

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blake Elementary School District

CDS Code: 1563354

School Year: 2025-26

LEA contact information:

Timari Duty

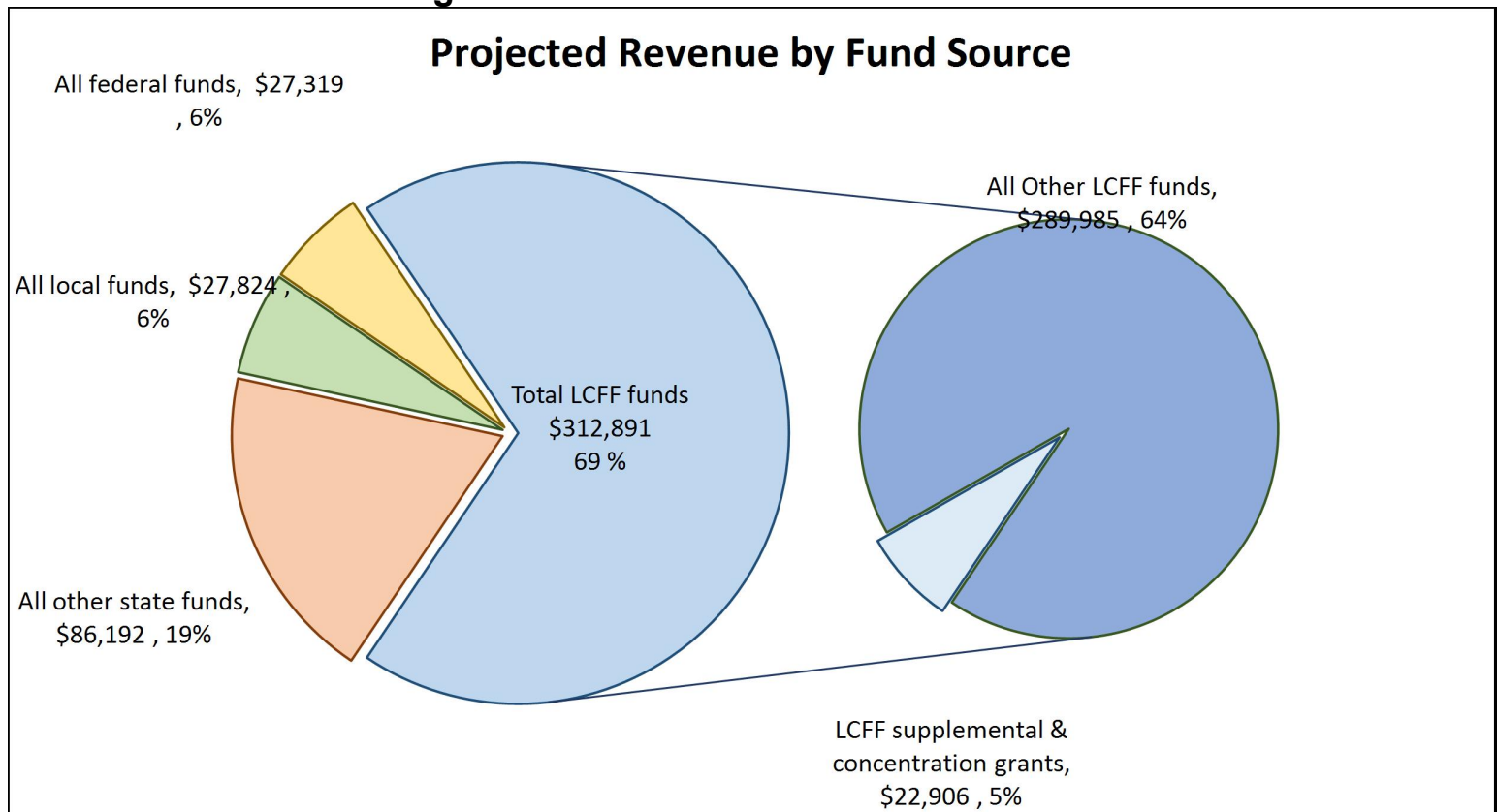
Superintendent/Principal/Teacher

TiDuty@BlakeSD.org

661-536-8559

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 2025-26 School Year

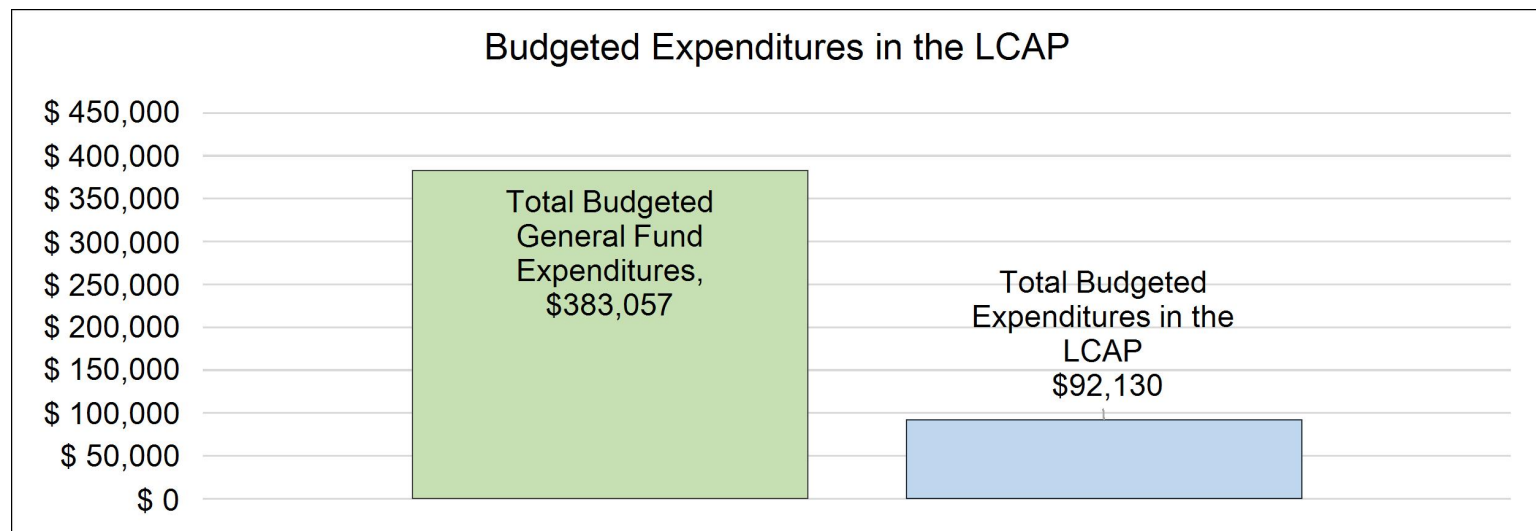


This chart shows the total general purpose revenue Blake Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Blake Elementary School District is \$454,226, of which \$312,891 is Local Control Funding Formula (LCFF), \$86,192 is other state funds, \$27,824 is local funds, and \$27,319 is federal funds. Of the \$312,891 in LCFF Funds, \$22,906 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 Blake Elementary School District plans to spend for 2025-26. 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: Blake Elementary School District plans to spend \$383,057 for the 2025-26 school year. Of that amount, \$92,130 is tied to actions/services in the LCAP and \$290,927 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures include salaries and benefits for certificated teachers, classified personnel, and other staff members. In addition, other expenditures in this area include: textbooks, books and supplies, services and operating expenditures (example: utilities) and capital outlay.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

