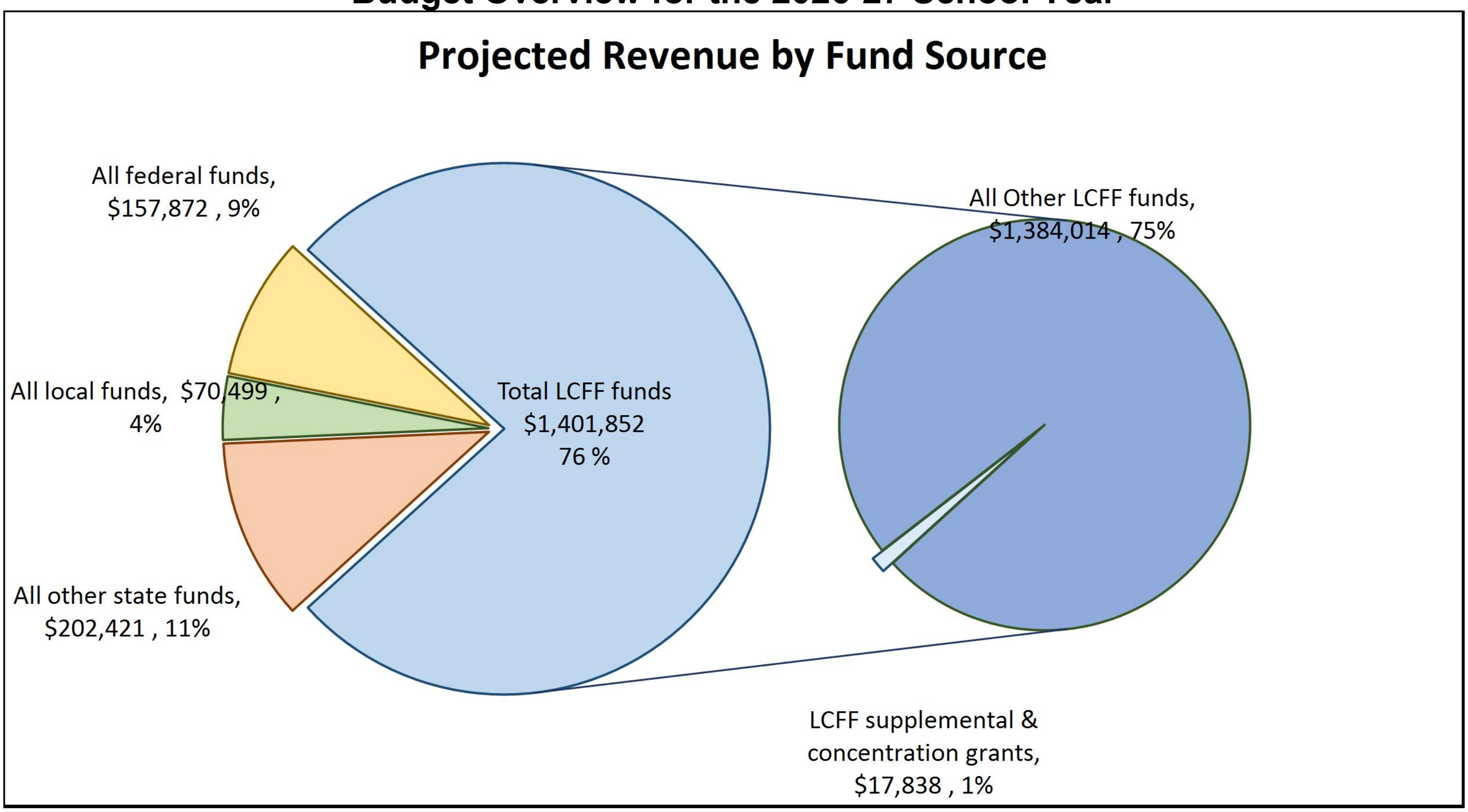
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Big Creek Elementary School District
CDS Code: 10-62026-0000000
School Year: 2026-27
LEA contact information:
Brad Huebert
Superintendent
bhuebert@bigcreekschool.com
559-893-3314

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

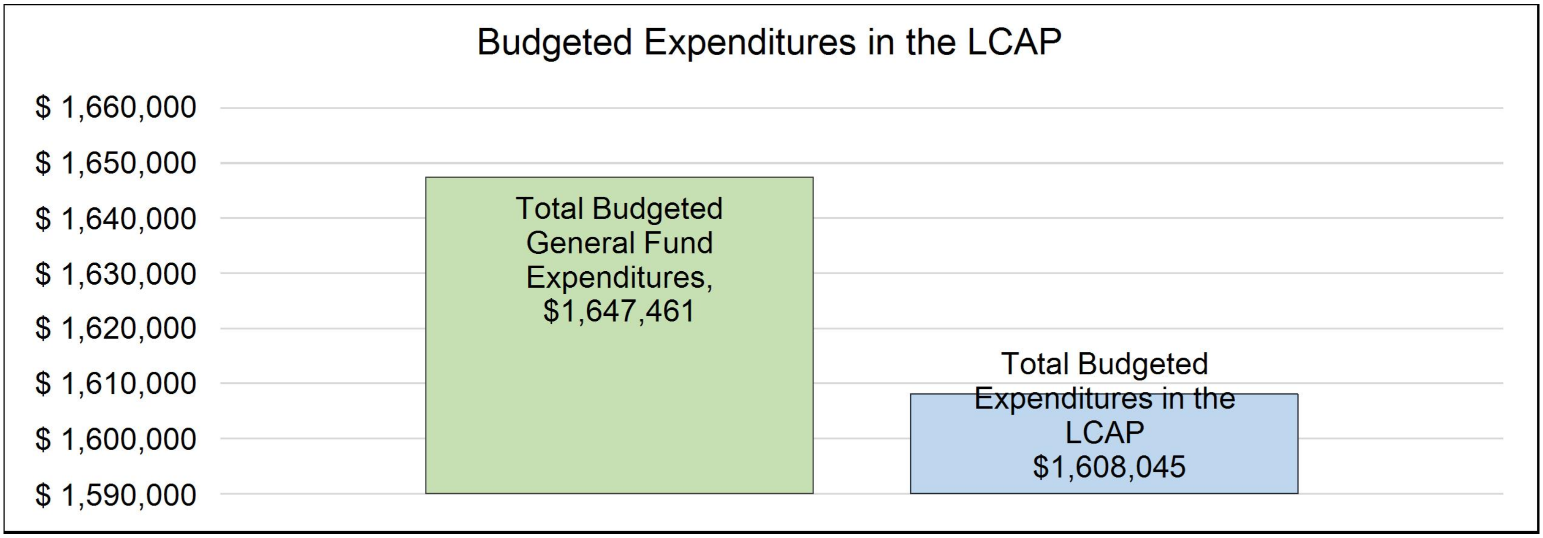


This chart shows the total general purpose revenue Big Creek Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Big Creek Elementary School District is $1,832,644, of which $1,401,852 is Local Control Funding Formula (LCFF), $202,421 is other state funds, $70,499 is local funds, and $157,872 is federal funds. Of the $1,401,852 in LCFF Funds, $17,838 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 Big Creek 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: Big Creek Elementary School District plans to spend $1,647,461 for the 2026-27 school year. Of that amount, $1608045 is tied to actions/services in the LCAP and $39,416 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

