



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Flournoy Union Elementary School District

CDS Code: 52715300000000

School Year: 2026-27

LEA contact information:

Rachel Davis

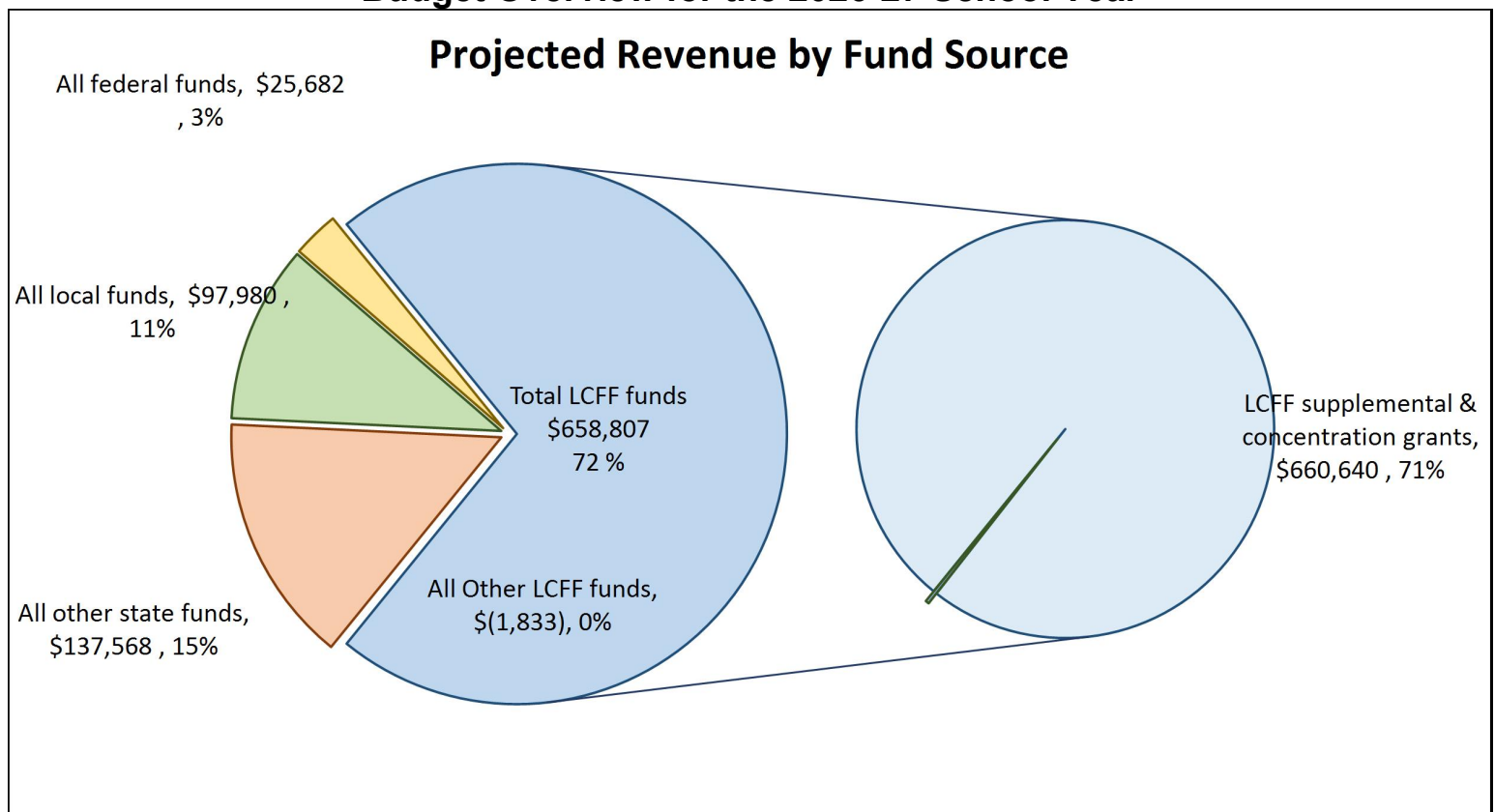
Superintendent

rdavis@flournoyschool.org

530-833-5331

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

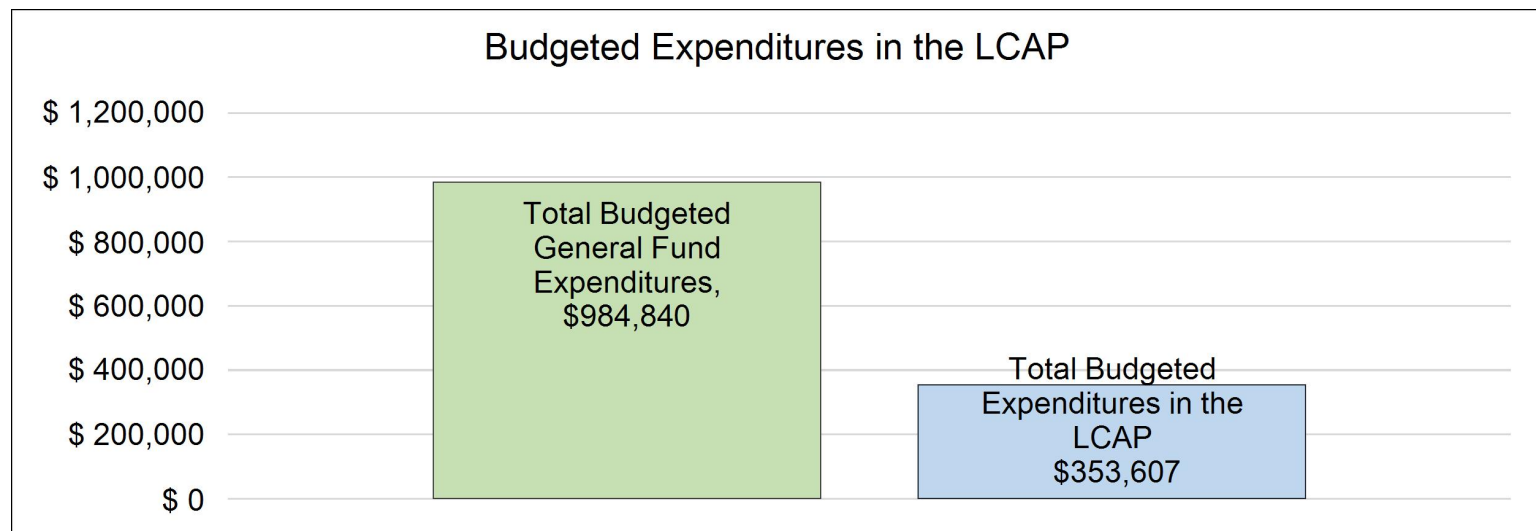


This chart shows the total general purpose revenue Flournoy Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Flournoy Union Elementary School District is \$920,037, of which \$658,807.00 is Local Control Funding Formula (LCFF), \$137,568.00 is other state funds, \$97,980.00 is local funds, and \$25,682.00 is federal funds. Of the \$658,807.00 in LCFF Funds, \$660,640.00 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 Flournoy Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Flournoy Union Elementary School District plans to spend \$984,840.00 for the 2026-27 school year. Of that amount, \$353,607.00 is tied to actions/services in the LCAP and \$631,233 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures in the amount of \$631,233 that are not included in