	\$0.00	\$2,000.00		\$2,000.00			\$2,000.00	
1	1.2	Curriculum & Supporting Labs/ Materials Purchase	Low Income	Yes	Schoolwide	Low Income	All Schools	On going	\$0.00	\$22,800.00	\$22,800.00				\$22,800.00	
1	1.3	Maintain Internet & Infrastructure	Low Income	Yes	Schoolwide	Low Income	All Schools	On-going	\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	
1	1.4	Facilities Inspection Tool	All	No												
1	1.5	Implementation of Standards-based Instruction	All	No			All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.6	Assessment & Data Collection	All	No			All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.7	GATE, Enrichment & Intervention	Low Income	Yes	Schoolwide	Low Income	All Schools	on-going	\$8,673.00	\$3,000.00			\$11,673.00		\$11,673.00	
1	1.8	Student to Computer Ratio 1:1; Technology for Classroom Instruction.	Low Income	Yes	Schoolwide	Low Income	All Schools		\$0.00	\$15,000.00		\$15,000.00			\$15,000.00	
2	2.1	Progress Monitoring	All	No			All Schools	On-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.2	Master Schedule Adjustments	Low Income	Yes	LEA-wide	Low Income	All Schools	On going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.3	Collaboration Days	All	No			All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.4	Additional Instructional Time & Intervention for LI Students	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.5	Instructional Aides	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$106,445.00	\$0.00	\$106,445.00				\$106,445.00	
2	2.6	Data Analysis of Assessments	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$0.00	\$8,000.00	\$8,000.00		\$0.00	\$0.00	\$8,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	CAASPP Data Driven Educational Strategies	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.8	Academic Performance Monitoring	All	No			All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.9	Maintain High FTE to Student Ratio	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	\$145,506.00	\$0.00	\$145,506.00				\$145,506.00	
3	3.1	Support Services & Programs	Low Income	Yes	LEA-wide	Low Income	All Schools	On going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Physical and Social-Emotional Health Resources	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.4	Music Participation	All	No			All Schools	on-going	\$1,550.00	\$0.00	\$0.00	\$1,550.00	\$0.00	\$0.00	\$1,550.00	
3	3.5	Art Participation	All	No			All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.6	Athletics Participation	All	No			All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.7	Volunteer Program Participation	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.8	School Site Council Participation	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.9	Board Meeting Participation	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.10	Parent Teacher Organization (PTO) Participation	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.11	Parent-Teacher Conference Participation	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.12	Student Acknowledgement Participation	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.13	Attendance Support Program	All	No			All Schools	on-going	\$6,891.00	\$100.00	\$6,891.00		\$100.00		\$6,991.00	
3	3.14	Citizenship Acknowledgement Program	All	No			All Schools	on-going	\$0.00	\$100.00			\$100.00		\$100.00	
3	3.15	Student Engagement Monitoring	All	No			All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.16	Positive Behavior Support	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$3,717.00	\$0.00	\$3,717.00	\$0.00		\$0.00	\$3,717.00	
3	3.17	Positive School Culture & Anti-Bullying Programs	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.18	School Nurse Days	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$1,720.00	\$0.00			\$1,720.00		\$1,720.00	
3	3.19	Health Assistant	Low Income	Yes	LEA-wide	Low Income	All Schools	on-going	\$2,067.00	\$0.00	\$2,067.00				\$2,067.00	