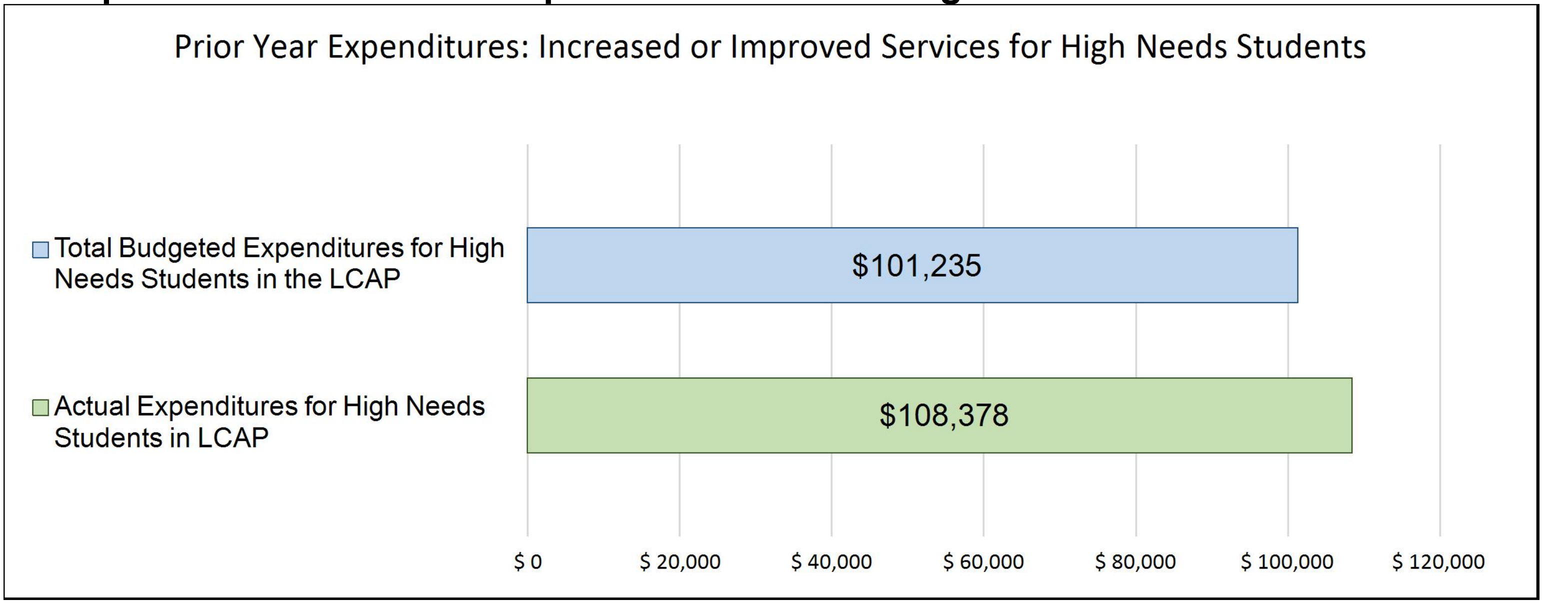
$44,720 for District-owned housing.

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

In 2026-27, Big Creek Elementary School District is projecting it will receive $17,838 based on the enrollment of Foster Youth, English learner, and low-income students. Big Creek Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Big Creek Elementary School District plans to spend $66,229 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Big Creek 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 Big Creek 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, Big Creek Elementary School District's LCAP budgeted $101,235 for planned actions to increase or improve services for high needs students. Big Creek Elementary School District actually spent $108,378 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
Big Creek Elementary School District	Brad Huebert Superintendent	bhuebert@bigcreekschool.com 559-893-3314

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.

The Big Creek School District is a small, rural school district serving approximately 20 students in pre-school through grade 8. The district is located in the town of Big Creek, sixty four (64) miles east Fresno, CA. The primary employer of school-aged children is the Southern California Edison (SCE) company. The "Big Creek Project", for which the town is aptly named, was the largest engineering project in the world prior to the development of the Panama Canal. The Edison company continues to operate one of the greatest engineering feats in the world today, producing hydroelectric power through a variety of power plants, reservoirs and dams. In addition to the town of Big Creek, the district encompasses the towns of Shaver Lake and Lakeshore (Huntington Lake). While all three towns are considered tourist/recreational communities, students arrive to school daily from all three towns. Big Creek School (BCS) has three (3) fully credentialed teachers in grades pre- K-8. Grade combinations are as follows: pre-school; TK-K-1-2; 3-4-5; 6-7-8. Big Creek employs one Technology Literacy Center (TLC) instructional tutor who instructs students in technology-related subjects. In addition to the classroom teachers, BCS employees one (1) para professionals who work directly with students with disabilities. Furthermore, the district has one (1) preschool teacher, one (1) cafeteria manager, one (1) Secretary, one (1) Finance Director; one (1) custodian / bus driver / mechanic and one (1) MOT Director positions. The district offers a free preschool for students age three to four. In addition to the core curriculum, the district offers a variety of co-curricular activities not commonly found in elementary schools today. These activities include: snow skiing, bowling, rock climbing (mountaineering), archery and athletics (including swimming, cross-country, football, volleyball, pep, cheer, and basketball). The community is still in recovery from the losses of the "Creek Fire" which occurred in 2021. The school and surrounding community are continuing to rebuild. The district believes a "true education" must include learning that connects life experiences to what students read on the pages of their textbooks. Although a small rural school, the district faces the same challenges of the larger, urban districts found throughout California. The following

metrics do not apply to our district because we are a k-8: A-G, CTE Completion, AP Passage, EAP ELA, EAP Math, HS Dropout Rate, HS Graduation Rate.
No Schools in the LEA receive the Equity Multiplier funding