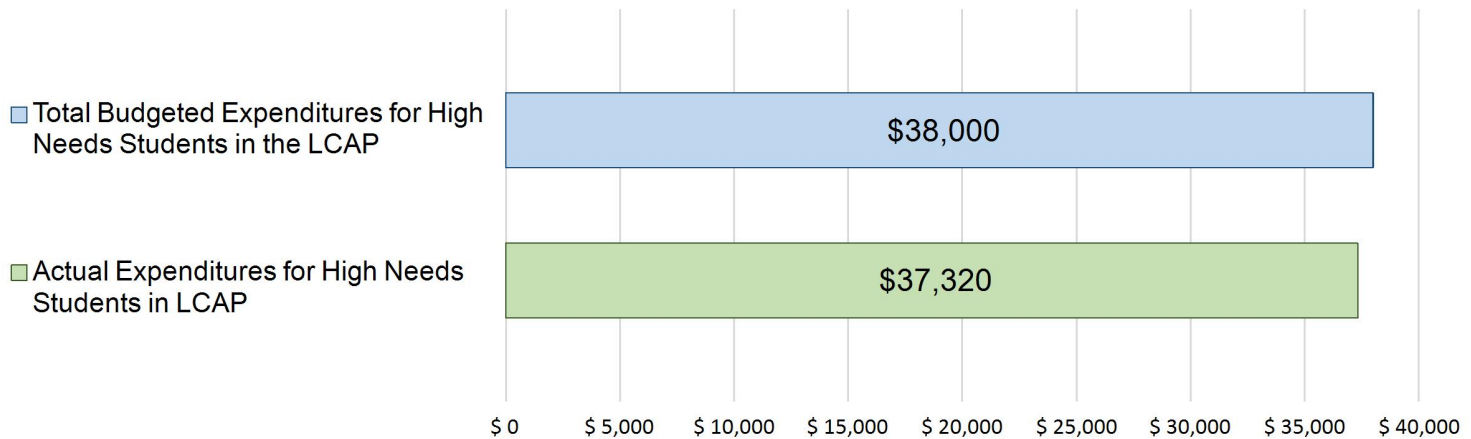
In 2025-26, Blake Elementary School District is projecting it will receive \$22,906 based on the enrollment of foster youth, English learner, and low-income students. Blake Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Blake Elementary School District plans to spend \$30,235 towards meeting this requirement, as described in the LCAP.

Due to the rural location of Blake School District, staffing challenges are high therefore in order to increase or improve services for high needs students the district is electing to place an emphasis on personnel cost to assist with students in the classroom.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

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



This chart compares what Blake 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 Blake 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 2024-25, Blake Elementary School District's LCAP budgeted \$38000 for planned actions to increase or improve services for high needs students. Blake Elementary School District actually spent \$37320 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$680 had the following impact on Blake Elementary School District's ability to increase or improve services for high needs students:

The District budgeted for fully staffed positions for Blake School District, including those positions included in the 2025-26 LCAP. The decrease from budgeted to actual spending can be primarily attributed to material cost and estimated health and welfare benefits for personnel. The District does not feel that this adversely impacted the actions and services included in the LCAP, as other supports and staffing were in place that were not included in the LCAP budget projections.

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
Blake Elementary School District	Timari Duty Superintendent/Principal/Teacher	tiduty@blakesd.org 661-536-8559

Plan Summary [2025-26]

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.

Blake School District is located in the small rural, ranching community of Woody, California, approximately 35 miles from Bakersfield. This historic school services Transitional Kindergarten through Eighth grade students, in which the students are instructed in a TK-8 grade, self-contained, one room schoolhouse. The Blake School District is one of the smallest school districts in the state of California. The Blake School District employs one credentialed superintendent/principal/teacher, two part-time instructional aides, one part-time paraprofessional, one part-time secretary, and one part-time custodian. Blake School District receives administration services and Speech/language services, which are contracted through Kern County Superintendent of Schools. The district contracts with a Special Education Teacher for monthly services, IEP meetings and evaluations. The Blake School District Board consists of three board members from our Woody community. Blake School District serves a small and diverse group of students with the goal: “To lay a firm educational foundation for each and every student.” Our student population is 14% English learner (EL) and 48% are classified as Low Income. LCFF Unduplicated count is 48% and 100% of our EL students speak Spanish. Our student population is made up of many ethnicities with 44% of our students identifying as Hispanic Latino, and 56% White. We serve 27 students TK through 8th grade at 1 general school house with one full-time superintendent/principal/teacher.

Reflections: Annual Performance

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

This year, Blake School District enrollment numbers consisted of 27 students (TK through 8th Grade). Blake School District staffing has stayed consistent for the school 2024-2025 with a full time, highly qualified chief administrative officer/principal/teacher, a part-time paraprofessional, a part-time teacher aide, a part-time secretary and a part time custodian. The district added an additional part time teacher's aide for the 2023-24 school year. Using the 2024-2025 California Dashboard data, the Blake School District has 100% of teachers appropriately assigned and fully credentialed. Common Core State Standards have been fully implemented for all grade levels and 100% of English Learners have daily access to the core curriculum that has CCSS and ELD standards embedded.

Blake Elementary's 2024 California School Dashboard presents a mixed picture of performance and significant challenges related to student engagement and academic achievement, particularly given the school's small enrollment (19 students).

Academic Performance

English Language Arts (ELA): Students scored an average of 37.3 points below standard, indicating a substantial need for targeted literacy intervention. No student groups received a Dashboard performance color due to low student counts.

Mathematics: Performance is even lower, with students averaging 50 points below standard. This suggests the need for increased instructional support and a focus on foundational math skills.

Due to small subgroup sizes, equity gaps are not color-coded, but all reported groups (including English Learners and socioeconomically disadvantaged students) performed below standard.

Academic Engagement

Chronic Absenteeism is a critical concern: 76.2% of students were chronically absent, a dramatic 35% increase from the previous year. The White student group was identified with 100% chronic absenteeism, indicating an urgent need for systemic strategies addressing attendance.

Suspension Rates remained at 0%, reflecting a safe school climate with no recorded suspensions.

English Learner Progress

English Learner data is not reported due to low student numbers, but the school has 10.5% English Learners.

Local Indicators

Blake met all local indicators:

Implementation of State Standards: Rated as "Full Implementation" or higher across all core content areas, with most standards (e.g., ELA, Math, History) rated at the highest level.

Parent and Family Engagement: The school has robust systems for building relationships and gathering input from its close-knit school community, including strong parent-teacher partnerships and frequent communication.

Local Climate Survey: 100% of students report feeling safe and connected at school, indicating strong school climate despite academic and attendance challenges.

Access to a Broad Course of Study: All students have full access to the state-mandated course of study, with enhancements in the arts and technology integration.

A reflection of data from all state priority metrics in the 24-25 year indicates that areas of need are in two major areas. The first is a focus on academic performance for all students, with an emphasis on meeting the needs of at risk students and providing a diverse and enriched curriculum for intermediate and junior high school students. The second area of need is an investment in school climate and culture, emphasizing student attendance, student and family expectations of school success and increasing student and family involvement in school activities. It is important to remember that Blake is a rural school of 27 students in grades TK-8. Some grades have 1-4 students. Test scores are a reflection of student growth from year to year, however, because of student movement in and out of the school, are not always reflective of the same students. In the primary grades (K-2), 0% were below grade level in math and 8% were below grade level in ELA according to the My Math curriculum benchmark assessment and the Bader Inventory. Students in grades 3-8 have completed the McGraw Hill benchmark assessments and the Bader Inventory two times per year and 17% of the students were below grade level in math and 26% were below grade level in ELA. Below grade level scores for primary grades (K-2) decreased 14% (from 14% working below grade level to 0% working below grade level) in math and 20% (from 28% working below grade level to 8% working below grade level) in ELA. Below grade level scores for upper elementary (3-8th) increased 3% (from 14% to 17%) working below grade level in math. There was an decrease in below grade level scores in ELA for upper elementary, (3-8th) from 14% to 8% working below grade level.

The trend data of local assessments show there continues to be a performance gap in academic achievement for English Learners and low income students. All low income and English Learners in all grade levels are showing at least 1 grade level below in academic achievement for ELA and Math. The assessment scores of the English learners and low income students revealed low decoding ability, fluency, reading comprehension, poor spelling and lack of grammar knowledge. In math, the assessment scores revealed the English Learners and the low income students had deficiencies in fact fluency and gaps in various concept areas. Compared to all students, their grade level equivalency is behind their peers therefore Blake is focused on decreasing this performance gap.

The English Language Learners are concentrated in K-4 and 7% of the students are at grade level in both ELA and Math.

48% of Blake students qualify as low income (13/27), with 30% scoring below grade level in ELA and 15% below grade level in Math.

The performance of low income students and the younger EL students are significant areas for improvement, as student home lives and the resources they have to support their learning are limited. Transportation, attendance, child care and accessibility to technology in the home are areas that impede the students' ability to be successful.

The second major area of need is an investment in school climate and culture. Attendance continues to be an issue. There has always been student illness and family emergency, but in this small community, attendance data shows a general lack of priority for school attendance has emerged. Blake School needs to help families re-prioritize student attendance and help students desire to be at school daily. This mindset will be accomplished through the celebration of student achievement, the engagement of families in school activities and the addition of

student social emotional supports and extra-curricular activities that encourage students in positive and collaborative ways.