3	3.20	After School Program and Enrichment/Extracurricular Activities	All Low Income	No Yes	LEA-wide	Low Income	All Schools	on-going	\$42,798.00	\$0.00		\$39,798.00	\$3,000.00		\$42,798.00	
3	3.21	Counseling Services	All Low Income	No Yes	Schoolwide	Low Income	All Schools		\$0.00	\$36,000.00		\$36,000.00			\$36,000.00	
4	4.1	Counseling Services	Low Income	Yes	Schoolwide	Low Income	All Schools	Ongoing								
4	4.2	Science Curriculum Support	Low Income	Yes	Schoolwide	Low Income	All Schools	Ongoing								
4	4.3	1:1 Students to Computers Ratio	Low Income	Yes	Schoolwide	Low Income	All Schools	Ongoing								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$720,778	182,249	25.285%	0.000%	25.285%	\$290,035.00	0.000%	40.239 %	Total:	\$290,035.00
								LEA-wide Total:	\$265,735.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$24,300.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	Schoolwide	Low Income	All Schools		
1	1.2	Curriculum & Supporting Labs/ Materials Purchase	Yes	Schoolwide	Low Income	All Schools	\$22,800.00	
1	1.3	Maintain Internet & Infrastructure	Yes	Schoolwide	Low Income	All Schools	\$1,500.00	
1	1.7	GATE, Enrichment & Intervention	Yes	Schoolwide	Low Income	All Schools		
1	1.8	Student to Computer Ratio 1:1; Technology for Classroom Instruction.	Yes	Schoolwide	Low Income	All Schools		
2	2.2	Master Schedule Adjustments	Yes	LEA-wide	Low Income	All Schools	\$0.00	
2	2.4	Additional Instructional Time & Intervention for LI Students	Yes	LEA-wide	Low Income	All Schools	\$0.00	
2	2.5	Instructional Aides	Yes	LEA-wide	Low Income	All Schools	\$106,445.00	
2	2.6	Data Analysis of Assessments	Yes	LEA-wide	Low Income	All Schools	\$8,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	CAASPP Data Driven Educational Strategies	Yes	LEA-wide	Low Income	All Schools	\$0.00	
2	2.9	Maintain High FTE to Student Ratio	Yes	LEA-wide	Low Income	All Schools	\$145,506.00	
3	3.1	Support Services & Programs	Yes	LEA-wide	Low Income	All Schools	\$0.00	
3	3.2	Physical and Social-Emotional Health Resources	Yes	LEA-wide	Low Income	All Schools	\$0.00	
3	3.7	Volunteer Program Participation	Yes	LEA-wide	Low Income	All Schools	\$0.00	
3	3.8	School Site Council Participation	Yes	LEA-wide	Low Income	All Schools	\$0.00	
3	3.9	Board Meeting Participation	Yes	LEA-wide	Low Income	All Schools	\$0.00	
3	3.10	Parent Teacher Organization (PTO) Participation	Yes	LEA-wide	Low Income	All Schools	\$0.00	
3	3.11	Parent-Teacher Conference Participation	Yes	LEA-wide	Low Income	All Schools	\$0.00	
3	3.12	Student Acknowledgement Participation	Yes	LEA-wide	Low Income	All Schools	\$0.00	
3	3.16	Positive Behavior Support	Yes	LEA-wide	Low Income	All Schools	\$3,717.00	
3	3.17	Positive School Culture & Anti-Bullying Programs	Yes	LEA-wide	Low Income	All Schools	\$0.00	
3	3.18	School Nurse Days	Yes	LEA-wide	Low Income	All Schools		
3	3.19	Health Assistant	Yes	LEA-wide	Low Income	All Schools	\$2,067.00	
3	3.20	After School Program and Enrichment/Extracurricular Activities	Yes	LEA-wide	Low Income	All Schools		
3	3.21	Counseling Services	Yes	Schoolwide	Low Income	All Schools		
4	4.1	Counseling Services	Yes	Schoolwide	Low Income	All Schools		

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 (%)
4	4.2	Science Curriculum Support	Yes	Schoolwide	Low Income	All Schools		
4	4.3	1:1 Students to Computers Ratio	Yes	Schoolwide	Low Income	All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$453,607.00	\$466,410.56

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	\$2,000.00	2,000
1	1.2	Curriculum & Supporting Labs/ Materials Purchase	Yes	\$11,000.00	\$9,494
1	1.3	Maintain Update of Internet & Infrastructure	Yes	\$0.00	0
1	1.4	Facilities Inspection Tool	No		0
1	1.5	Implementation of Standards-based Instruction	No	\$0.00	0
1	1.6	Assessment & Data Collection	No	\$0.00	0
1	1.7	GATE, Enrichment & Intervention	Yes	\$8,716.00	\$11,805