Reflections: Annual Performance

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

2025
Smarter Balanced: ELA
Met or Exceeded Standard
All Students: 70.0%
LI: Less than 11 students. Data is not publicly available.
Data Year: 2024-25
Data Source: DataQuest

Smarter Balanced: Math
Met or Exceeded Standard
All Students: 50.0%
LI: Less than 11 students. Data is not publicly available.
Data Year: 2024-25
Data Source: DataQuest

NWEA MAP: ELA/Reading
Projected Proficiency
All Students: 65%
LI: Less than 11 students. Data withheld for privacy.
Data Year: Winter 2025
Data Source: Local MAP scores

NWEA MAP: Math
Projected Proficiency
All Students: 65%
LI: Less than 11 students. Data withheld for privacy.
Data Year: Winter 2025
Data Source: Local MAP scores

Successes: ELA scores jumped noticeably! Math still exceeds its internal target, but dropped slightly. Keeping the current evidence-based supports in place while sharpening reading interventions have been supported by all the actions in the LCAP.

2024
Smarter Balanced: ELA
Met or Exceeded Standard
All Students: 46.67%
LI: Less than 11 students. Data is not publicly available.
Data Year: 2023-24
Data Source: DataQuest

Smarter Balanced: Math
Met or Exceeded Standard
All Students: 53.33%
LI: Less than 11 students. Data is not publicly available.
Data Year: 2023-24
Data Source: DataQuest

NWEA MAP: ELA/Reading
Projected Proficiency
All Students: 50%
LI: Less than 11 students. Data withheld for privacy.
Data Year: 2024-25
Data Source: Local MAP scores

NWEA MAP: Math
Projected Proficiency
All Students: 60%
LI: Less than 11 students. Data withheld for privacy.
Data Year: 2024-25
Data Source: Local MAP scores

Successes: Math and ELA scores jumped noticeably—math already exceeded its internal target, and ELA is over halfway to the three-year goal. Keeping the current evidence-based supports in place while sharpening reading interventions have been supported by all the actions in the LCAP.

2023

Successes
Upon review of the California School Dashboard, Big Creek Elementary continues to show progress. Specifically, the single school site performs at a high level as measured by the English/Language Arts and math performance indicators and the California Science Test in grades 5 and 8. Furthermore, the district uses the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)

assessments to monitor student academic performance further. Both assessment measures guide the district in the decision-making process and facilitate discussions around student engagement and performance.

Math Performance
NWEA Projected Proficiency
2021-22: 45%
2022-23: 52%
2023-24: 41%

CAASPP Met or Exceeded Standard
2022-23: 42.86%
2023-24: 44.45%

CA Dashboard:
2022: 19 points below standard.
2023: 9.7 points below standard
Increased 9.3 points

ELA Performance
NWEA Projected Proficiency
2021-22: 50%
2022-23: 56%
2023-24: 51%

CAASPP Met or Exceeded Standard
2022-23 57.14%
2023-24: 38.89%

CA Dashboard:
2022: 1.7 points above standard.
2023: 16.2 points below standard
Decreased 17.9 points

Big Creek is committed to supporting student learning growth through ongoing professional development, emphasizing writing and reading instruction. Big Creek has contracted outside services to train teachers/staff on small group reading instruction to help mitigate learning loss through computer-only testing and assessment.

Big Creek was successful in expanding elective opportunities. Extra-Curricular activities were successful. However, they must be adjusted due to the smaller student enrollment numbers.

The Big Creek Suspension Rate on the 2024 Dashboard was very low. Behavior incidents are looked at closely to explore all potential options before a suspension is given. Part of how BCES will avoid suspensions is reflected in LCAP goal 2, with the opportunities 2025-26 Local Control and Accountability Plan for Big Creek Elementary School District to engage in extra-curricular activities. Big Creek will continue to look at expanding elective opportunities for students and provide additional learning support for students needing intervention post-pandemic and Creek Fire.

Challenges
For the all-student group, there is one state priority based on the 2024 CA Dashboard: chronic absenteeism that demonstrates increased need. To address this need, the district is providing additional support for transportation, given a lack of transportation on the family's part. Other factors contributing to the challenge are: health, distance, geography, and weather. Severe conditions are significant factors affecting chronic absenteeism. Big Creek has such a small sample size that extreme fluctuations can be seen in state testing based on enrollment and graduation. Big Creek will continue to provide expanded learning opportunities both on and off campus during and outside regular school hours to best support and encourage school connectedness. Based on educational partner feedback, Big Creek is creating a parent center on campus, thus allowing parents increased access to computers, the internet, and other resources to support their student's learning that is not easily available in our area.

Highlights
The Local Control and Accountability Plan (LCAP) is the driving mechanism for increased student performance at Big Creek Elementary School. The instructional staff attends professional development in English/Language Arts, Social Science, Science, and math, along with elective courses, each year. In addition to the continued focus on ELA and math. The district will continue to build upon the strong performance in English / Language Arts where the district has had gains as measured by the local Measures of Academic Performance (MAP). Lastly, the district has implemented STEAM activities, including computer coding utilizing Code.org as well as physical education for students in grades 3- 8, where students get rock wall climb, bowling, hiking, and participate in additional educational trip opportunities.

LREBG
Funds: Big Creek has no remaining LREBG funds. Big Creek will receive $5,304 LREBG funds in the 26-27 School Year.
LREBG Action is 1.4.

A needs assessment was conducted and confirmed the findings from the 2024 California School Dashboard and local data related to ELA and mathematics achievement. The review of state and local data identified a need for increased academic support for students, with the purchase of new library books and instructional materials emerging as a priority need.

Big Creek is scheduled to receive additional LREBG funds through the 2026–27 Budget Act. The needs assessment completed in 2025–26 will continue to inform the use of these additional funds, as the need for library books and materials exceeds what could be purchased with the 2025–26 allocation. Therefore, the additional LREBG funds will support the continuation of Action 1.4 to expand access to library resources and materials that support student learning and academic achievement.

