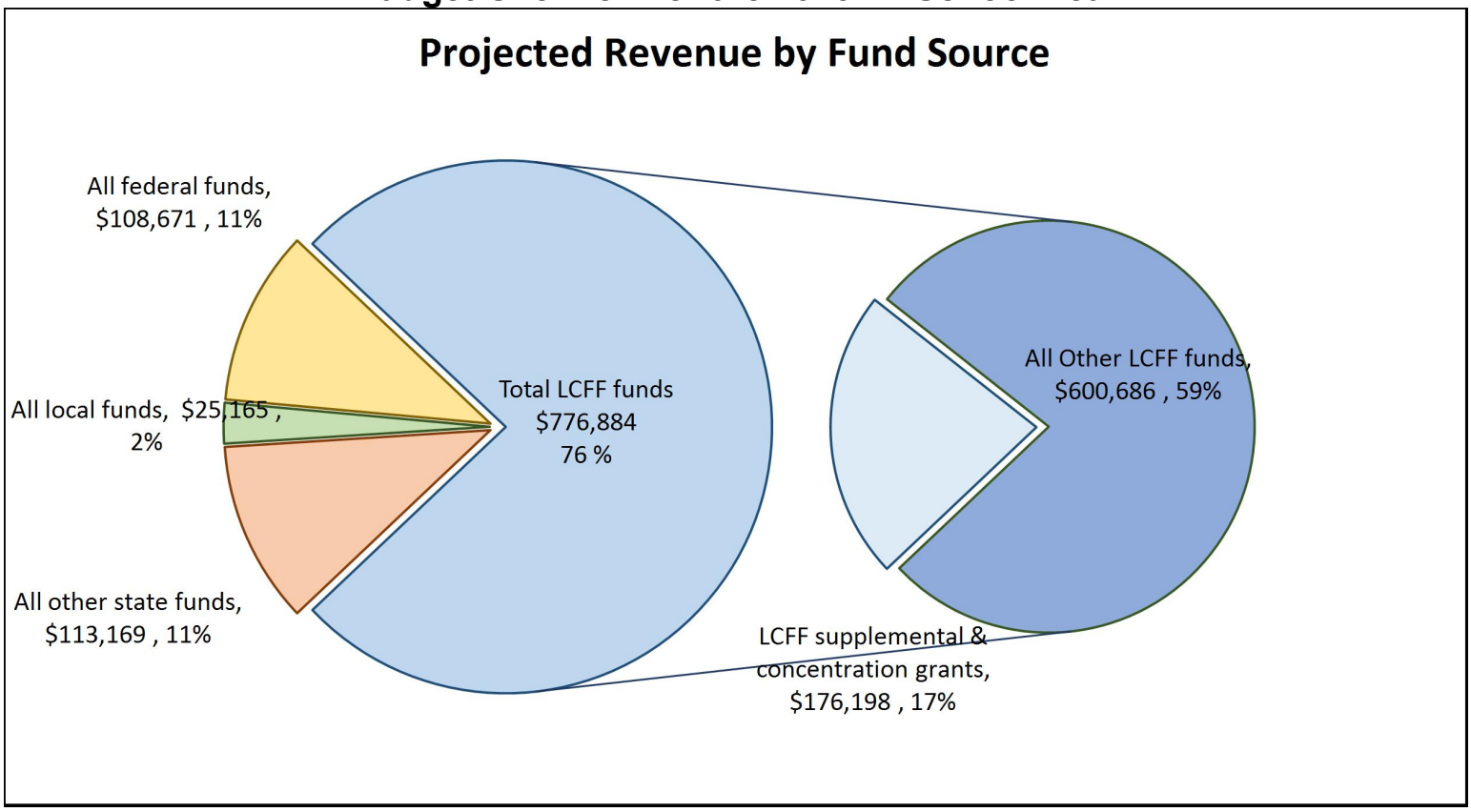
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: CALIENTE UNION ELEMENTARY SCHOOL DISTRICT
CDS Code: 15633880000000
School Year: 2026-27
LEA contact information:
Dr. Robin Shive
Superintendent/Principal
rshive@calienteschooldistrict.org
661-867-2301