The Blake School District is one of the smallest school districts in the state of California that brings unique conditions and circumstances that most other school districts do not have. While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our students face. These include:

- exposure to academic language outside of school
- familial resources to support their education at home
- access to technology
- opportunities to demonstrate content knowledge separate from their language development
- Lack of resources for extra academic or social emotional supports
- due to rural location, a lack of substitutes to allow staff to attend professional development in the area of academic achievement and climate and culture

The part-time paraprofessional and two part-time teacher aides, have allowed the district to increased individualized one on one and small group instruction to address some of these needs that exist at Blake School.

Transitional Kindergarten was added in the 2021-2022 school year. The district received 4 TK students for the 2024-2025 school year.

In response to the educational partner's desire to improve the middle school program at Blake School District, the district has partnered with KCSOS to implement classroom management and instructional strategies training for staff. This partnership provides training in equipping staff with instructional strategies and classroom management skills in the classroom as a means of increasing student engagement and expand student acquisition and demonstration of knowledge. Furthermore, this partnership equipped the part time paraprofessional and teacher aide with tools and strategies for classroom management. Secondly, Educational Partners also desired for the students to have more opportunities to grow in life and leadership skills. Blake School District continued the middle school ASB and Business Lab for students to be involved with organizing, planning and financing school events and activities for middle school students. The ASB program gives students the ability to work as a team player and learn how to plan and implement their ideas. Some examples of the great things students on the ASB team accomplished this year are: planning, organizing and running a bake sale fundraiser, planning a school wide volleyball tournament with activities for students of all ages, as well as awards and prizes, and planning literature lessons, crafts and activities for the younger students to engage in during the school's Dr. Seuss Day Celebration. Lastly, the district has implemented the use of Collegeboard.org to engage students in college and career research, promoting students to look toward their future and begin setting goals and action plans for their college or vocational desires. The ASB students were able to use their funds raised to attend field trips.

The Blake School District has continued the Bader Reading and Language Inventory which determines and tracks the students' independent and instructional levels for reading, writing and math. The testing is done at least three times each school year; at the beginning of the year, mid-way through the year and at the end of the year. This inventory allows teachers to track student progress in reading, writing and math throughout the year and identify learning gaps to guide instruction and intervention planning as needed. We plan to continue the successes identified by providing instructional support for students, providing supplemental support materials and professional development for staff. The results of these assessments have shown that the percentage of all students working at or above grade level in Math increased by 8% and in ELA by 7%.

Blake School partnered with KCSOS to provide Professional Development Training of on site coaching for math, English language arts, and

classroom engagement.

The Learning Recovery Emergency Block Grant (LREBG) was established by the State of California to provide local educational agencies (LEAs) with targeted funding aimed at addressing the academic, social-emotional, and attendance-related impacts of the COVID-19 pandemic on students. The purpose of the LREBG is to accelerate student learning recovery, mitigate the disproportionate impact on high-need student groups, and expand support systems to re-engage students and families. Blake School has been allocated \$11,765 in Learning Recovery Emergency Block Grant (LREBG) funds for the 2025–26 school year

LREBG funds must be used for evidence-based actions aligned with allowable uses including:

Increasing instructional learning time.

Expanding learning recovery programs and academic interventions.

Supporting social-emotional wellness initiatives.

Reducing chronic absenteeism and improving student engagement.

Strengthening staff-to-student ratios to increase direct services.

Blake Elementary School District's needs assessment reveals significant challenges in academic achievement and student engagement, underscoring the need for targeted investments supported by Learning Recovery Emergency Block Grant (LREBG) funds. The data from the 2024 California School Dashboard and local assessments highlight two interrelated areas of need: (1) improving academic performance—particularly in English Language Arts (ELA) and Mathematics—and (2) addressing chronic absenteeism through improved school climate and student engagement.

Students at Blake Elementary are performing significantly below standard on state academic indicators. On the 2024 Dashboard, students scored an average of 37.3 points below standard in ELA and 50 points below standard in math. Although color-coded Dashboard performance levels are not assigned due to low student counts, local data corroborate these findings. Benchmark assessments show that 26% of students in grades 3–8 are below grade level in ELA and 17% in math. These results are especially pronounced among English Learners and low-income students, all of whom are performing at least one grade level below expectations. Common skill deficits include decoding, reading comprehension, fluency, and foundational math concepts.

While K–2 students demonstrated notable gains—with 0% below grade level in math and only 8% below in ELA—these improvements do not yet extend consistently to the upper grades. This trend signals a need for ongoing, multi-tiered academic interventions that build upon early success and support struggling learners through upper elementary and middle school.

A review of local attendance data shows that the average daily attendance rate declined from 95% to 89%, and the chronic absenteeism rate increased from 41.2% to 76.2%, marking a 35% increase in students classified as chronically absent. This alarming trend highlights a critical need to address student engagement and re-engagement, particularly through strategies that strengthen school climate and student

connectedness. While suspension and expulsion rates remain at 0% and school safety surveys reflect 100% of students feel safe and connected, the data suggest that perceptions of safety alone are not enough to motivate consistent attendance.

This disconnect calls for comprehensive strategies that foster a sense of belonging, purpose, and motivation to attend school regularly. Addressing chronic absenteeism at Blake requires a systemic approach, including social-emotional learning, family engagement, and expanded opportunities for students to feel connected and valued.

The needs assessment identifies a dual focus for LREBG funding:

1- Targeted academic interventions (e.g., high-quality tutoring, expanded instructional time, small group support) to close persistent achievement gaps. Blake Elementary is implementing a targeted professional development and academic support initiative (Goal 1, Action 1). This action is supported through a combination of LREBG and LCFF funds and is designed to improve instructional quality and student outcomes in ELA and Math, particularly for English Learners and low-income students. The district has partnered with KCSOS and external consultants to provide professional development in evidence-based instructional strategies, classroom management, and student engagement. Additionally, intervention staff deliver individualized and small-group instruction focused on students performing in the lowest achievement bands. These efforts aim to accelerate learning recovery and close performance gaps while also building long-term instructional capacity.

2- Climate and engagement investments (e.g., character education, extracurricular enrichment, family engagement) to reverse chronic absenteeism trends and build a culture of attendance and student connectedness. The Positivity Project (Goal 2, Action 3) supports students in developing self-awareness, emotional intelligence, and empathy, by emphasizing that all students possess 24 character strengths. It also fosters respect and appreciation for diversity among students, which is critical to cultivating belonging and psychological safety. This action addresses the urgent need to improve attendance and reduce chronic absenteeism by enhancing student engagement through a strengths-based school climate approach. Blake will monitor the effectiveness of this action by using the following metrics: Chronic Absenteeism Rate, Student Attendance Rates, and Student Surveys.

Blake School District has implemented after school programs using the ELOG funds. Students participate in Archery Club, crafting, art and music programs and reading support. These after school programs have brought a positive feedback and excitement to the students and school community.

In response to improving community support and involvement, the Blake School District reimplemented the School/Community Fall BBQ and the Student vs. Parent/Staff Volleyball tournament. These activities brought the community into the school and provided an opportunity for the students to showcase their talents and promote their school. With the funds raised from the Fall BBQ, the ASB was able to purchase an archery set to use during the after school Archery Club program.

Blake school plans to maintain and build on these successes by continuing all actions that are included in the LCAP. Our goals that are outlined focuses on Academic Achievement and expanding collaborative partnerships by providing open lines of communication and a welcoming environment. We have been successful in doing this by providing support in the classroom (Goal 1- Action 1 through 6) as these actions are focused on academic achievement. We have also been focused on ensuring we have a welcoming environment (Goal 2- Action 1

through 5) as these actions ensure that our campuses are conducive to learning and focused on creating a healthy school climate.