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
Teachers	When: February 2026 through April 2026 How: In-person teacher meetings What: Gather feedback on the LCAP. Feedback Trends: 1a) improve student performance in reading, 1b) use fiscal resources for professional development in reading, math, and 2) use the high level of parent involvement to support teacher-guided academic focus and attainment of our student learning goals. 3) Increase small group learning opportunities.
Principals	The sole administrator of the LEA is the Superintendent/Principal and is the main author of the LCAP.
Administrators	The sole administrator of the LEA is the Superintendent/Principal and is the main author of the LCAP.
Other School Personnel	When: February 2026 through April 2026 How: In-person classified meetings What: Gather feedback on the LCAP. Feedback Trends: 1a) improve student performance in reading, 1b) use fiscal resources for professional development in reading, and 2) use the high level of parent involvement to support teacher-guided academic focus and attainment of student learning goals
Certificated Local Bargaining Unit	N/A - The LEA does not have a certificated bargaining unit
Classified Local Bargaining Unit	N/A - The LEA does not have a classified bargaining unit
Parents	When: Parent meetings were held on the first Friday of every month in 2025-26 How: In-person meetings

Educational Partner(s)	Process for Engagement
	What: Gather feedback on the LCAP. Feedback Trends: 1a) improve student performance in reading, math and science, 1b) use fiscal resources for professional development in reading, math and science and 2) use the high level of parent involvement to support teacher-guided academic focus and attainment of student learning goals.
Students	When: Spring 2026 How: Student survey What: Survey to gather feedback from students in grades 3-8. Feedback Trends: 1) Continue hands-on learning activities in each classroom, 2) better access to library with increased book selection, 3) Science experiments
PAC	When: May 22, 2026 How: In-person meeting What: Gather feedback on the LCAP. Feedback Trends: 1a) improve student performance in reading, math and science, 1b) use fiscal resources for professional development in reading, math and science and 2) use the high level of parent involvement to support teacher-guided academic focus and attainment of student learning goals.
PAC: Draft LCAP Presentation for Comments	When: May 29, 2026 How: In-person meeting What: Complete draft of the LCAP presented. No questions were asked. Therefore no response was given in writing. Two Students were present at the PAC
DELAC	N/A - The LEA does not have a significant number of English Learner Students
DELAC: Draft LCAP Presentation for Comments	N/A - The LEA does not have a significant number of English Learner Students
SELPA Consultation	When: 2025-26 Monthly How: SELPA Operations Committee Meeting What: The SELPA was consulted on activities that align with a district’s LCAP development and discussions. This will include the following: Special Education Plan: Targeted Monitoring and Intensive Monitoring Reviews Operations Committee Meetings Superintendent Governance Council FCSS LCAP and Compliance Workshops/Office Hour Meetings. Feedback Trends: 1A) improve student performance in reading and math, 1B) use fiscal resources for professional

Educational Partner(s)	Process for Engagement
	development in reading and math, and 2) use the high level of parent involvement to support academic focus.
Public Comment	When: May 12 - May 26, 2026 How: The draft was posted on the website, and a physical copy was available in the district office, county library and post office. What: Comments were able to be provided via email and written response. The community was informed via parent meetings and a newsletter to the students' homes.
Public Hearing	When: May 26, 2026 How: The Public Hearing was held to consider the draft of the LCAP. What: The draft of the 2025-26 LCAP
Board Adoption	When: June 9, 2026 How: 2024-25 LCAP was board adopted at the same meeting as the adoption of the Budget and the Local Indicators Report What: The 2026-27 LCAP

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

The district continues to focus on English / Language Arts and Math instruction to accelerate student achievement. The district completed a rebuild of the pool, and an upgrade of the art facilities for all grades during the 24-25 school year. Elective courses will continue to expand in the 25-26 school year. We will also provide additional pupil engagement opportunities and intervention support.
Goal 1: Action 1: English / Language Arts and Math professional development
Goal 1: Action 2: Specific academic support provided by instructional assistants
Goal 2: Action 1: All students will engage in visual and performing arts (art class), student performance activities, and physical education four (4) days per week. Students will engage in elective courses, outdoor adventures, wood shop, and STEAM, to foster greater connectedness to school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Big Creek Elementary School District will promote student achievement through providing a collaborative and equitable learning and working environment, on-going professional development for teachers and support staff, standards-aligned, research-based instructional materials and resources; ensuring all students receive rigorous instruction aligned to the California State Standards.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Big Creek Elementary School District believes that increasing student achievement is the primary focus of a school district.

In order to be prepared for high school and college learning, students must master the required level of skills and knowledge and meet benchmarks at each grade level. This goal was developed after looking at student data and determining that our students should be achieving higher in all academic content areas. Our goal is to ensure that all students are college and career-ready. The focus for the 2023-2024 year is on writing and reading across all grade levels and content areas.

Big Creek has 2 ELD students, therefore for privacy regulations, we will not publicly provide metrics for our ELD students because the subgroup is too small.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced: ELA Met or Exceeded Standard	All Students: 38.89% LI: Less than 11 students. Data is not publicly available. Data Year: 2022-23	All Students: 46.67% LI: Less than 11 students. Data is not publicly available.	All Students: 70.0% LI: Less than 11 students. Data is not publicly available.	70% Meets or Exceeded	All Students: +31.11