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

Budget Overview for the 2026-27 School Year

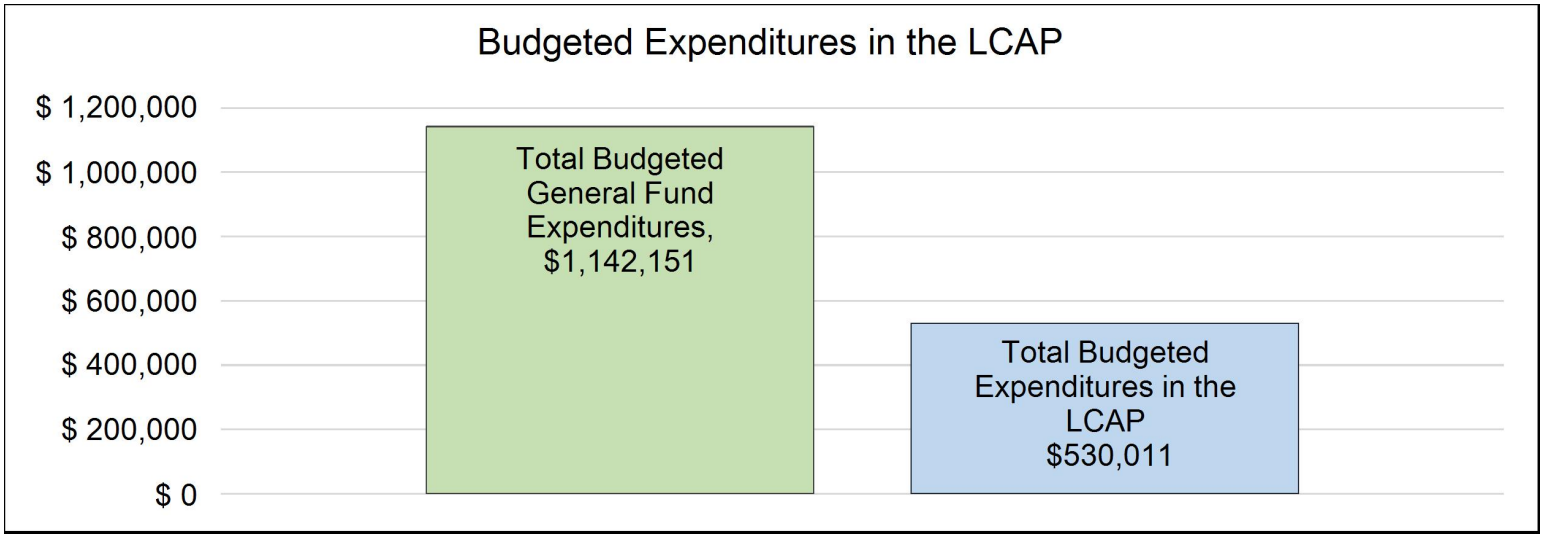


This chart shows the total general purpose revenue CALIENTE UNION ELEMENTARY SCHOOL DISTRICT expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for CALIENTE UNION ELEMENTARY SCHOOL DISTRICT is $1,023,889, of which $776884 is Local Control Funding Formula (LCFF), $113169 is other state funds, $25165 is local funds, and $108671 is federal funds. Of the $776884 in LCFF Funds, $176198 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 CALIENTE UNION ELEMENTARY SCHOOL DISTRICT plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: CALIENTE UNION ELEMENTARY SCHOOL DISTRICT plans to spend $1142151 for the 2026-27 school year. Of that amount, $530011 is tied to actions/services in the LCAP and $612,140 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