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
Principals/Admin	The district has one full time teacher who is also the Principal and Chief Administrative Officer. The teacher meets with her Administrative Consultant on a monthly basis as well as works with a Management Analyst several times per year. Meetings were on goal alignment, strategic use of actions in the LCAP, and focus on student achievement.
Teachers	The district has one full time teacher who is also the Principal and Chief Administrative Officer. The teacher meets with her Administrative Consultant on a monthly basis as well as works with a Management Analyst several times per year. Teacher Highlighted the need for ongoing PD and consistent strategies to support student learning and well-being.
Other School Personnel	Admin/Teacher and staff meet and discuss student needs and progress on a daily basis. Admin/Teacher and staff have partnered with KCSOS for professional development. Those meetings are held once per month.
Certificated Bargaining Unit	The district does not have a Certificated Bargaining Unit.
Classified Bargaining Unit	The district does not have a Classified Bargaining Unit.
Students	Students were given interest and perception surveys at the beginning and end of the school year. Due to the uniqueness of size of the school, the Admin/Teacher is in consistent contact with the student body and discusses their needs and concerns on a daily basis. The Associated Student Body meets three times per year and included students from grades 6-8. Students expressed a desire for inclusive

Educational Partner(s)	Process for Engagement
	leadership roles, continued support from aides, and safe, welcoming campus environment.
Parents	Admin/Teacher met with parents several times throughout the year at Back to School Night, Parent/Teacher Conferences, Open House and Graduation Programs. The district holds an open door policy where parents are welcome to drop in any time. The district does not have transportation, so daily drop off and pick ups offer daily opportunities for discussions. Parents requested continued academic focus and staff support, preservation of Red School House, and family-friendly communication.
SELPA Administrators	SELPA Administrative three meetings are held yearly.
Parent Advisory Team	Admin/Teacher and Parent Advisory team met 4 times throughout the year for Fall Bar-B-Que Fundraising planning, Christmas Program, Open house, and Graduation planning. PAT recommended maintaining instructional aides, enhancing school environment, and prioritizing facility repairs. Parent input was collected through formal meetings and ongoing informal conversations during drop-off/pick-up. Each meeting included time dedicated to discussing student needs, budget priorities, and feedback on goals. Draft of LCAP was shared at the Parent Advisory Team Meeting on March 31, 2025 where goals and metrics were discussed. Feedback from the Parent Advisory Team regarding the LCAP was to continue the focus on academic instruction and meeting students' needs through the use of the instructional aides and well as creating a welcoming environment, with a focus on the repairs for the Red School House to keep its integrity.

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

Blake School District goals are a direct result of the Educational Partner meetings held:

Goal 1: Blake School District, with active support from parents and the community, aims to help all students reach their highest potential by meeting state standards, preparing for college and/or careers, and developing the skills to become independent, self-sufficient, and confident learners ready for lifelong success.

Goal 2: Blake School District will provide a safe, healthy and engaging learning environment. Again, all stakeholders (parents, community members, employees/staff, and students) expressed the need for improvements and updates on the school grounds. Facility and playground improvements will be implemented to ensure the school environment is safe for students, staff and visitors.

DISTRICT ADMINISTRATION/TEACHER/STAFF: The district will maintain the instructional aide needed to support the teacher in meeting the needs of TK-9th grade students to meet the staff and parent stakeholder's desire to ensure students are receiving quality, standards based instruction. (Goal 1, Action 1) The district will implement awards ceremonies, Back to School Night, Fall BBQ, Christmas Program, Open House and Kindergarten and 8th Grade Graduation to boost school spirit, morale and community involvement. The district will offer summer camp opportunities to enable student to participate in extra-curricular activities outside of the school environment. (Goal 2, Action 5)

PARENTS: The parents listed additional teaching staff to support student academic achievement, extra-curricular activities and a stronger sense of community, climate and school spirit as their top priorities for the school. Parents especially expressed the desire for the students to be able to have experience with extra-curricular activities and things that will boost the community/climate of the school. The district will provide students with opportunities to engage in after school and intercession programs. (Goal 1, Actions 2 and 6, and Goal 2, Action 4) The school will continue to implement events (awards ceremonies, Back to School Night, Fall BBQ and Open House) to boost school spirit/morale and community involvement that will engage students, parents, staff, and the community. (Goal 2 action 2) The district will replace playground structures in need of repair and make updates to the Red School House. (Goal 2, Action 1)

PARENT ADVISORY: The advisory group wanted to build a strong sense of community with more events that will engage the students and community. They also expressed a desire for upgrades to the school. (Goal 2, Actions 2 and 5) School grounds will be improved by making repairs to the Red School House and classroom as well as adding improvements to the play structures and playground. (Goal 2, Actions 2 and 3)

SELPA ADMINISTRATION: Blake School continues an ongoing relationship with SELPA. Parents feedback based on special education is to continue to provide the necessary communication to our parents including parents of students with disabilities. A description of the aspects of the LCAP that were influenced by specific Educational Partner input. Blake School District goals are a direct result of the Educational Partner meetings held.

STUDENTS: The district will implement summer camp and intercession programs to increase student engagement and opportunities to engage in academic and extra-curricular activities. (Goal 1 Action 1 and Goal 2, Action 4) The district will implement awards ceremonies, Back to School Night, Fall BBQ and Open House to boost school spirit, morale and community involvement. Playground equipment will be improved, providing a safe environment for the students to play (Goal 2, Action 1).

ELAC: Blake School does not have an English Language Acquisition Committee.

LOCAL BARGAINING UNITS: Blake School does not have any local bargaining units.

COMMUNITY INPUT: The community members asked to see the grounds improved to rebuild a sense of pride in the school and community. School grounds will be improved by trimming overgrown trees, replacing/improving playground structures and grounds and making repairs to the Red School House. The district will implement events (awards ceremonies, Back to School Night, Fall BBQ and Open House) to boost school spirit/morale and community involvement that will engage students, parents, staff, and the community. (Goal 2, Action 5)

The overall trend coming from all meetings is to continue the focus on providing quality instruction and creating a welcoming environment for the school campus. Stakeholders realize that qualified teachers and instructional aides are an integral part of the students' education, so providing professional development to staff members is a priority. The red school house it thought to be a historical site for community members. It is important to them to keep the integrity of the building as well as keep it functional for the staff and students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Blake School District, with active support from parents and the community, aims to help all students reach their highest potential by meeting state standards, preparing for college and/or careers, and developing the skills to become independent, self-sufficient, and confident learners ready for lifelong success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Blake School District developed this goal to ensure that all students can reach their highest potential, as articulated in Goal 1. The goal aligns with the broader objectives of meeting state standards, preparing students for college and careers, and fostering independence, self-sufficiency, and confidence for lifelong success. The goal underscores the district's commitment to ensuring that all students meet or exceed state educational standards. This is foundational for student success in higher education and future careers. Given the district's small size, with only 21 students enrolled in grades K-8, a strategic and focused approach is essential.

Most Current CA Dashboard Data available is 2022-23 School Year:

ELA- 44% of 3-8th grade students met standard, 44% nearly met standard and 11% did not meet the standard.

Math -11% met the standard, 44% nearly met the standard and 44% did not meet the standard.

Based on 24-25 local assessments and benchmarks, 17% of students are below grade level in math and 34% are below in ELA.

The district aims to ensure that all students meet state standards, preparing them for future academic and career success. This involves aligning teaching practices with Common Core State Standards and incorporating English Language Development (ELD) standards. The focus on individualized instruction, professional development, practical life skills, and continuous assessment ensures that the district can meet the diverse needs of its small student population, ultimately leading to improved outcomes in both academic and personal development.