the LCAP and include funding for Facilities, maintenance and staffing; including teachers aides, food services and district office staff. This also includes general operating expenses such as utilities. The \$182,008 budgeted General Fund Expenditures in the LCAP are directly tied to actions/services reported in the LCAP.

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

In 2026-27, Flournoy Union Elementary School District is projecting it will receive \$660,640.00 based on the enrollment of foster youth, English learner, and low-income students. Flournoy Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Flournoy Union Elementary School District plans to spend \$182,008.00 towards meeting this requirement, as described in the LCAP.

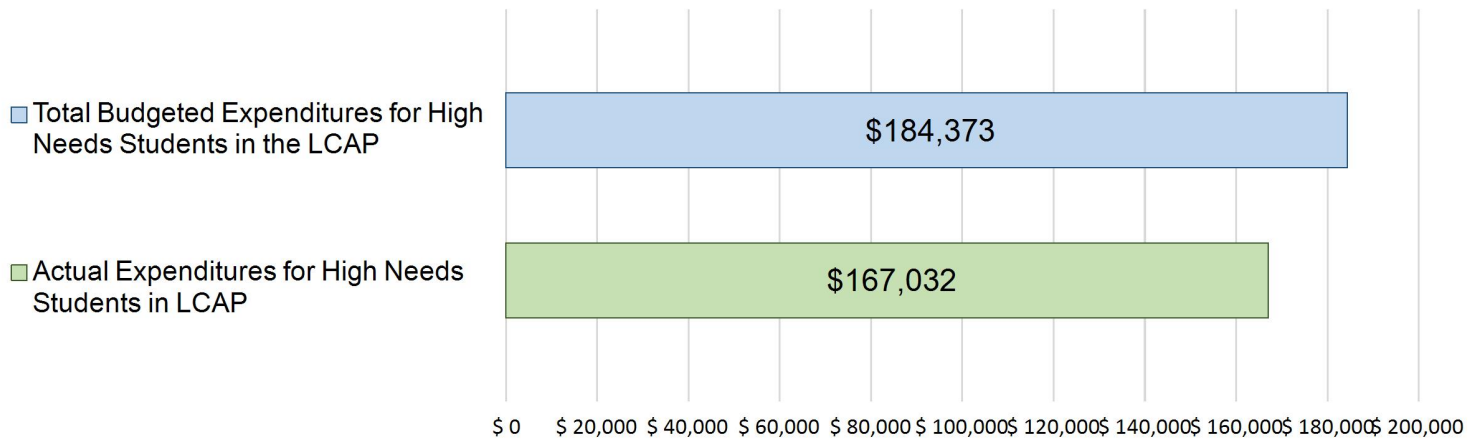
In 2026-27, Flournoy Union Elementary School District is projecting it will receive \$660,640.00 based on the enrollment of foster youth, English learner, and low-income students. Flournoy Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Flournoy Union Elementary School District plans to spend \$182,008.00 towards meeting this requirement, as described in the LCAP.