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: DataQuest	Data Year: 2023-24 Data Source: DataQuest	Data Year: 2024-25 Data Source: DataQuest		
1.2	Smarter Balanced: Math Met or Exceeded Standard	All Students: 44.45% LI: Less than 11 students. Data is not publicly available. Data Year: 2022-23 Data Source: DataQuest	All Students: 53.33% LI: Less than 11 students. Data is not publicly available. Data Year: 2023-24 Data Source: DataQuest	All Students: 50.0% LI: Less than 11 students. Data is not publicly available. Data Year: 2024-25 Data Source: DataQuest	56% Meets or Exceeded	All Students: +5.55
1.3	California Science Test (CAST) Met or Exceeded Standard	All Students: Less than 11 students. Data is not publicly available. LI: Less than 11 students. Data is not publicly available. Data Year: 2022-23 Data Source: DataQuest	All Students: Less than 11 students. Data is not publicly available. LI: Less than 11 students. Data is not publicly available. Data Year: 2023-24 Data Source: DataQuest	All Students: Less than 11 students. Data is not publicly available. LI: Less than 11 students. Data is not publicly available. Data Year: 2024-25 Data Source: DataQuest	All Students: Less than 11 students. LI: Less than 11 students. Targets will be added if/when data becomes publicly available.	N/A
1.4	NWEA MAP: ELA/Reading Projected Proficiency	All Students: 51% LI: Less than 11 students. Data withheld for privacy. Data Year: 2023-24 Data Source: Local MAP scores	All Students: 50% LI: Less than 11 students. Data withheld for privacy. Data Year: 2024-25 Data Source: Local MAP scores	All Students: 60% LI: Less than 11 students. Data withheld for privacy. Data Year: 2025-26 Data Source: Local MAP scores	All Students: 65% Meets or Exceeded	All Students: +9 LI: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	NWEA MAP: Math Projected Proficiency	All Students: 41% LI: Less than 11 students. Data withheld for privacy. Data Year: 2023-24 Data Source: Local MAP scores	All Students: 60% LI: Less than 11 students. Data withheld for privacy. Data Year: 2024-25 Data Source: Local MAP scores	All Students: 60% LI: Less than 11 students. Data withheld for privacy. Data Year: 2025-26 Data Source: Local MAP scores	All Students: 65% Meets or Exceeded	All Students: +19 LI: N/A
1.6	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation Year: 2023-24 Data Source: Local Indicators Report Priority 2	Full Implementation Year: 2024-25 Data Source: Local Indicators Report Priority 2	Full Implementation Year: 2025-26 Data Source: Local Indicators Report Priority 2	Full Implementation	no change
1.7	Access to and Enrollment in a Broad Course of Study	100% of students are enrolled in a broad course of study Data Year: 2023-24 Data Source: Local data	100% of students are enrolled in a broad course of study Data Year: 2024-25 Data Source: Local data	100% of students are enrolled in a broad course of study Data Year: 2025-26 Data Source: Local data	100%	no change
1.8	Other Pupil Outcomes: Students attending enrichment activities and cocurricular opportunities	100% of students attending enrichment activities and co-curricular opportunities Data Year: 2023-24 Data Source: Local data	100% of students attending enrichment activities and co-curricular opportunities Data Year: 2024-25 Data Source: Local data	100% of students attending enrichment activities and co-curricular opportunities Data Year: 2025-26 Data Source: Local data	100%	no change

Goal Analysis [2025-26]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in Goal One supported the progress toward meeting the goal: The Big Creek Elementary School District will promote student achievement through providing a collaborative and equitable learning and working environment, on-going professional development for teachers and support staff, standards-aligned, research-based instructional materials and resources; ensuring all students receive rigorous instruction aligned to the California State Standards.

Action 1.1: English/Language Arts and Math professional development
4 – Full Implementation
We provided PD to our Certified and Classified staff to increase their capacity in providing ELA and Math instruction. To achieve our goal, we brought in an additional credentialed teacher to provide targeted teacher support and professional development.

Action 1.2: Specific Academic support provided by instructional assistants.
4 – Full Implementation
Students were provided with specific teacher-guided support as a push-in service in the classroom from instructional assistants to provide additional support to achieve academic success.

Action 1.3: Formative Assessments in ELA and Math
4 – Full Implementation
Big Creek used the Northwest Education Association (NWEA) Measures of Academic Progress (MAP) formative assessments three (3) times per year to determine progress toward meeting the goal.

Overall Successes: By providing specific Academic support provided by instructional assistants to our students and additional professional development from credential-qualified teachers, extra support was provided to teachers and students. Reading and language individual student support provided by actions 1.1 and 1.2 has directly impacted growth in math.

Overall Challenges: Due to our location, we could not find high-quality instructors who could come up and provide meaningful professional development to our certificated and classified staff to the desired level.

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

Action 1.1: English/Language Arts and Math professional development. Big Creek did not conduct as much professional development for staff in math as planned. In house training was provided.
Action 1.2: Specific Academic support provided by instructional assistants. Big Creek added additional aide support.
Action 1.3: Formative Assessments in ELA and Math. There was no material difference.
Action 1.4: LREBG Funds. Funds from 2025-26 and 2026-27 will be used to purchase books and materials for the school library.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal One supported the progress toward meeting the goal: The Big Creek Elementary School District will promote student achievement through providing a collaborative and equitable learning and working environment, on-going professional development for teachers and support staff, standards-aligned, research-based instructional materials and resources; ensuring all students receive rigorous instruction aligned to the California State Standards.

Action 1.1: English/Language Arts and Math professional development & Action 1.2: Specific Academic support provided by instructional assistants & Action 1.3: Formative Assessments in ELA and Math
Effective of Action(s): 3 –Effective
Metric(s) & Student group(s): CAASPP ELA All Students LI (If publicly available) CAASPP Math All Students: LI (If publicly available) NWEA ELA All Students LI (If publicly available) NWEA Math All Students LI (If publicly available)
Analysis Statement: Big Creek saw growth in ELA on the CAASPP assessments and the NWEA ELA and Math data. This is attributed to individualized support by the credentialed teachers and instructional aides. Individualized support and intervention were provided based on data for each student at their unique level to build skill and standard mastery. Specific academic support was provided by instructional assistants to our students, and credential-qualified teachers provided additional professional development. We provided extra support to teachers and students. Staff were able to provide individualized reading, math, and language supports. In addition, NWEA MAP data was used during class time, and in-class data was used to individualize instruction.

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.

N/A

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	English/Language Arts and Math professional development	We will provide PD to our Certificated and Classified staff to increase their capacity in provide ELA and Math instruction.	$14,000.00	Yes
1.2	Specific Academic support provided by instructional assistants.	Students will be provided specific teacher guided supports as a push in service in the classroom from instructional assistants to provide additional support in order to achieve academic success.	$111,713.00	Yes
1.3	Formative Assessments in ELA and Math	Big Creek will use the Northwest Education Association (NWEA) Measures of Academic Progress (MAP) formative assessments three (3) times per year to determine progress toward meeting the goal.	$2,000.00	Yes
1.4	Improvements to School Library (LREBG)	Big Creek will purchase books and materials for the school library to improve the selection and availability of books for students. The number of low-income students was too low for local and state data to be publicly reported; however, a local needs assessment, including low-income achievement data and our LEA's experience in providing just-in-time instruction, indicates that our LI students have student-specific gaps in their foundational skills and content mastery and need targeted intervention to close these gaps. Literacy rates are influenced by the books and print available to students. Increasing access to books and the total number of books will support increased literacy for this group. LREBG funds will add nearly 300 new titles for students, which will be leveled and cataloged for immediate use and access. Allowable Use: B: Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.	$5,304.00	No

Action #	Title	Description	Total Funds	Contributing
		Research: Research demonstrates that access to high-quality and diverse library collections increases students' opportunities to read independently, improves reading engagement, and supports literacy development. Studies have found that schools with well-resourced libraries and larger, up-to-date book collections demonstrate higher student achievement in both reading and mathematics. Access to books is particularly important for socioeconomically disadvantaged students, as it helps address inequities in access to literacy resources and supports academic success across content areas. Therefore, purchasing additional books and materials for the school library is an evidence-based strategy to support improved ELA and mathematics outcomes for students. Metrics: CAASPP ELA & Math, NWEA ELA & Math LREBG Amount: $5304		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Big Creek Elementary School District makes a commitment that all students, including students with disabilities, have specific exposure to the arts, technology, physical education, and extra-curricular and co-curricular activities while attending school consistently to take advantage of these offerings.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Big Creek Elementary School District believes that in order to increase academic achievement, students must attend regularly and be connected to school through STEAM activities, physical education, extra-curricular activities, and co-curricular activities.