Regular assessments help identify learning gaps and inform targeted interventions, ensuring that students receive the support they need to achieve at or above grade level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers appropriately assigned Priority 1A. The degree to which teachers are appropriately assigned fully credentialed in the subject area and for the students they are teaching.	2023 CalPads Staffing Report states: 100% of Blake School teachers are appropriately assigned.	2024 CalPads Staffing Report states: 100% of Blake School teachers are appropriately assigned.		From CALPADS Blake School will maintain 100% of teachers appropriately assigned.	No difference from baseline
1.2	% of students having access to their own copies of standards aligned materials. Priority 1B. The degree every student has sufficient access to standards-aligned instructional materials.	From California Dashboard 23-24 Local Indicators Blake has 100% of all pupils have access to standards aligned materials as measured by textbook inventory.	From California Dashboard 24-25 Local Indicators Blake has 100% of all pupils have access to standards aligned materials as measured by textbook inventory.		From California Dashboard Local Indicators Blake will maintain 100% of all pupils have access to standards aligned materials.	No difference from baseline.
1.3	Leveled Rubric (1-5 Implementation) of CA Standards for Math and ELA	2023-24 From CA state standards implementation Rubric (Math and ELA) Local Indicator	2023-24 From CA state standards implementation Rubric (Math and ELA) Local Indicator		From CA state standards implementation Rubric (Math and ELA) Local Indicator Blake will	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 2A. Implementation of state board adopted academic content and performance standards for all students	Blake is at Level 3 for ELA Blake is at Level 3 for Math	Blake is at Level 3 for ELA, however, Blake has reached Level 4 in Standards and Framework, Planning and Instruction. Blake is at Level 3 for Math, however, Blake has reached Level 4 in Standards and Framework, Planning and Instruction.		maintain a Level 5 for ELA and Level 5 for Math.	
1.4	Leveled Rubric (1-5 Implementation) of CA Standards for ELD Priority 2B. How programs and services will enable English learners to access the Common Core State Standards and the ELD standards for purposes of gaining Academic content knowledge and English language proficiency.	2023-24 From CA state standards implementation Rubric (ELD) Local Indicator. Blake is at Level 2 for ELD	2023-24 From CA state standards implementation Rubric (ELD) Local Indicator. Blake is at Level 2 for ELD		From CA state standards implementation Rubric (ELD) Local Indicator, Blake will be at a Level 5 for ELD.	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	% of parent/guardians participation in decision making for school. Priority 3A. Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site	Based on Ca Dashboard 23-24 self-reflection. Attendance of parent participation in meetings, Blake has 100% of parents attending and providing input in making decisions at the school.	Based on Ca Dashboard 24-25 self-reflection. Attendance of parent participation in meetings, Blake has 100% of parents attending and providing input in making decisions at the school.		Based on Ca Dashboard self-reflection. Attendance of parent participation in meetings, Blake will maintain 100% of parents attending and providing input in making decisions at the school.	No difference from baseline.
1.6	% of unduplicated parent/guardians participation in decision making for school. Priority 3B. How the LEA will promote parental participation in programs for low income, English learner and foster youth students	Based on Ca Dashboard 23-24 self-reflection. Attendance of unduplicated parent participation in meetings, Blake has 100% of parents attending and providing input in making decisions at the school.	Based on Ca Dashboard 24-25 self-reflection. Attendance of unduplicated parent participation in meetings, Blake has 100% of parents attending and providing input in making decisions at the school.		Based on Ca Dashboard 23-24 self-reflection. Attendance of unduplicated parent participation in meetings, Blake will maintain 100% of parents attending and providing input in making decisions at the school.	No difference from baseline.
1.7	% of unduplicated parent/guardians participation in decision making for school. Priority 3C. How the LEA will promote parental participation in programs for students with disabilities.	Based on Ca Dashboard 23-24 self-reflection. Attendance of unduplicated parent participation in meetings, Blake has 100% of parents attending and providing input in making decisions at the school.	Based on Ca Dashboard 24-25 self-reflection. Attendance of unduplicated parent participation in meetings, Blake has 100% of parents attending and providing input in making		Based on Ca Dashboard 23-24 self-reflection. Attendance of unduplicated parent participation in meetings, Blake will maintain 100% of parents attending and providing input in	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			decisions at the school.		making decisions at the school.	
1.8	Academic Indicator on Dashboard (Distance from Standard) Priority 4A. Student performance on CAASPP ELA & Math (DFS)	There is no dashboard data available because we had less than 11 students take the CASSPP Assessment. Most Current CA Dashboard Data available is 2022-23 School Year: ELA- 44% of 3-8th grade students met standard, 44% nearly met standard and 11% did not meet the standard. Math -11% met the standard, 44% nearly met the standard and 44% did not meet the standard. Based on 23-24 local assessments and benchmarks, 23% of students are below grade level in math and 19% are below in ELA.	2023-2024 Dashboard Data There is no dashboard color available because we had less than 12 students take the CASSPP Assessment. ELA- 35.71% of 3-8th grade students met standard, 21.43% nearly met standard and 42.86% did not meet the standard. Math -21.43% met the standard, 28.57% nearly met the standard and 50% did not meet the standard. New Baseline for 2024 ELA Distance from Standard was - 37.3.		ELA- 60% of 3-8th grade students will have met standard. New 3-Year Outcome for ELA(if enough students take assessment) ELA Distance from Standard will be - 20 or below. Math -55% will have met the standard. New 3-Year Outcome for Math (if enough students take assessment) Math DFS, -30 or below. Based on 23-24 local assessments and benchmarks, 10% of students are below grade level in math and 10% are below in ELA.	Difference from Baseline for ELA Decline 8.29% for met and or exceeded standard Decline 1.14% for nearly met standard Increase of 31.86% students did not meet standard Math Increase 10.43% for met and or exceeded standard Decline 15.43% for nearly met standard Increase of 6% students did not meet standard 24-25 local assessments Decrease of 6% students below grade level in Math. Decrease of 6% students below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			New Baseline for 2024 Math Distance from Standard was -50. Based on 24-25 local assessments and benchmarks, 17% of students are below grade level in math and 34% are below in ELA.			grade level in Math. Increase of 15% students below grade level in ELA.
1.9	Proficiency Rate (ELPI Rate) Priority 4E. English Learner Progress Percentage of English learner students who make progress toward English proficiency as measured by ELPAC (ELPI Rate)	There is no dashboard data available because we had less than 11 students take the ELPAC however, our local 23-24 data shows that 100% of EL pupils are making progress toward English proficiency as measured by local assessment.	No Available Dashboard Data due to less than 11 students taking the ELPAC. Our local 24-25 data shows that 100% of EL pupils are making progress toward English proficiency as measured by local assessment.		Local 26-27 data will maintain that 100% of EL pupils are making progress toward English proficiency as measured by local assessment.	No Difference from Baseline.
1.10	Annual Reclassification Rate Priority 4F. English Learner Reclassification Rate	There is no dashboard data available because we had less than 11 students take the ELPAC however, our local 23-24 data shows that 100% of EL pupils	Reclass Rate - 20% There is no dashboard data available because we had less than		Local data will maintain that 100% of EL pupils are making progress toward English proficiency	Increase of 20% difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		are making progress toward English proficiency as measured by local assessment.	11 students take the ELPAC however, our local 24-25 data shows that 100% of EL pupils are making progress toward English proficiency as measured by local assessment.		as measured by local assessment.	
1.11	Rate of student access to a Broad Course of Study. Priority 7A. A broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable;	As measured by 23-24 master schedule, 100% of students have access to and are enrolled in a broad course of study.	As measured by 24-25 master schedule, 100% of students have access to and are enrolled in a broad course of study.		Blake will maintain a master schedule, providing 100% of students access to and enrolled in a broad course of study.	No difference from baseline.
1.12	Rate of unduplicated student access to a Broad Course of Study. Priority 7B. Programs and services developed and provided to low income, English learner and foster youth students	As measured by 23-24 master schedule, 100% of unduplicated students are enrolled in and have access to programs and services.	As measured by 24-25 master schedule, 100% of students have access to and are enrolled in a broad course of study.		Blake will maintain 100% of unduplicated students enrolled in and have access to programs and services.	No difference from baseline.
1.13	Rate of SWD serviced inside the classroom.	As measured by 23-24 master schedule, 100% of students with	As measured by 24-25 master schedule, 100% of		Blake will maintain a master schedule providing 100% of	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 7C. Programs and services developed and provided to students with exceptional needs	disabilities are enrolled in and serviced in programs and services within the classroom.	students have access to and are enrolled in a broad course of study.		students with disabilities to be enrolled in and serviced in programs and services within the classroom.	
1.14	14% of students at or above grade level on local benchmark assessments (Math and ELA) Priority 8. Other Pupil Outcomes	Using data from 23-24 local assessments (Bader Reading and Math Inventory), the district has identified 81% of students are working at or above grade level in ELA and 76% are working at or above grade level in math.	Using data from 24-25 local assessments (Bader Reading and Math Inventory), the district has identified 80% of students are working at or above grade level in ELA and 87% are working at or above grade level in math.		Using data from local assessments (Bader Reading and Math Inventory), the district will improve scores to 85% of students are working at or above grade level in ELA and 85% are working at or above grade level in math.	ELA Blake moved from 81% to 80% of students working at or above grade level, difference is -1%. Math Blake moved from 76% to 87% working at or above grade level, difference is +11%.

Goal Analysis [2024-25]

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.

Action 1.1

Partial Implementation of Professional Development, had some but not all PD was complete from KCSOS. Challenge was with contract providing a clear professional development scope and sequence and will need to determine goals for next year. In the 2024-25 school year, the district hired an additional part time instructional aide, due to the increase in enrollment and Transitional Kindergarten; the district had 4 TK students. Training in the Barton Reading and Spelling System was partially completed and students with identified needs benefited from the additional support from the program. Improvements in their reading and spelling skills are evident in their benchmark assessments as well as local assessments.