The difference between the budgeted expenditures of \$184,373 and the actual expenditures of \$167,032 is approximately \$17,000 lower than initially budgeted. Flournoy provided full supports for our students with high needs, ensuring there was no decline in any service offerings or services to these students. The 2025-26 actual expenditures came in a little lower than budgeted due to the budgeted staffing costs planned as slightly higher than the actuals, however, no planned staffing was affected.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2025-26, Flourney Union Elementary School District's LCAP budgeted \$184373.00 for planned actions to increase or improve services for high needs students. Flourney Union Elementary School District actually spent \$167032.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$17,341 had the following impact on Flourney Union Elementary School District's ability to increase or improve services for high needs students:

The text description of the above chart is as follows: In 2025-26, Flourney Union Elementary School District's LCAP budgeted \$184373.00 for planned actions to increase or improve services for high needs students. Flourney Union Elementary School District actually spent \$167032.00 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
Flournoy Union Elementary School District	Rachel Davis Superintendent	rdavis@flournoyschool.org 530-833-5331

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.

Flournoy School is a tiny, rural school in western Tehama County. Started in 1922, it was a one room schoolhouse that filled the need for a ranching community school, Flournoy today serves 30 students, TK through grade 8. Student demographics include 76.7% Free/Reduced, 12.2% Special Education, 51.85% White, 37.04% Hispanic and 12% Multiple. Flournoy currently has no Foster students enrollment and has no English Learners. During 2025/26, Flournoy staff consisted of 1 Superintendent/Principal/Teacher, 1 Teacher, 2 paraprofessionals, a full-time business manager, a part time cook/manager and a full time custodian. Flournoy's student population and location make it a very unique school. Flournoy is a warm and welcoming school, and creates a family-like atmosphere for students, staff, and parents. Academics are our priority, and our local kids have been able to demonstrate their writing and artistic skills on display for our local community. We have competed in many writing and art competitions with much larger schools, and our Flournoy students have consistently taken top honors. Not only does Flournoy focus on academic individualized instruction and full-inclusion for students, but we also offer extra-curriculum opportunities for our students. Our school competes competitively in volleyball, basketball and softball.

Reflections: Annual Performance

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

A review of the California School Dashboard for 2023 and 2024 indicates both areas of progress and ongoing academic and engagement challenges for Flournoy Union Elementary School District.

Academic Performance:

In English Language Arts (ELA), the district's All Students group demonstrated a modest improvement in 2024, maintaining performance with a Distance from Standard (DFS) of 33.6 points below standard, an increase of 2.3 points from 2023. However, no color designation was assigned in 2024 due to subgroup sizes falling below reporting thresholds. Notably, the White subgroup declined by 17.3 points (to 44.2 below standard), and the Socioeconomically Disadvantaged subgroup saw a larger drop of 24.5 points (to 59.1 below standard).

In Mathematics, the district showed signs of academic recovery in 2024 after a significant drop in 2023. The All Students DFS improved to 89.3 points below standard, a gain of 18.2 points. While still performing below standard, this represents positive momentum. The Socioeconomically Disadvantaged subgroup also improved slightly (+5.2 points), while the White subgroup continued to decline (–4.7 points, to 93.3 below standard). Both subjects remain areas in need of sustained instructional support.

Growth data, presented for informational purposes, offers additional insight. In ELA, student growth was above typical compared to peers statewide, with English Only students showing 7 points above typical growth. Conversely, math growth remained slightly below typical, suggesting a continued need for intervention despite gains.

Chronic Absenteeism and Suspension Rates:

The district maintained a Yellow rating for chronic absenteeism in both years, with improvement from 18.4% in 2023 to 12.8% in 2024, a 5.5 percentage point decrease. Improvement was seen across subgroups, including Socioeconomically Disadvantaged and White students.

However, the Suspension Rate increased from 0% in 2023 (Blue) to 2.6% in 2024, resulting in an Orange rating. This increase represents a new area of concern, particularly given the small student population. While the district remains focused on fostering a positive school climate, this uptick warrants further attention, including review of behavior expectations and consistency in enforcement.

Local Indicators and Engagement:

All local indicators were met in both years, with full implementation of standards reported across most academic areas. The district is leveraging a small-school advantage to strengthen relationships with families, including the implementation of a parent advisory committee and increased outreach. However, opportunities remain to increase student and family voice, particularly in decision-making and expanding access to academic supports and enrichment (e.g., STEM, electives).

These insights underscore the district's strengths in maintaining a positive school climate and reducing absenteeism. However, the declines in Mathematics performance across all student groups highlight the need for targeted instructional strategies and interventions to bolster math achievement in the upcoming academic year.

LREBG Needs Assessment:

Flournoy has completed a LREBG Needs Assessment and the priority needs identified are specific to academic needs and Math is one area identified as a focus for the coming year. LREBG Funding will provide supports for teacher-led math instruction, adoption support, professional development, training and other LREBG Needs Assessment-identified math supports as noted and budgeted in Action 1.5 with Metric 1.6 measuring effectiveness along with this Action. specifically support for teachers.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Survey distributed in April 2026. Parent Advisory Meeting (including a special education parent) meet in May, 2026.
Staff (including teachers, admin, classified)	Participation in Parent Advisory Meeting. Met in May to review feedback from Parents during the Parent Advisory Meeting and draft of LCAP.
Students	Survey distributed to students in April, 2026. Students in grades 5-8 engaged in formal discussions regarding school needs and goals.
Bargaining Units	N/A: We have no bargaining units

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

Parent/staff feedback was positive in regards to the sense of community felt among parents and students. Broad course of study includes field trips and sports. Communication between school and home is positive and effective. An appreciation was expressed for the initial implementation of an SEL curriculum. On the parent survey, positive responses were noted in the relationship between staff and families. One area to consider is creating multiple opportunities for families to learn more about the school and provide input. The majority of responses recognize the positive contributions of staff as they reach out to families to discuss programs and ways to work collaboratively with families. Suspension rates are minimal and chronic absenteeism has decreased. Suggestions for improvement included providing more field trips, helping students transition to a bigger school when they graduate, and trying to find male mentor's for students.