Students need to feel safe and connected at school while attending consistently and that they are part of a school community that supports student learning. Parents need to be heard and well informed about their child's education and school events/activities. In order to help facilitate this we will continue to offer engagement activities to support community engagement. The actions and metrics were grouped together in order to meet the need of the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism	All Students: 32.1% LI: 30.8% Data Year: 2022-23 Data Source: CA Dashboard	All Students:35.7% LI: N/A Data Year: 2023-24 Data Source: CA Dashboard	All Students:27.3% LI: N/A Data Year: 2024-25 Data Source: CA Dashboard	All Students: 10% LI: Target will be added if/when data becomes publicly available.	All Students: -4.8 LI: N/A
2.2	Suspension Rate	All Students: 0% LI: 0% Data Year: 2022-23	All Students: 0% LI: N/A Data Year: 2023-24	All Students: 0% LI: N/A Data Year: 2024-25	All Students: 0% LI: Target will be added if/when data	All Students: no change LI: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard	Data Source: CA Dashboard	Data Source: CA Dashboard	becomes publicly available.	
2.3	Expulsion Rate	All Students: 0% LI: Less than 5 students. Data is not publicly available. Data Year: 2022-23 Data Source: DataQuest	All Students: 0% LI: Less than 5 students. Data is not publicly available. Data Year: 2023-24 Data Source: DataQuest	All Students: 0% LI: Less than 5 students. Data is not publicly available. Data Year: 2024-25 Data Source: DataQuest	All Students: 0% LI: Target will be added if/when data becomes publicly available.	All Students: no change LI:no change
2.4	Attendance Rate	All Students: 90.83% LI: 91% Data Year: 2023-24 Data Source: P2 Attendance Report	All Students: 92.44% LI: N/A Data Year: 2023-24 Data Source: P2 Attendance Report	All Students: 94.3% LI: N/A Data Year: 2024-25 Data Source: P2 Attendance Report	All Students: 95.5% LI: Target will be added if/when data becomes publicly available.	All Students: 3.47% LI: N/A
2.5	Middle School Dropout Rate	All Students: 0% LI: 0/% Data Year: 2022-23 Data Source: CALPADS Fall 1	All Students: 0% LI: 0% Data Year: 2023-24 Data Source: CALPADS Fall 1	All Students: 0% LI: N/A Data Year: 2024-25 Data Source: CALPADS Fall 1	All Students: 0% LI: Target will be added if/when data becomes publicly available.	All Students: no change LI: N/A
2.6	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Full Implementation Year: 2022-23 Data Source: Local Indicators Report Priority 3	Full Implementation Year: 2023-24 Data Source: Local Indicators Report Priority 3	Full Implementation Year: 2024-25 Data Source: Local Indicators Report Priority 3	Full Implementation	No change
2.7	Sense of safety and school connectedness	Safety Students: 87% Parents: 85% Teachers: 92% Connectedness	Safety Students: 87% Parents: 100% Teachers: 100% Connectedness	Safety Students: 100% Parents: 100% Teachers: 100% Connectedness	Safety Students: 100% Parents: 100% Teachers: 100% Connectedness	Safety Students: +13% Parents: +15% Teachers: +8% Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students: 87% Parents: 75% Teachers: 83% Data Year: 2023-24 Data Source: Local Surveys	Students: 97% Parents: 100% Teachers: 100% Data Year: 2024-25 Data Source: Local Surveys	Students: 100% Parents: 100% Teachers: 100% Data Year: 2025-26 Data Source: Local Surveys	Students: 100% Parents: 100% Teachers: 100%	Students: +13% Parents: +25% Teachers: +17%

Goal Analysis [2025-26]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in Goal Two supported the progress toward meeting the goal: Big Creek Elementary School District makes a commitment that all students, including students with disabilities, have specific exposure to the arts, technology, physical education, and extra-curricular and co-curricular activities while attending school consistently to take advantage of these offerings.

Action 2.1 Visual and Performing Arts
4 – Full Implementation
All students were engaged in visual and performing arts, student performance, and physical education activities. Students were engaged in elective courses, including music, woodshop, STEAM, art, and activities, and they attended multiple educational events off campus to foster greater school connectivity.

Action 2.2 Extra-curricular and co-curricular activities
4 – Full Implementation
All students participated in a minimum of one after-school activity and at least one co-curricular activity.

Action 2.3 Attendance
4 – Full Implementation
We provided extra support before and after school, as well as educational opportunities both on and off campus, which increased students' motivation to learn at school.

Overall Successes: Big Creek has a fully operational pottery and art studio for students. Big Creek also created an Artist-in-Residence program to provide increased student instruction and opportunities. Students participated in cheerleading, a talent show, a Christmas program, and cook-offs.

Overall Challenges: No Challenges

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.

2.1 Visual and Performing Arts. Other funds were used to implement this action.
2.2 Extra-curricular and co-curricular activities. Additional base funds were used to support field trips.
2.3 Attendance. The staff was more expensive than projected.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal Two supported the progress toward meeting the goal: Big Creek Elementary School District makes a commitment that all students, including students with disabilities, have specific exposure to the arts, technology, physical education, and extra-curricular and co-curricular activities while attending school consistently to take advantage of these offerings.