Academic support was hired and implemented as planned. Successes included many students progressing in reading skills using supplemental reading materials. The extra support was able to provide small group instruction and the skills learned in small group was able to be applied to daily standards based instruction.

Action 1.2
Implemented as planned with arts/music and duolingo program. Students performed in many performances this year for the community and had positive parent feedback. The duolingo program was successful in learning another language and students were able to practice a different language with each other. Art techniques and styles were learned from students. History of art including presentations from students were also successful this year.

Action 1.3
Implemented as planned with many students progressing in reading skills using supplemental reading materials. The extra support was able to provide small group instruction and the skills learned in small group was able to be applied to daily standards based instruction. A challenge includes new support staff having appropriate training to utilize the program and the amount of hours provided does not meet all the need at the school.

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.

A review of budgeted versus estimated actual expenditures revealed some material differences across actions, largely due to staffing and implementation variables. These differences did not significantly alter the scope of services but highlighted operational adjustments that occurred during the year. The budgeted expenditures and the Estimated Actual expenditures for Goal 1, Blake planned to spend \$49,000 and the estimated actual expenditures were \$42,393. There was an approximate unspent planned amount of \$6,607 for Goal 1.

Action 1.1 had a change in personnel that attributed to a slight material difference. In the 2024-25 school year, the district had a change in one of the part-time teacher aide positions. Salaries were slightly different with a new person taking on the part time position and other funding sources used. A professional development contract was not established with KCSOS, therefore leaving a less than planned expenditure for this action.

Action 1.2 went over budget by \$1782. This was largely due to additional time used by outside vendors to work with students and material cost.

Action 1.3 did not use all planned budget due to using some free supplemental resources available.

In summary, while a few actions had expenditures that varied from initial projections, the differences were generally due to strategic savings, hiring, or difference in material cost. These did not result in reduced service levels for unduplicated pupils and the overall percentage of increased or improved services remained consistent with the intent and proportionality obligations outlined in the LCAP. The material difference does not represent the total LCAP carry-over funding amount.

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

Action 1.1 (Professional Development and Academic Support) was partially effective. Blake was able to retain the additional support staff to help students in reading and math. This support was also able to support the increased number of students enrolled in Transitional Kindergarten; the district had 4 TK students.

Action 1.2 (Supplemental Resources for a broad range of study) was effective as there was many different types of experiences students were able to participate in. This was showcased at school performances and classroom presentations.

Action 1.3 (Supplemental Reading/Math Support Programs) was utilized and effective this year, especially in math. The supplemental programs used in the classroom led to a higher rate of success in local and state assessments for math.

Effectiveness was supported by:

- Metric 1.8 (State and Local Assessments): Math scores increased by 10.43% all students on CASSPP. Local Assessments had a reduction of students below grade level in Math (From 23% below grade level in 2024 to 19% below grade level in 2025).
- Metric 1.11 (Access to Broad Course of Study): Students continue to have access to a broad course of study.
- Metric 1.14 (Local Assessments): the district has identified 80% of students are working at or above grade level in ELA and 87% are working at or above grade level in math.

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.

Changes in budget for each action has been updated based on projected declining enrollment, personnel cost, and including LREBG funding for Action 1.1. Action 1.1 will be multi-funded using LCFF and LREBG funds this next year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development and Academic Support	Professional Development will involve a series of workshops, collaborative planning sessions, and coaching support aimed at providing teachers with the tools and strategies necessary to excel in their respective subjects. The professional development activities will be facilitated by expert educators and instructional coaches. Professional development ensures that intervention staff and tutors are prepared to meet the specific needs of their students, leading to more effective instruction and better student outcomes. Professional Development will include External Educational Consultants who will conduct training sessions on the effective use of instructional strategies in the area of critical thinking skills, Math, ELA, and problem solving strategies to become independent learners. The training will be for all teachers and instructional staff across all grade levels that is designed to improve classroom instruction and student achievement; and increase the retention of effective teachers, principals, or other school leaders. The district has contracted with KCSOS for professional development support for the staff in the area of classroom management and student engagement. This professional development will include a series of 6 professional learning opportunities that will include implementation of new technology platforms in the classroom that are engaging and exciting for the students as well as increased student engagement and classroom management. Academic Support will be provided to students identified as performing in the lowest academic categories. These specialists will provide small group and one-on-one instruction focused on closing achievement gaps in ELA and Math. -Specialist will include 2 Classified Personnel and 1 part-time paraprofessional. Professional Development Includes: Sub Release Time for Staff to attend training Consultant Training Fees Material and Supplies	\$45,130.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. The district will implement a coordinated strategy that integrates targeted professional development for instructional staff and direct academic support for students who are not meeting grade-level expectations in English Language Arts (ELA) and Mathematics. Professional Development will include: Workshops, coaching, and collaborative planning sessions led by external educational consultants and KCSOS, focusing on: -Effective instructional strategies to foster critical thinking, problem-solving, and independent learning -Evidence-based strategies in ELA, Math, and classroom management -Student engagement techniques and implementation of technology platforms -Training will be offered across all grade levels and include sub release time, consultant fees, and materials and supplies to support implementation. Academic Support will target students performing in the lowest academic performance bands, providing: -Small-group and one-on-one instruction in ELA and Math -Support delivered by 2 classified staff members and 1 part-time paraprofessional -Focused intervention designed to accelerate learning and close achievement gaps Research Base: This action is grounded in Tier 1 evidence as outlined in the ESSA Evidence-Based Practices organized by LREBG Allowable Use. Studies such as Learning Policy Institute's research on professional learning and USDE's Evidence for ESSA Clearinghouse support that high-		

Action #	Title	Description	Total Funds	Contributing
		quality professional development—especially when paired with targeted student interventions—leads to improved teacher practice and measurable gains in student achievement. Furthermore, one-on-one and small-group academic support are strongly supported by meta-analyses as among the most effective methods to accelerate learning for struggling students. Monitoring Metrics: Effectiveness of this action will be monitored using: -Local benchmark data in ELA and Math for students receiving intervention -Observation and feedback tools for classroom implementation of strategies learned in PD -Participation rates in professional development sessions -CAASPP performance and growth trends in unduplicated student groups -Staff and administrator surveys reflecting changes in classroom practices and student engagement Funding Details: This action is partially funded through LREBG funds in the amount of \$7,765, which will specifically support: -Personnel costs for academic support staff (classified/paraprofessional) -Supplemental instructional materials, sub release time, and professional development fees Title II Dollars in the amount of \$130 will also be used to support teacher/principal with mentoring and school leader induction.		
1.2	Supplemental Resources for a broad range of study.	Supplemental resources for a broad range of study will involve instruction in fine arts, music and foreign language (DuoLingo) and strategies necessary to excel in their respective subjects. The supplemental resources will be facilitated by expert educators in the areas of arts/crafts,	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		performing arts, and music appreciation. The district will use a foreign language program for instruction in foreign language. Supplemental Resources Include: Instructional aides (art/music) Material and Supplies		
1.3	Supplemental Reading/Math Support Programs	Supplemental Reading/Math Support Programs will involve specialized instruction in the Barton Reading and Spelling System, reading and math educational websites and content-based activities to support mastery of concepts. Professional development will be provided to staff to support implementation of the Barton Reading and Spelling System. The system will be used to support students identified as performing in the lowest academic categories. Reading and math educational websites and content-based activities will be used to support curriculum and engage students in specific content-based activities to meet the specific needs of students, leading to content mastery, better engaged students and better student outcomes. Supplemental programs will be provided to all students as well as those identified as performing in the lowest academic categories. Teacher will tailor the programs toward each individual student's needs and track student progress through local assessments and rubrics. Supplemental Reading/Math Support Programs will include: Training for staff Materials and supplies Subscriptions for educational websites	\$2,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Blake School will expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming environment through which all stakeholders are actively engaged in the learning process.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