1	1.8	SAFE and Enrichment/Extracurricular Activities	Yes		
2	2.1	Progress Monitoring	No	\$0.00	0
2	2.2	Master Schedule Adjustments	Yes	\$0.00	0
2	2.3	Collaboration Days	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Additional Instructional Time & Intervention for LI Students	Yes	\$0.00	0
2	2.5	Instructional Aides	Yes	\$103,971.00	\$131,310
2	2.6	Data Analysis of Assessments	Yes	\$8,480.00	\$6,563
2	2.7	CAASPP Data Driven Educational Strategies	Yes	\$0.00	0
2	2.8	Academic Performance Monitoring	No	\$0.00	0
2	2.9	Maintain High FTE to Student Ratio	Yes	\$145,926.00	\$145,926.00
3	3.1	Support Services & Programs	Yes	\$0.00	0
3	3.2	Physical and Social-Emotional Health Resources	Yes	\$0.00	0
3	3.4	Music Participation	No	\$1,550.00	0
3	3.5	Art Participation	No	\$0.00	0
3	3.6	Athletics Participation	No	\$0.00	0
3	3.7	Volunteer Program Participation	Yes	\$0.00	0
3	3.8	School Site Council Participation	Yes	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	Board Meeting Participation	Yes	\$0.00	0
3	3.10	Parent Teacher Organization (PTO) Participation	Yes	\$0.00	0
3	3.11	Parent-Teacher Conference Participation	Yes	\$0.00	0
3	3.12	Student Acknowledgement Participation	Yes	\$0.00	0
3	3.13	Attendance Support Program	No	\$87,107.00	81,107.00
3	3.14	Citizenship Acknowledgement Program	No	\$200.00	\$200.00
3	3.15	Student Engagement Monitoring	No	\$0.00	0
3	3.16	Positive Behavior Support	Yes	\$1,000.00	\$1,000
3	3.17	Positive School Culture & Anti-Bullying Programs	Yes	\$0.00	0
3	3.18	School Nurse Days	Yes	\$1,560.00	\$1,560
3	3.19	Health Assistant	Yes	\$2,069.00	\$2,069.00
3	3.20	After School Program and Enrichment/Extracurricular Activities	Yes	\$43,528	\$42,975
4	4.1	Counseling Services	Yes	\$23,000.00	\$23,458
4	4.2	Science Curriculum Support	Yes	\$8,500.00	\$8,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.3	1:1 Students to Computers Ratio	Yes	\$5,000.00	\$5,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
186,102	\$264,526.00	\$310,425.00	(\$45,899.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes		0		
1	1.2	Curriculum & Supporting Labs/ Materials Purchase	Yes	\$11,000.00	9,494		
1	1.3	Maintain Update of Internet & Infrastructure	Yes	\$0.00	0		
1	1.7	GATE, Enrichment & Intervention	Yes		11,805		
1	1.8	SAFE and Enrichment/Extracurricular Activities	Yes		\$21,274		
2	2.2	Master Schedule Adjustments	Yes	\$0.00	0		
2	2.4	Additional Instructional Time & Intervention for LI Students	Yes	\$0.00	0		
2	2.5	Instructional Aides	Yes	\$103,971.00	131,310		
2	2.6	Data Analysis of Assessments	Yes	\$0.00	6,563		
2	2.7	CAASPP Data Driven Educational Strategies	Yes	\$0.00	0		
2	2.9	Maintain High FTE to Student Ratio	Yes	\$145,926.00	89,799		
3	3.1	Support Services & Programs	Yes	\$0.00	0		
3	3.2	Physical and Social-Emotional Health Resources	Yes	\$0.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	Volunteer Program Participation	Yes	\$0.00	0		
3	3.8	School Site Council Participation	Yes	\$0.00	0		
3	3.9	Board Meeting Participation	Yes	\$0.00	0		
3	3.10	Parent Teacher Organization (PTO) Participation	Yes	\$0.00	0		
3	3.11	Parent-Teacher Conference Participation	Yes	\$0.00	0		
3	3.12	Student Acknowledgement Participation	Yes	\$0.00	0		
3	3.16	Positive Behavior Support	Yes	\$0.00	0		
3	3.17	Positive School Culture & Anti-Bullying Programs	Yes	\$0.00	0		
3	3.18	School Nurse Days	Yes	\$1,560.00	1,560		
3	3.19	Health Assistant	Yes	\$2,069.00	1,662		
3	3.20	After School Program and Enrichment/Extracurricular Activities	Yes				
4	4.1	Counseling Services	Yes		23,458		
4	4.2	Science Curriculum Support	Yes		8,500		
4	4.3	1:1 Students to Computers Ratio	Yes		5,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
711,334	186,102	0	26.162%	\$310,425.00	0.000%	43.640%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, 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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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