In the area of academics, it was appreciated that students are grouped by ability and not necessarily grade level. One on one support is available to students based on the small classroom sizes and it is felt the school is a physically safe place for students with bullying minimized as compared to larger schools Parents appreciate that phonics and cursive writing is taught. Areas to consider reviewing is setting goals for state standards and determining if the current math program is meeting student needs and state standards. Parents would like to see more intentional focus on Science and History (staff did share that science and History is integrated within the ELA program). Parents also suggested they would like to see more art for upper grade students and electives, such as coding and Sciences.

Students: The student survey from Flourney School revealed a variety of sentiments about the school environment, capturing opinions on belonging, safety, respect, and educational quality. A substantial number of students agree or somewhat agree that they feel a sense of belonging at the school (23 out of 26), feel safe (24 out of 26), and are proud of their school buildings (25 out of 26). However, responses also indicated mixed feelings about whether the students feel that teachers and principals are fair and caring. For instance, while a majority feels that teachers care about their success and believe they can learn, there's a significant portion expressing disagreement or only somewhat agreeing to these sentiments.

Furthermore, areas such as student respect towards each other and fairness of school rules also showed diverse opinions. Only 12 students agreed that most students are respectful to each other, with a similar number expressing neutrality or disagreement. On the aspect of rule fairness and the handling of rule-breaking, opinions are divided, with nearly half the students showing less satisfaction. Overall, while many students feel positive about their physical environment and safety, there is a clear need for improvement in the areas of interpersonal relationships and fairness, as reflected in the varied responses across these themes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will advance towards proficiency in meeting academic standards within an environment that supports their emotional and behavioral needs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers appropriately credentialed and assigned as measured by Williams Reporting.	100% of teachers are credentialed and appropriately assigned. (23/24)	100% of teachers are credentialed and appropriately assigned. (24/25)	100% of teachers are credentialed and appropriately assigned. (25/26)	100% of teachers will be credentialed and appropriately assigned.	No difference from baseline
1.2	Student access to standards-based curriculum as measured by Williams Reporting.	100% of students will have access to standards -based curriculum. (23/24)	100% of students have access to standards -based curriculum. (24/25)	100% of students have access to standards -based curriculum. (25/26)	100% of students will have access to standards-based curriculum.	No difference from baseline
1.3	Implementation of adopted academic content/performance	100% Implementation of adopted academic	100% Implementation of adopted academic	100% Implementation of adopted academic	100% Implementation of adopted academic	No difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards as measured by Williams Reporting.	content/performance standards. (23/24)	content/performance standards. (24/25)	content/performance standards. (25/26)	content/performance standards.	
1.4	ELL student access to State and EL Standards as measured by Williams Reporting.	100% of ELL students have access to State and EL Standards. (23/24)	No ELL Students this year (24/25)	No ELL Students this year (25/26)	100% of ELL students will have access to State and EL Standards.	n/a - No ELL Students for the Year 2 outcome school year (25/26)
1.5	Students in grades 3-8 performance in meeting academic reading standards as measured by the CAASPP assessment.	33.33% of students in grades 3-8 are meeting ELA academic standards. (22/23)	28.6 % of students in grades 3-8 are meeting ELA academic standards. (23/24)	52.63% of students in grades 3-8 are meeting ELA Academic Standards. 15.79% of students in grades 3-8 are exceeding ELA Academic Standards. (25/26)	40.0% of students in grades 3-8 will meet ELA academic standards.	Increase of 19.3% from baseline
1.6	Students in grade 3-8 performance in meeting academic reading standards as measured by the CAASPP assessment.	10.00% of students in grades 3-8 are meeting Math academic standards. (22/23)	19% of students in grades 3-8 are meeting Math academic standards. (23/24)	36.84% of students in grades 3-8 are meeting Math Academic Standards. 5.26% of students in grades 3-8 are exceeding Math Academic Standards.	25.0% of students in grades 3-8 will meet Math academic standards.	Increase of 26.84% from baseline
1.7	EL student progress towards proficiency as measured by the ELPAC assessment.	EL students moved a level demonstrating progress towards proficiency. (23/24) (Not a large enough student group for reporting).	No EL Students this year (24/25)	No EL Students this year (25/26)	50% of EL students will demonstrate one level of movement per year if applicable.	n/a - No ELL Students for the Year 1 outcome school year (25/26)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	EL Student reclassification rate as measured by the school's reclassification criteria.	1 student reclassified (23/24)	No ELL Students this year (24/25)	No EL Students this year (25/26)	1 student reclassification per year if applicable.	n/a - No ELL Students for the Year 1 outcome school year (25/26)
1.9	Student attendance rates as measured by end-of-year Aeries reporting.	94.81% annual attendance rate (23/24)	92.89% annual attendance rate (24/25)	92.52% annual attendance rate (25/26)	94% annual attendance rate.	2.29% decrease in annual attendance rate from baseline
1.10	Chronic absenteeism rate as measured by CALPADs reporting.	19.4% annual chronic absenteeism rate (23/24)	14.65% annual chronic absenteeism rate (24/25)	25.7% annual chronic absenteeism rate (25/26)	9% or less annual chronic absenteeism rate	Increased 6.3% from baseline in chronic absenteeism
1.11	Student suspension rate as measured by Aeries annual reporting.	0.00% annual suspension rate (23/24)	.031% annual suspension rate (24/25)	5.6% annual suspension rate (25/26)	Under 2% annual suspension rate	Increase of 5.6% (minimal) from baseline
1.12	Student expulsion rate as measured by Aeries annual reporting.	0% annual expulsions (23/24)	0% annual expulsions (24/25)	0.03125% annual expulsions (25/26)	0 annual expulsions	Increase of 0.03125% from baseline
1.13	Student, parent, staff sense of safety and school connectedness as measured by an annual survey.	Students Sense of Safety: 80% Student Sense of School Connectedness: 77% Parent Sense of Safety: 90% Parent Sense of School Connectedness: 80% Staff Sense of Safety: 100% Staff Sense of School Connectedness: 100%	Students Sense of Safety: 100% Student Sense of School Connectedness: 96% Parent Sense of Safety: 100% Parent Sense of School Connectedness: 100%	Students Sense of Safety: 100% Student Sense of School Connectedness: 96% Parent Sense of Safety: 100% Parent Sense of School Connectedness: 87%	Students Sense of Safety: 90% Student Sense of School Connectedness: 90% Parent Sense of Safety: 90% Parent Sense of School Connectedness: 90% Staff Sense of Safety: 100% Staff Sense of School Connectedness: 90%	Increase in most categories or stayed the same as baseline. Parent sense of school connectedness did decline. (see table and notes)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Staff Sense of School Connectedness: 100%	Staff Sense of School Connectedness: 100%	Connectedness: 100%	
1.14	School facility conditions as measured by the annual FIT assessment.	FIT: GOOD Rating (23/24)	FIT: GOOD Rating (24/25)	FIT: GOOD Rating (25/26)	FIT: GOOD Rating	No difference from baseline