The development of this goal is a strategic response to the unique challenges and needs identified through data analysis and community feedback. The data for Blake School highlights a need to improve student attendance. Chronic absenteeism is linked to a lack of priority placed on school attendance within the community. Enhancing school climate and culture is crucial to changing this mindset. By celebrating student achievements and increasing family involvement in school activities, the goal aims to foster a positive school environment. This can help students and families view school attendance as a priority and a positive experience. The goal focuses on leveraging community and parental involvement to overcome these challenges. Building strong partnerships can help compensate for the limited resources and provide a support network for both students and staff. Engaging students, parents, staff, and the community in the educational process is essential for creating a supportive and effective learning environment. The goal aims to ensure that all voices are heard and that there is a collaborative effort to improve the school’s overall performance and climate. At Blake School, we believe student achievement is related to their sense of belonging to their school. With increased school pride and school connectedness, students will have the desire to attend school and feel empowered to do their best. School pride and connectedness comes from a safe and healthy learning environment. Students who feel safe at school will feel the freedom to express themselves and engage in learning experiences without fear.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Rubric Rating (4-Point Scale on Fit Report, Exemplary, Good, Fair, Poor) Priority 1c: School facilities maintained in good repair: All facilities continue to have an overall rating of "Good" as indicated on the FIT report.	From California Dashboard Local Indicators Blake has a May 2023 FIT report that indicates a "Good" rating at 96%.	From California Dashboard Local Indicators Blake has a May 2025 FIT report that indicates a "Good" rating at 96%.		From California Dashboard Local Indicators Blake will maintain an FIT report that indicates a "Good" rating at 96%.	No difference from baseline.
2.2	District Attendance Rate Priority 5a: School attendance rates	Using local 23-24 SIS data, the Blake School District attendance rate is 95%.	Using local 24-25 SIS data, the Blake School District attendance rate is 89%.		Using local 23-24 SIS data, Blake School District will maintain an attendance rate of 97%.	Decline in attendance by 6%
2.3	Chronic Absenteeism Rate Priority 5b: Chronic absenteeism rates	23-24 CA Dashboard reports Blake School District has a 41.2% Chronic Absenteeism rate.	2024 CA Dashboard reports Blake School District has a 76.2% Chronic Absenteeism rate.		Dashboard reports Blake School District has a 20% or lower Chronic Absenteeism rate.	Increase of 35%
2.4	Middle School dropout rates. Priority 5c: Middle School dropout rates.	Using local 23-24 SIS data, Blake School District dropout rate is 0%.	Using local 24-25 SIS data, Blake School District dropout rate is 0%.		Using local 23-24 SIS data, Blake School District dropout rate will remain at 0%.	No difference from baseline.
2.5	Suspension Rate Priority 6a: Pupil suspension rate	Using local 23-24 SIS data and CA Dashboard, Blake School District suspension rate is 0%.	2024 Dashboard Data, Blake School District suspension rate is 0%.		Using local student information data Blake School District will	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					maintain a 0% suspension rate.	
2.6	Expulsion Rate Priority 6b: Pupil expulsion rate	Using local student information data from 2023-2024, Blake School District has a 0% expulsion rate.	Using local student information data from 2023-2024, Blake School District has a 0% expulsion rate.		Using local student information data Blake School District will maintain 0% expulsion rate.	No difference from baseline.
2.7	Student and Parent Connectedness Rate Priority 6c: Other local measures on sense of safety and school connectedness.	Using local surveys Blake is 100% of students report they feel safe and connected to school. Parent survey indicate 100% of parents feel a sense of safety and connectedness to the school.	Using local surveys Blake is 100% of students report they feel safe and connected to school. Parent survey indicate 100% of parents feel a sense of safety and connectedness to the school.		Using local surveys Blake will maintain that 100% of students will report that they feel safe and connected to school. Parent survey will indicate 100% of parents feel a sense of safety and connectedness to the school.	No difference from baseline.

Goal Analysis [2024-25]

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.

2.1 Partially Implemented: Repairs to the Red School House were started, but not completed. One back door and the back steps were repaired, but the rest of the doors were not fixed. We are still in need of replacing the door jambs and adding heating/air conditioning to the building. A challenge to completing these tasks is hiring a reputable company that is willing to commute to complete the tasks.

2.2 Partially Implemented: The district offered both before and after school care for students until January of 2025. After January, the district went to offering only before care, due to having lost the personnel in charge of the after school program and not having any applicants to fill the position. Summer Camp in July of 2024 was offered and several students took advantage of the program. The district offered a variety of field trips this year; Murray Family Farms, Tulare Ag Show, Farm Day in the City, Virtual Farm Tours and a visit to the Theater. Additionally, five 5-7th grade students attended Camp Keep in the spring.

2.3. Fully Implemented: The district participated in the Positivity Project again this year. Students participated in group and individual projects based on character traits, goal setting and growth mindset.

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.

A review of budgeted versus estimated actual expenditures revealed some material differences across actions, largely due inability to secure a vendor for school repairs and lack of staff available for after-school. These differences did not significantly alter the scope of services but highlighted operational adjustments that occurred during the year. The budgeted expenditures and the Estimated Actual expenditures for Goal 2, Blake planned to spend \$42,400 and the estimated actual expenditures were \$8,445. There was an approximate unspent planned amount of \$33,955 for Goal 2.

Action 2.1 had a significant material difference and all repairs were not completed as planned. Blake was not able to secure a vendor willing to make the commute to the rural area. Updates to the campus continues to be a need and Blake plans on committing to update the school next year.

Action 2.2 did not utilize all the budget as planned after personnel changes to Blake did not allow for additional duties being added to the new teacher aide.

Action 2.3 Positivity Project did not have any material difference.

In summary, while a few actions had expenditures that varied from initial projections, the differences were generally due to strategic savings, hiring, or difference in material cost. These did not result in reduced service levels for unduplicated pupils and the overall percentage of increased or improved services remained consistent with the intent and proportionality obligations outlined in the LCAP. The material difference does not represent the total LCAP carry-over funding amount.

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

Action 2.1 (Repair, maintenance, and updates to School Campus) was partially effective. Blake was able to fix a few things on the list for repairs, but keeping a consistent maintenance repair plan is a challenge given the rural distance from the city and a consistent vendor. While this is a challenge there continues to be consistent positive ratings in the Annual Facility Report. The overall rating continues to be above 95%.

Action 2.2 (Extended Instructional Learning Time) was effective as there was many different types of experiences students were able to participate in. Students had opportunities to attend Camp Keep and many other field trips after-school. The overall student survey about being connected to school remains high at 100% and Blake continues to have 0 suspensions and expulsions for the year.

Action 2.3 (Positivity Project Implementation) was effective this year showcased by student performances, goal setting, and student voice. The overall student survey about being connected to school remains high at 100% and Blake continues to have 0 suspensions and expulsions for the year.

Effectiveness for Actions in Goal 2 was supported by:

- Metric 2.1 (Facility Inspection Report): Remains at 96%
- Metric 2.5 (Suspension Rate): Remains at 0
- Metric 2.6 (Expulsion Rate): Remains at 0
- Metric 2.7 (Student Connectedness Survey): Using local surveys Blake is 100% of students report they feel safe and connected to school. Parent survey indicate 100% of parents feel a sense of safety and connectedness to the school.

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.

Changes in budget for each action has been updated based on projected declining enrollment, personnel cost, and including LREBG funding for Action 2.3.

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	Repair, maintenance, and updates to School Campus	Repairs and maintenance to the red schoolhouse, classroom and playgrounds will occur on an on-going basis to keep and create a safe and welcoming environment for the students, staff and community. Repairs and upgrades to the red school house will be completed to ensure it's longevity and allow the staff to utilize the space as a library, resource room and cafeteria. Upkeep of the school grounds will include general maintenance and repair to the sprinkler system, grass and playground. The district will explore upgrades to the play structures and sandbox.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Repairs and upgrade will include: New heating/cooling system in the red schoolhouse Repairs to doors and door jambs on red school house and storage rooms on the exterior of the classroom. New sprinkler system Upgrade play structures		
2.2	Extended Instructional Learning Time	Extended Instructional Learning will promote learning, outside of the classroom and improve student engagement and pride in their school. Instructional learning outside of the classroom engages students in creativity, problem solving, and critical thinking skills. The middle school students (6-8th grade) attend Camp KEEP. The district offers a 2 week summer camp for all students. During camp, students participate in educational activities, STEM/STEAM projects and sports clinics. The district is offering a before school program that focuses on a nutritional breakfast, homework help, STEAM/STEM, sports and fine arts activities. Extended instructional learning will involve teacher, paraprofessional, aides and specialized personnel who will provide opportunities for differentiated learning experiences in the areas of physical fitness, arts and music, science and technology and field trips. Extended Instructional Learning time will include: Camp KEEP Before School Program Summer Camp Field Trips	\$19,000.00	No
2.3	Positivity Project Implementation	The district has partnered with the Positivity Project to engage students in daily activities that will empower them to build positive relationships and become their best selves. The partnership equips educators with the	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
		resources, training, and strategy to teach their students positive psychology's 24 character strengths. The program strives to make children aware that every one of them has all 24 character strengths and to provide the foundation for genuine self-confidence grounded in self-awareness. In addition, student learn why everyone is different and how to appreciate those differences. This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. Blake School District is partnering with the Positivity Project to foster student engagement and well-being by promoting positive character development. This program embeds daily classroom activities rooted in positive psychology to help students recognize, develop, and apply their 24 character strengths, ultimately contributing to stronger relationships and increased self-awareness. The initiative equips educators with structured lessons and implementation strategies designed to support a schoolwide culture of empathy, resilience, and personal growth. Students learn to recognize their own strengths and the strengths of others, fostering an environment where diversity is appreciated and emotional intelligence is elevated. The action includes: -Professional development and implementation support for all participating educators -Positivity Project fees -Instructional materials and supplies -Daily integration of the character strengths curriculum into classroom instruction Research Base: The Positivity Project is grounded in Tier 1 evidence-based practices supported by research in positive psychology and Social-Emotional Learning (SEL). Studies from the Collaborative for Academic,		