Action 2.1 Visual and Performing Arts & 2.2 Extra-curricular and co-curricular activities & 2.3 Attendance
Effective of Action(s) 2 – Somewhat Effective
Metric(s) & Student group(s):Chronic Absenteeism & School Connectedness & Attendance
Analysis Statement: The Chronic Absenteeism rate decreased due to enhanced monitoring for specific students; the attendance rate increased.
Co-curricular activities, school events, and VAPA programs were crucial in engaging students and families, fostering a sense of belonging and community. By providing enriching experiences that students value, these activities enhanced school attendance and reduced chronic absenteeism, particularly by making school a place where students felt motivated and connected to their academic and social environment. Because of Big Creek's size, the impact of even a single family can notably influence overall attendance trends, emphasizing the community-building aspect of these programs.

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.

N/A

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Visual and Performing Arts	All students will engage in visual and performing arts, student performance activities, and physical education activities. Students will engage in elective courses including music, woodshop, STEAM, Art, activities as well as attending multiple education events off campus to foster greater school connectivity with the school.	$3,280.00	No
2.2	Extra-curricular and co-curricular activities	Students will participate in a minimum of one after school activity and at least one co-curricular activity	$2,500.00	No
2.3	Attendance	Big Creek has had an absenteeism rate over 30% for several years. We will provide extra support before and after school as well as educational opportunities both on and off campus that increase the motivation for students to be at school learning.	$100,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Basic Instructional Program	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Big Creek Elementary School District believes that achieving proficiency for all students begins with qualified teachers leading instruction in a safe learning environment with parental involvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Appropriately assigned and fully credentialed teachers	100% of teachers are appropriately assigned and fully credentialed. Data Year: 2023-24 Data Source: Credentials Review	100% of teachers are appropriately assigned and fully credentialed. Data Year: 2024-25 Data Source: Credentials Review	100% of teachers are appropriately assigned and fully credentialed. Data Year: 2025-26 Data Source: Credentials Review	100% appropriately assigned and fully credentialed teachers.	no change
3.2	Access to standards-aligned instructional materials	100% of students have standards-aligned instructional materials. Data Year: 2023-24 Data Source: Annual Board Resolution for "Sufficiency of Instructional Materials"	100% of students have standards-aligned instructional materials. Data Year: 2024-25 Data Source: Annual Board Resolution for "Sufficiency of	100% of students have standards-aligned instructional materials. Data Year: 2025-26 Data Source: Annual Board Resolution for "Sufficiency of	100%	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Instructional Materials"	Instructional Materials"		
3.3	Facilities maintained in good repair	Good Data Year: 2023-24 Data Source: SARC	Good Data Year: 2024-25 Data Source: SARC	Good Data Year: 2025-26 Data Source: SARC	Good	no change

Goal Analysis [2025-26]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.
The actions outlined in Goal Three supported the progress toward meeting the goal: Basic Instructional Program.

Action 3.1: Basic School Services
5 – Full Implementation and Sustainability.
The district provided a comprehensive base program for all that includes but is not limited to providing facilities, maintenance, properly credentialed teachers, textbooks, instructional materials, meals, transportation, district leadership, health and safety staff and materials, and mental health services.

Action 3.2: Students with Disabilities
5 – Full Implementation and Sustainability.
The district provided specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP had access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free, appropriate public education.

Overall Successes: Big Creek has provided a high-quality education for students that continues to show academic growth and achievement over time. During the 24-26 school year, Big Creek received a grant for greater support for our Students with disabilities.
Overall Challenges: Big Creek's isolated location makes it difficult to find staff, services, and resources.

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

Action 3.1: Basic School Services: Expenditures exceeded budgeted allocation in order to provide basic services for Big Creek School.
Action 3.2: Students with Disabilities: Increased instructional aide support to provide Special Education Services for Big Creek students.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal Three supported the progress toward meeting the goal: Basic Instructional Program.

Action 3.1: Basic School Services & Action 3.2: Students with Disabilities
Effectiveness of Action(s) 3 –Effective.
Metric(s) & Student group(s): Access to standards-aligned instructional materials
Analysis Statement: All students have standards-aligned instructional materials. Big Creek has provided a high-quality education for students who continue to show academic growth and achievement over time. During the 24-26 school year, Big Creek received a grant for greater support for Students with disabilities.

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

No changes to actions are planned.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Basic School Services	The district will provide a comprehensive base program for all that includes but is not limited to providing facilities, maintenance, properly credentialed teachers, textbooks, instructional materials, meals, transportation, district leadership, health and safety staff and materials, and mental health services.	$1,324,908.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Students with Disabilities	The district will provide specialized and targeted support to students with disabilities as outlined in their Individualized Education Plans (IEPs). All students with an IEP will have access to this specialized academic instruction and other designated instructional services as noted in their IEP to ensure equity and access to district programming and a free appropriate public education. Services provided will be aligned with other district offerings in order to best support each student's academic and social-emotional needs. Funding for this action is in Action 3.1.	$44,340.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$17838	$0

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
3.997%	0.000%	$0.00	3.997%

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:** English/Language Arts and Math professional development **Need:** The number of low-income students was too low for local and state data to be publicly reported, however, a local needs assessment, including low-income achievement data and feedback from our teachers, indicates that our LI students have gaps in their foundational	Professional development will be provided to all certified and classified staff. Professional development to support foundational ELA and Math concept development for LI students will include best first teaching practices to ensure LI students receive effective, impactful instruction from the beginning, reducing the need for reteaching, and scaffolding techniques to help LI students gradually master ELA and Math	CAASPP ELA All Students: 70% LI (If publicly available) CAASPP Math All Students: 50% LI (If publicly available) NWEA ELA All Students: 60% LI (If publicly available)

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
	skills and need strategic foundational ELA and Math concept development support. **Scope:** LEA-wide	concepts through clear, incremental learning goals. As a strengthened approach to address the lack of progress in ELA performance, professional development will first and foremost focus on Reading instruction and using ELA formative assessment data to drive timely and relevant ELA instruction. This action is designed to meet the needs of our Low-Income students, however, because we expect that all students will benefit, it will be offered LEA-wide. We believe this action is the most effective use of the funds to increase teacher effectiveness to support increased LI academic achievement based on our LEA's experience in identifying student needs and providing effective staff development to address these needs. We considered other options such as purchasing intervention programs to implement, however, with the unique size and needs of our LI families, we determined that a focus on best first teaching and scaffolding would most benefit our students.	NWEA Math All Students:60% LI (If publicly available)
1.2	**Action:** Specific Academic support provided by instructional assistants. **Need:** The number of low-income students was too low for local and state data to be publicly reported, however, a local needs assessment, including low-income achievement data and feedback from our teachers, indicates that our	Big Creek Elementary School district will provide instructional assistants to help facilitate classroom instruction and provide small group and one-on-one instruction for Low-Income students. Providing instructional assistants to support foundational ELA and Math concept development for LI students will reduce the student to teacher ratio, allowing for more personalized instruction and attention for LI students, provide additional	CAASPP ELA All Students: 70%LI (If publicly available) CAASPP Math All Students: 50% LI (If publicly available) NWEA ELA All Students: 60%