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.

In the 2024/25 academic year, the LEA implemented its actions as planned to address Priority 1 (Basic Services), Priority 2 (Implementation of State Standards), Priority 4 (Student Achievement), Priority 5 (Student Engagement), and Priority 6 (School Climate), as detailed through the associated metrics.

Implementation Fidelity and Alignment:

The planned actions to ensure credentialed teachers, curriculum access, and facilities maintenance were executed without deviation. The Williams Reporting confirmed 100% compliance in teacher credentialing (Metric 1.1), student access to standards-based curriculum (1.2), and facilities conditions (1.14). There were no material differences between the planned and actual implementation in these areas, affirming consistent performance.

Academic Performance Metrics:

For ELA (1.5), student proficiency decreased by 4.73% from baseline, highlighting a challenge in meeting growth targets. Conversely, Math proficiency (1.6) improved by 9%, indicating successful implementation of instructional strategies in that subject area. These results suggest the need for differentiated support, particularly in ELA, despite uniform action deployment.

English Learner Metrics:

Due to the absence of ELL students during the 2025/2026 year, Metrics 1.4, 1.7, and 1.8 were not applicable. This deviation was not due to implementation failure but to changing student demographics. Planned ELD supports were not deployed this year, but structures remain in place for immediate activation when EL enrollment resumes.

Attendance and Engagement:

Attendance rates (1.9) slightly declined by 1.92%, whereas chronic absenteeism (1.10) improved significantly, dropping by 4.75%. This contrast reveals success in targeting chronic absenteeism through outreach or engagement efforts but signals broader attendance issues potentially due to illness, transportation, or socioeconomic instability.

Behavior and Climate:

Suspension and expulsion rates remained low, with only a 0.031% increase in suspensions and no expulsions (1.11, 1.12). Additionally, sense of safety and school connectedness improved across most student, parent, and staff categories (1.13), reflecting the success of school climate and engagement initiatives.

Substantive Differences and Challenges:

The most notable differences in implementation arose from demographic changes (e.g., no ELL students), and academic challenges in ELA. While actions were implemented as planned, the impact varied across metrics, especially where targeted instructional improvements are needed.

Successes:

Significant gains in math achievement and reductions in chronic absenteeism reflect effective use of resources and stakeholder-aligned strategies. Improvements in school climate metrics further affirm the positive reception of these initiatives among educational partners.

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

There were two notable material differences between budgeted and estimated actual expenditures for the 2024–25 year under Goal 1.

Action 1.1 – Highly Qualified Instructional Staff:

The LEA spent approximately \$178,000 more than initially budgeted on recruitment and professional development for instructional staff. This increase reflects a strategic investment in ensuring all teachers were appropriately credentialed and well-prepared to meet the needs of unduplicated students. The expanded expenditure included enhanced professional learning focused on instructional strategies aligned to curricular standards, trauma-informed practices, and differentiated instruction, with an added emphasis on supporting English Learners. These additional costs were also partially due to higher-than-anticipated recruitment needs and associated onboarding expenses, as well as expanded PD sessions involving external facilitators and curriculum specialists.

Action 1.4 – Academic Interventions:

Conversely, expenditures for academic intervention supports came in approximately \$35,000 below budget. This variance was largely due to staffing constraints that limited the number of afterschool tutoring sessions offered, and some planned services being integrated more fully into existing ELOP and SERRF afterschool programs without the need for duplicative funding. Although fewer funds were expended, the intervention model was still implemented, and services were delivered to students needing support in both ELA and Math, including unduplicated students, through inclusion practices and individualized support blocks.