Action #	Title	Description	Total Funds	Contributing
		Social, and Emotional Learning (CASEL) and the University of Pennsylvania's Positive Psychology Center demonstrate that character education programs significantly improve student academic performance, behavior, and well-being. SEL initiatives like the Positivity Project have also been associated with reductions in discipline incidents and improved school climate. Monitoring Metrics: The district will measure the impact of this action using: -Student engagement and behavior data (e.g., attendance, referrals, and suspensions) -School climate surveys (students and staff) -Teacher implementation feedback and participation rates -Reflections and artifacts from student work demonstrating character strength development Funding Details: This action is supported by LREBG funds in the amount of \$4,000, specifically allocated to: -Positivity Project program fees -Professional development related to the curriculum -Instructional materials and supplies necessary for classroom implementation		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$22906	\$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
7.899%	0.000%	\$0.00	7.899%

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: Professional Development and Academic Support Need: A reflection of data from all state priority metrics in the 23-24 year indicates that areas of need are in two major areas. The first is a focus on academic performance for all students, with an emphasis on meeting the needs of at risk students and providing a	Intervention specialists will deliver personalized instruction tailored to the needs of each student, helping to close learning gaps and improve academic performance. Intervention specialists district-wide ensures that all schools can provide necessary support to their most at-risk students, promoting consistency in educational quality. Consistent training across the district ensures all staff are equipped to provide high-quality support, promoting uniformity in the effectiveness of interventions. Data analysis allows for timely	Local Benchmark Assessment in ELA and Math (Metric 1.14) Self-Assessment Survey for Implementation of Standards in ELA and Math (Metric 1.3) ELPI Rate (1.9)

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
	diverse and enriched curriculum for intermediate and junior high school students. The second area of need is an investment in school climate and culture, emphasizing student attendance, student and family expectations of school success and increasing student and family involvement in school activities. It is important to remember that Blake is a rural school of 23 students in grades TK-8. Some grades have 1-2 students, while there are no students in grade five. Test scores are a reflection of student growth from year to year and because of student movement in and out of the school, are not always reflective of the same students. In the primary grades (K-2), 0% were below grade level in math and 8% were below grade level in ELA according to the My Math curriculum benchmark assessment and the Bader Inventory. Students in grades 3-8 have completed the McGraw Hill benchmark assessments and the Bader Inventory two times per year and 17% of the students were below grade level in math and 26% were below grade level in ELA. Below grade level scores for primary grades (K-2) decreased 14% (from 14% working below grade level to 0% working below grade level) in math and 20% (from 28% working below grade level to 8% working below grade level) in ELA. Below grade level scores for upper elementary (3-8th) increased 3% (from 14% to 17%) working below grade level in math. There was an decrease in below grade level scores in ELA for upper elementary, (3-8th) from 14% to 8% working below grade level.	identification of issues and necessary adjustments to instruction and improving student outcomes. This action directly addresses the achievement gaps by providing personalized instruction to students performing below grade level. The professional development will equip teacher and staff with specific strategies to effectively support these student groups, improving their academic outcomes. Equipping educators with the latest teaching strategies will enhance the quality of instruction and better support struggling learners. This action is being provided on an LEA-wide basis because all students can benefit from additional support when they struggle academically. Comprehensive training ensures consistency in instructional quality and equity across the district and are being provided on a LEA-wide bases because all students can benefit from high quality teaching staff that have learned impactful strategies to support student learning. This action working in conjunction with the other actions in this Goal is intended to address the Academic Performance needs of all students at Blake School.	

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
	The ELPI Rate for EL's was 100% and while this might not showcase a need, Blake would like to continue this progress and ensure all English Learners are making progress towards English Proficiency. The self-assessment from the 2023-24 From CA state standards implementation Rubric (Math and ELA) Local Indicator was: Level 3 for ELA implementation of state standards, however, Blake has reached Level 4 in Standards and Framework, Planning and Instruction. Level 3, for Math ELA implementation of state standards, however, Blake has reached Level 4 in Standards and Framework, Planning and Instruction. The trend data of local assessments show there continues to be a performance gap in academic achievement for English Learners and low income students. All low income and English Learners in all grade levels are showing at least 1 grade level below in academic achievement for ELA and Math. The assessment scores of the English learners and low income students revealed low decoding ability, fluency, reading comprehension, poor spelling and lack of grammar knowledge. In math, the assessment scores revealed the English Learners and the low income students had deficiencies in fact fluency and gaps in various concept areas. Compared to all		

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
	students, their grade level equivalency is behind their peers therefore Blake is focused on decreasing this performance gap. The English Language Learners are concentrated in K-4 and 33% of the students are at grade level in both ELA and Math. 41% of Blake students qualify as low income (11/27), with 45% scoring below grade level in ELA and 9% below grade level in Math. Educational Partner Input expressed the need for maintaining the instructional aide needed to support the teacher in meeting the needs of TK-9th grade students to meet the staff and parent stakeholder's desire to ensure students are receiving quality, standards based instruction. Scope: LEA-wide		

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 as Blake does not have any Limited Actions

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.

Blake school does not receive additional concentration grant add-on funding therefore an increase in staffing is not applicable.

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	1:5	
Staff-to-student ratio of certificated staff providing direct services to students	1:27	

2025-26 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	289985	22906	7.899%	0.000%	7.899%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$30,235.00	\$61,765.00	\$0.00	\$130.00	\$92,130.00	\$39,000.00	\$53,130.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development and Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	\$33,000.00	\$12,130.00	\$30,235.00	\$14,765.00		\$130.00	\$45,130.00	
1	1.2	Supplemental Resources for a broad range of study.	All	No			All Schools Specific Schools: Blake School K-8	2025-2026	\$2,000.00	\$0.00		\$2,000.00			\$2,000.00	
1	1.3	Supplemental Reading/Math Support Programs	All	No			All Schools Specific Schools: Blake School K-8	2025-2026	\$0.00	\$2,000.00		\$2,000.00			\$2,000.00	
2	2.1	Repair, maintenance, and updates to School Campus	All	No			All Schools	2024-25	\$0.00	\$20,000.00		\$20,000.00			\$20,000.00	
2	2.2	Extended Instructional Learning Time	All	No			All Schools	2024-25	\$4,000.00	\$15,000.00		\$19,000.00			\$19,000.00	
2	2.3	Positivity Project Implementation	All	No			All Schools	2024-25	\$0.00	\$4,000.00		\$4,000.00			\$4,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	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
289985	22906	7.899%	0.000%	7.899%	\$30,235.00	0.000%	10.426 %	Total:	\$30,235.00
								LEA-wide Total:	\$30,235.00
								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	Professional Development and Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,235.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$91,400.00	\$50,838.00

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	Professional Development and Academic Support	Yes	\$45,000.00	\$38493
1	1.2	Supplemental Resources for a broad range of study.	No	\$2,000.00	\$3,782
1	1.3	Supplemental Reading/Math Support Programs	No	\$2,000.00	\$118
2	2.1	Repair, maintenance, and updates to School Campus	No	\$20,000.00	\$1,282
2	2.2	Extended Instructional Learning Time	No	\$19,000.00	\$3368
2	2.3	Positivity Project Implementation	No	\$3,400.00	\$3,795.00

2024-25 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)
24940	\$38,000.00	\$37,320.00	\$680.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development and Academic Support	Yes	\$38,000.00	37320		

2024-25 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)
283465	24940	0	8.798%	\$37,320.00	0.000%	13.166%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

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