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
	LI students have gaps in their foundational skill and need additional instructional support to support in-class learning as well as small group and one-on-one reteaching to close these gaps. **Scope:** LEA-wide	direct instruction to facilitate and enhance teachers' instruction so that LI students can benefit from additional explanations, examples, models, and provide differentiated instruction in small groups and one-on-one to better meet the identified needs specific to each LI student. As a strengthened approach to address the lack of progress in ELA performance, instructional assistants will be included in the professional development opportunities to increase their knowledge and skill set in providing timely and relevant ELA instruction. Priority access to small-group and one-on-one instructional support will be granted to our LI students with a focus on ELA. This action is designed to meet the needs of our Low-Income students, however, because we expect that all students will benefit, it will be offered LEA-wide. We believe this action is the most effective use of the funds to provide additional instructional support for increased LI academic achievement based on past practice and our LEA's experience in utilizing paraprofessionals for instructional support effectively. We considered other options such as purchasing intervention programs to implement, however, with the unique size and needs of our LI families, we determined that a focus on just-in-time instructional support and small group and one-on-one reteaching would most benefit our students.	LI (If publicly available) NWEA Math All Students: 60% LI (If publicly available)
1.3	**Action:** Formative Assessments in ELA and Math	Big Creek will purchase the NWEA assessment program to support targeted instruction for low-income students.	CAASPP ELA All Students: 70% LI (If publicly available)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The number of low-income students was too low for local and state data to be publicly reported, however, a local needs assessment, including low-income achievement data and our our LEA's experience in providing just-in-time instruction, indicates that our LI students have student-specific gaps in their foundational skills and content mastery and need targeted intervention to close these gaps. **Scope:** LEA-wide	Formative assessments will provide teachers with consistent data on grade level standards to inform whole-class instruction that will most benefit LI students, trends in content mastery to inform the instructional support provided by instructional assistants, and student-specific skill deficits to provide targeted differentiated instruction to LI students to close learning gaps. As a strengthened approach to address the lack of progress in ELA performance, professional development with a focus on effectively using NWEA data to drive timely and relevant ELA instruction will be provided to teachers. With a focus on data analysis and planning for differentiated instruction in ELA, teachers will be able to effectively use NWEA data to meeting the individual ELA needs of our LI students. This action is designed to meet the needs of our Low-Income students, however, because we expect that all students will benefit, it will be offered LEA-wide. We believe this action is the most effective use of the funds to inform instruction and targeted skill development for LI students based on our LEA's experience in data-driven instruction and strategic, targeted instruction for our LI students. We considered other options such as relying only on locally developed formative assessments, however, the adaptive nature of NWEA and it's capacity to provide broad and specific data at the student, grade level, and LEA-level makes the use of this program the most effective way to access	CAASPP Math All Students: 50% LI (If publicly available) NWEA ELA All Students: 60% LI (If publicly available) NWEA Math All Students: 60% LI (If publicly available)

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
		formative data and support our staff in using it to drive instruction for our LI students.	

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	446308	17838	3.997%	0.000%	3.997%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,180,705.00	$207,984.00	$61,484.00	$157,872.00	$1,608,045.00	$1,103,406.00	$504,639.00

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	English/Language Arts and Math professional development	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$14,000.00	$14,000.00				$14,000.00	0
1	1.2	Specific Academic support provided by instructional assistants.	Low Income	Yes	LEA-wide	Low Income	All Schools		$111,713.00	$0.00	$50,229.00		$61,484.00		$111,713.00	0
1	1.3	Formative Assessments in ELA and Math	Low Income	Yes	LEA-wide	Low Income	All Schools		$0.00	$2,000.00	$2,000.00				$2,000.00	0
1	1.4	Improvements to School Library (LREBG)	All	No					$0.00	$5,304.00		$5,304.00			$5,304.00	
2	2.1	Visual and Performing Arts	All	No			All Schools		$0.00	$3,280.00		$3,280.00			$3,280.00	
2	2.2	Extra-curricular and co-curricular activities	All	No			All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.3	Attendance	All	No			All Schools		$44,055.00	$55,945.00		$100,000.00			$100,000.00	
3	3.1	Basic School Services	All	No			All Schools		$947,638.00	$377,270.00	$1,095,976.00	$86,619.00		$142,313.00	$1,324,908.00	
3	3.2	Students with Disabilities	All	No			All Schools		$0.00	$44,340.00	$16,000.00	$12,781.00		$15,559.00	$44,340.00	

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
446308	17838	3.997%	0.000%	3.997%	$66,229.00	0.000%	14.839 %	**Total:**	$66,229.00
								LEA-wide Total:	$66,229.00
								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**	English/Language Arts and Math professional development	Yes	LEA-wide	Low Income	All Schools	$14,000.00	0
1	**1.2**	Specific Academic support provided by instructional assistants.	Yes	LEA-wide	Low Income	All Schools	$50,229.00	0
1	**1.3**	Formative Assessments in ELA and Math	Yes	LEA-wide	Low Income	All Schools	$2,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,519,618.00	$1,670,434.00

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**	English/Language Arts and Math professional development	Yes	$14,000.00	0
1	**1.2**	Specific Academic support provided by instructional assistants.	Yes	$85,235.00	106378
1	**1.3**	Formative Assessments in ELA and Math	Yes	$2,000.00	2000
2	**2.1**	Visual and Performing Arts	No	$4,097.00	3280
2	**2.2**	Extra-curricular and co-curricular activities	No	$2,500.00	7000
2	**2.3**	Attendance	No	$50,000.00	100000
3	**3.1**	Basic School Services	No	$1,324,635.00	1406597
3	**3.2**	Students with Disabilities	No	$37,151.00	45179

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)
$18,060	$101,235.00	$108,378.00	($7,143.00)	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**	English/Language Arts and Math professional development	Yes	$14,000.00	0	0	0
1	**1.2**	Specific Academic support provided by instructional assistants.	Yes	85235	106378	0	0
1	**1.3**	Formative Assessments in ELA and Math	Yes	$2,000.00	2000	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
457847	$18,060	0	3.945%	$108,378.00	0.000%	23.671%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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