These expenditure differences did not compromise Flournoy Elementary School District's commitment to increasing or improving services for unduplicated students; rather, they reflect strategic reallocations and real-time adjustments based on student needs and operational realities.

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

Effective Actions:

Credentialing, Curriculum Access, and Facilities (Metrics 1.1–1.3, 1.14): Actions focused on maintaining highly qualified staff, ensuring access to standards-based curriculum, and facility upkeep have proven highly effective, with all metrics showing consistent 100% performance and no deviation from baseline.

School Climate and Safety (Metric 1.13): Investments in climate and engagement initiatives were highly effective, as evidenced by notable increases in perceptions of safety and connectedness among students (+20% in safety, +19% in connectedness), parents, and staff.

Chronic Absenteeism (Metric 1.10): The targeted outreach and attendance support strategies were effective in reducing chronic absenteeism by 4.75%, indicating progress toward the LEA's goal of under 9%.

Mathematics Achievement (Metric 1.6): A 9% improvement from the prior year suggests that math instructional supports were effective in increasing student achievement, nearing the 20% Year 3 target.

Partially Effective or Ineffective Actions:

ELA Performance (Metric 1.5): Despite maintaining core instructional strategies, a decline of 4.73% in ELA proficiency among grades 3–8 students suggests these actions were not effective in meeting student literacy needs. This indicates the need for more targeted or differentiated instructional interventions.

Attendance Rate (Metric 1.9): While chronic absenteeism improved, the general attendance rate declined by nearly 2%. This mixed outcome signals that while high-risk students may be better supported, broader attendance initiatives may not be reaching all students effectively.

Suspension Rate (Metric 1.11): The increase to 0.031% from 0.00% is minimal and not statistically significant, but still signals a need to maintain a focus on alternatives to suspension and restorative practices.

Not Applicable Actions:

English Learner Metrics (1.4, 1.7, 1.8): Due to the absence of EL students in the 2024–25 school year, the effectiveness of actions in this area could not be evaluated. These actions remain ready for activation when the student population includes ELs again.

Overall, the effectiveness of actions was strongest in areas of operational compliance, climate, and math instruction, while ELA proficiency and general attendance require refinement.

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.

For the coming year, our focus will center on sustaining and deepening improvements in school climate and attendance, while strengthening efforts in academic achievement—particularly in English Language Arts and math. Although math supports are not funded through the LCAP, we are prioritizing student growth in this area through targeted improvement efforts. Our goals will continue to emphasize providing high-quality academic and social enrichment, ensuring all students have access to qualified and appropriately credentialed teachers, and supporting students with disabilities through specialized services coordinated with TCDE. In addition, we will maintain a strong commitment to intervention supports and enhance our ongoing parent input and outreach efforts to ensure our actions reflect community priorities and needs. Additionally, while no English Learners were enrolled in 2025–26, planned actions for EL access and reclassification will be maintained in readiness for future enrollment.

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	Highly Qualified Instructional Staff	All instructional staff hired be selected with the skills to address the needs of the unduplicated students. All staff will engage in professional learning that addresses curricular standards, instructional strategies, and supporting the whole child in meeting academic standards through intentional design of a school culture that positively supports student learning. PD includes support for addressing the needs of the EL learner	\$199,684.00	Yes
1.2	Services for Special Needs Students	Working through an MOU with the Tehama County SELPA, a 0.2 FTE Resource Specialist position will be funded that supports special needs students and assists in the effective implementation of supports needed for special needs students to be fully included within the general education setting using a full inclusion model.	\$3,300.00	No
1.3	Academic and Social Enrichment	All students will have access to academic and social enrichment opportunities both within and outside of the school day with a focus on Visual and Performing Arts, Science extension activities, fieldtrips, collage/career opportunities, and STEM.	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Academic Interventions	Intervention supports for both ELA and Math will be provided to students who need additional supports, including unduplicated students, through: individualized skills practice, after school tutoring, and integration within the full inclusion supports offered by the Resource Teacher. Supports will be coordinated with the ELOP and SERRF afterschool programs to enhance and expand these supports.	\$139,099.00	No
1.5	Math Supports	In order to address the math needs of students (All students received a RED indicator on the 22/23 Dashboard), the staff will engage in a continuous improvement collaboration with Tehama County Department of Education to understand the learning needs of students as related to math and develop a plan of action for addressing this need. LREBG Funding will provide supports for teacher-led math instruction, adoption support, professional development, training and other LREBG Needs Assessment-identified math supports. Metric 1.6 will measure effectiveness along with this Action.	\$3,000.00	No
1.6	Parent Participations and Input	Parent engagement and input will be supported through regular home-school communication, Parent meetings held during the year, parent conferences, website, newsletters, an annual survey, and catapult connect. Parents of Sped students and those of unduplicated students will be encouraged, along with all parents, to participate within the school setting, and support their children through involvement on fieldtrips, activities within and outside of school, and through home-based activities that support learning.	\$1,675.00	No
1.7	Social Emotional Curriculum	All students will receive a social emotional curriculum that focuses on building their self-awareness, self-management, social-awareness, and relationship-building skills. A focus will be on supporting students in developing positive and supportive relationships with their peers and adults.	\$2,997.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	EL Learning Language Acquisition	Flournoy will engage in the county Title III supports and provide the necessary supports to the language acquisition needs of EL students.	\$0.00	Yes
1.9	Teacher FTE	Concentration funds will be utilized as a direct services retention stipend to our certificated staff. There is not enough funding to completely fund a 1 FTE teacher to reduce class size and provide more intensive supports to unduplicated students.	\$6,352.00	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
\$74750.00	\$6352.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.898%	0.000%	\$0.00	12.898%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Highly Qualified Instructional Staff Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require skilled and knowledgeable instructional staff who can effectively address their unique academic and socio-emotional needs. Ensuring that all staff are equipped with the	To address these needs, the district will ensure that all instructional staff hired possess the skills to address the needs of unduplicated students. Additionally, all staff will engage in professional learning that focuses on curricular standards, instructional strategies, and supporting the whole child in meeting academic standards through the intentional design of a positive school culture. This professional development will include specific support for addressing the needs of English	1.1, 1.5, 1.6. 1.7

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
	necessary skills and engage in continuous professional learning is crucial for creating a supportive and effective learning environment. Scope: LEA-wide	learners, including effective strategies for language acquisition and culturally responsive teaching. Research underscores the importance of hiring skilled educators and providing ongoing professional development in improving student outcomes. The Learning Policy Institute highlights that teachers' qualifications and ongoing professional learning are critical factors in student achievement (Learning Policy Institute, 2017). Furthermore, the American Educational Research Association (AERA) emphasizes that professional development focused on culturally responsive teaching and supporting English learners enhances educators' effectiveness and improves educational equity (AERA, 2014). By selecting highly skilled instructional staff and providing comprehensive professional learning, we aim to create an educational environment that supports the academic and socio-emotional development of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring their success.. It is being provided schoolwide in order to positively impact our unduplicated students who will make significant academic and behavioral gains along with the needs of their peers being meet in a similar manner.	
1.3	Action: Academic and Social Enrichment Need: Foster youth, English learners, and students from low socioeconomic backgrounds often lack access to enriching educational experiences that extend beyond the standard curriculum. These students benefit greatly from academic and social enrichment	To address these needs, the district will ensure that all students have access to a wide range of academic and social enrichment opportunities both within and outside of the school day. This includes providing programs in Visual and Performing Arts, Science extension activities, field trips, college/career exploration opportunities, and STEM education. These enrichment programs will be designed to engage students, enhance their learning experiences, and develop their skills and	1.9, 1.11, 1.12, 1.13

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
	opportunities, such as Visual and Performing Arts, Science extension activities, field trips, college/career opportunities, and STEM programs, which can enhance their engagement, skills, and aspirations. Scope: LEA-wide	interests. Research supports the positive impact of enrichment programs on student outcomes. The Arts Education Partnership (AEP) highlights that participation in arts education improves academic performance, fosters creativity, and enhances social skills (AEP, 2013). Similarly, the National Research Council (NRC) emphasizes that hands-on, inquiry-based science and STEM activities increase student interest and achievement in these fields (NRC, 2012). Furthermore, exposure to college and career opportunities has been shown to raise student aspirations and prepare them for postsecondary success (College Board, 2012). By providing these comprehensive enrichment opportunities, we aim to support the holistic development of foster youth, English learners, and students from low socioeconomic backgrounds, ensuring they are well-prepared for future academic and career success. It is being provided schoolwide in order to positively impact our unduplicated students who will make significant academic and behavioral gains along with the needs of their peers being met in a similar manner.	
1.9	Action: Teacher FTE Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require more individualized attention and support to address their unique academic and social-emotional needs. Smaller class sizes and intensive supports can significantly enhance the learning environment, allowing teachers to provide more personalized	To address these needs, concentration funds will be utilized to completely fund a 1 FTE (full-time equivalent) teacher dedicated to reducing class sizes and providing more intensive supports to unduplicated students. This strategy involves lowering the student-to-teacher ratio, enabling more individualized instruction, targeted interventions, and closer monitoring of student progress. The additional teacher will focus on creating a supportive and inclusive classroom environment that meets the diverse needs of foster youth, English learners, and students from low	1.5, 1.6, 1.7

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
	instruction and interventions for these students. Scope: LEA-wide	socioeconomic backgrounds. Research supports the benefits of smaller class sizes and intensive supports in improving student outcomes. The National Education Policy Center (NEPC) found that smaller class sizes are associated with higher academic achievement, particularly for low-income and minority students (NEPC, 2018). Additionally, the American Educational Research Association (AERA) indicates that targeted supports and individualized instruction can significantly enhance the academic performance and engagement of at-risk students (AERA, 2014). By utilizing concentration funds to reduce class sizes and provide more intensive supports, we aim to create an optimal learning environment that fosters the academic success and overall well-being of unduplicated students. It is being provided schoolwide in order to positively impact our unduplicated students who will make significant academic and behavioral gains along with the needs of their peers being met in a similar manner.	

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
1.8	Action: EL Learning Language Acquisition Need:	To address these needs, Flournoy will engage in county Title III supports and provide necessary resources and interventions to support the	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English learners (EL) often require targeted support to develop their English language proficiency and succeed academically. Access to Title III supports and other necessary resources is essential for addressing the language acquisition needs of EL students, helping them overcome language barriers and fully engage in their education. Scope: Limited to Unduplicated Student Group(s)	language acquisition needs of EL students. The district will implement the following strategies: Engagement in County Title III Supports: Collaborate with the county office of education to access Title III resources and professional development opportunities focused on supporting EL students. Participate in county-led initiatives and training programs that provide educators with the skills and knowledge needed to effectively support EL students. Targeted Language Acquisition Supports: Implement evidence-based instructional strategies and programs designed to improve English language proficiency, such as structured English immersion, bilingual education, and sheltered instruction. Provide supplemental language acquisition resources, including digital tools, language learning software, and educational materials that cater to the needs of EL students. Professional Development for Educators: Offer professional development opportunities for teachers, paraprofessionals, and staff to enhance their ability to support EL students in the classroom. Focus training on best practices for language instruction, cultural responsiveness, and	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		differentiation strategies to meet the diverse needs of EL students. Individualized Support Plans: Develop individualized language development plans for EL students, outlining specific goals, strategies, and interventions tailored to their language proficiency levels and academic needs. Regularly monitor and assess student progress, adjusting support plans as needed to ensure continuous improvement. Family and Community Engagement: Engage families of EL students by providing information and resources in their native languages, ensuring they are informed and involved in their children's education. Foster a welcoming and inclusive school environment that celebrates linguistic and cultural diversity. Research supports the effectiveness of targeted language acquisition supports and professional development for educators in improving outcomes for EL students. According to the U.S. Department of Education, Title III programs and supports are critical for enhancing the language proficiency and academic achievement of EL students (U.S. Department of Education, 2016). The American Educational Research Association (AERA) highlights that professional development focused on EL strategies leads to better instructional	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		practices and improved student performance (AERA, 2014). By engaging in county Title III supports and providing necessary resources for language acquisition, Flournoy aims to enhance the academic success and language proficiency of EL students, ensuring they receive the support needed to overcome language barriers and thrive in their educational journey.	

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

Additional Concentration Grant Funding

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

Action 1.9: Flournoy elementary does not have the student populations to warrant a teacher of FTE of 2.0. Using the additional concentration funding, we will be able to provide a a full additional 1.0 teacher.

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

Staff-to-student 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 certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$ \$579,538	\$74750.00	12.898%	0.000%	12.898%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$189,980.00	\$152,463.00	\$0.00	\$14,164.00	\$356,607.00	\$245,578.00	\$111,029.00

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	Highly Qualified Instructional Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$199,684.00	\$0.00	\$175,156.00	\$10,364.00	\$0.00	\$14,164.00	\$199,684.00	
1	1.2	Services for Special Needs Students	Students with Disabilities	No			All Schools		\$0.00	\$3,300.00	\$3,300.00	\$0.00	\$0.00	\$0.00	\$3,300.00	
1	1.3	Academic and Social Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	
1	1.4	Academic Interventions	All	No			All Schools		\$36,542.00	\$102,557.00	\$0.00	\$139,099.00	\$0.00	\$0.00	\$139,099.00	
1	1.5	Math Supports	All	No			All Schools		\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	
1	1.6	Parent Participations and Input	All	No			All Schools		\$0.00	\$1,675.00	\$1,675.00	\$0.00	\$0.00	\$0.00	\$1,675.00	
1	1.7	Social Emotional Curriculum	All	No			All Schools		\$0.00	\$2,997.00	\$2,997.00	\$0.00	\$0.00	\$0.00	\$2,997.00	
1	1.8	EL Learning Language Acquisition	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.9	Teacher FTE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$6,352.00	\$0.00	\$6,352.00	\$0.00	\$0.00	\$0.00	\$6,352.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ \$579,538	\$74750.00	12.898%	0.000%	12.898%	\$182,008.00	0.000%	31.406 %	Total:	\$182,008.00
								LEA-wide Total:	\$182,008.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Highly Qualified Instructional Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$175,156.00	
1	1.3	Academic and Social Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
1	1.7	Social Emotional Curriculum				All Schools	\$2,997.00	
1	1.8	EL Learning Language Acquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	
1	1.9	Teacher FTE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,352.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$230,563.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Highly Qualified Instructional Staff	Yes	\$201,647.00	
1	1.2	Services for Special Needs Students	No	\$3,300.00	
1	1.3	Academic and Social Enrichment	Yes	\$500.00	
1	1.4	Academic Interventions	No	\$15,459.00	
1	1.5	Math Supports	No	\$0.00	
1	1.6	Parent Participations and Input	No	\$1675.00	
1	1.7	Social Emotional Curriculum	No	\$2,997.00	
1	1.8	EL Learning Language Acquisition	Yes	0.00	
1	1.9	Teacher FTE	Yes	\$4985.00	

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)
81939.00	\$184,373.00	\$167,032.00	\$17,341.00	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	Highly Qualified Instructional Staff	Yes	\$177,119.00	162045.00		
1	1.3	Academic and Social Enrichment	Yes	\$500.00	0.00		
1	1.8	EL Learning Language Acquisition	Yes	0.00	0.00		
1	1.9	Teacher FTE	Yes	\$6754.00	4987.00		

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)
\$565271.00	81939.00	0.00	14.496%	\$167,032.00	0.000%	29.549%	\$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 32627\(c\)\(2\)](#); 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 32627\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32627\(d\)](#). 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 32627\(c\)\(2\)](#).
- 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).

California Department of Education
November 2024