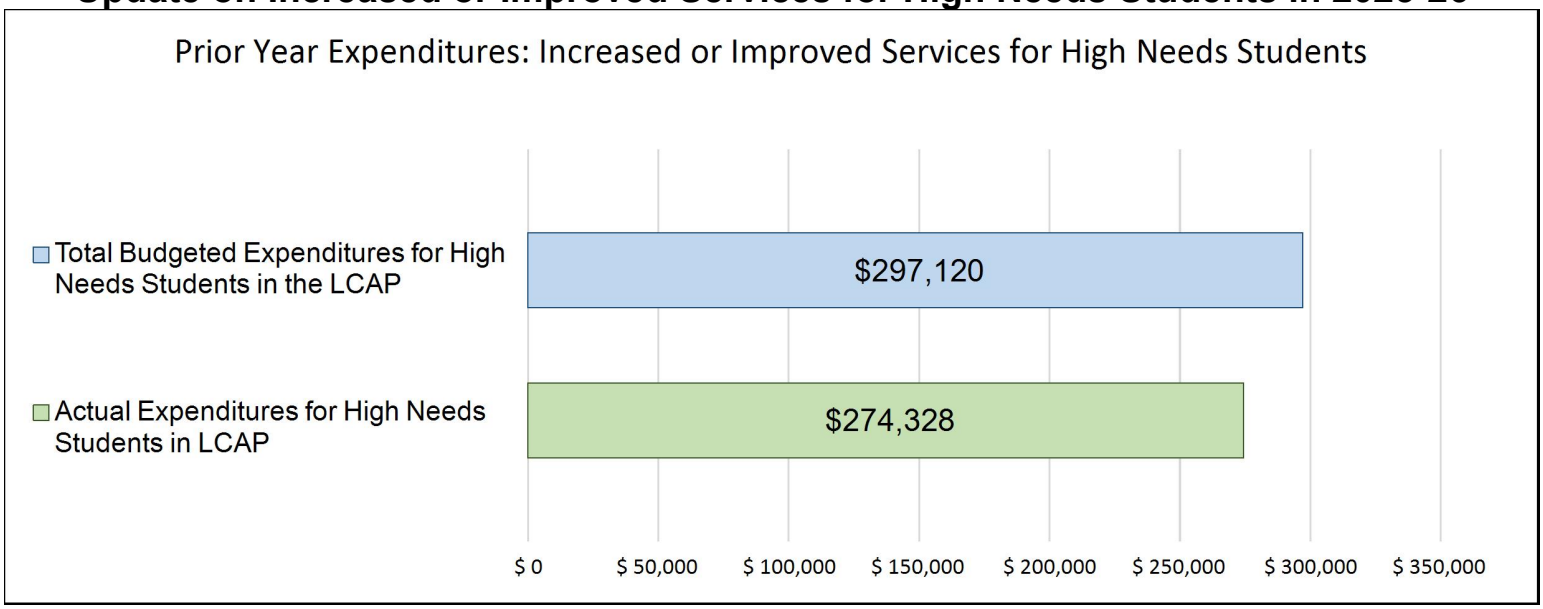
Certain General Fund expenditures were not specifically included in the LCAP because they support general district operations and ongoing baseline services. These costs include routine staffing, operational, administrative, and other required expenditures necessary to maintain programs and services across the district.

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

In 2026-27, CALIENTE UNION ELEMENTARY SCHOOL DISTRICT is projecting it will receive $176198 based on the enrollment of Foster Youth, English learner, and low-income students. CALIENTE UNION ELEMENTARY SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. CALIENTE UNION ELEMENTARY SCHOOL DISTRICT plans to spend $221120 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what CALIENTE UNION ELEMENTARY SCHOOL DISTRICT budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what CALIENTE UNION ELEMENTARY SCHOOL DISTRICT estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, CALIENTE UNION ELEMENTARY SCHOOL DISTRICT's LCAP budgeted $297120 for planned actions to increase or improve services for high needs students. CALIENTE UNION ELEMENTARY SCHOOL DISTRICT actually spent $274328 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $22,792 had the following impact on CALIENTE UNION ELEMENTARY SCHOOL DISTRICT’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was primarily due to timing, staffing changes, and adjustments made during implementation. These changes did not significantly reduce the services provided to high needs students, as the district continued to prioritize actions intended to increase or improve support for unduplicated pupils.

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
CALIENTE UNION ELEMENTARY SCHOOL DISTRICT	Dr. Robin Shive Superintendent/Principal	rshive@calienteschooldistrict.org 661-867-2301

Plan Summary [2026-27]

General Information

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

Caliente Union School District, home to Piute Mountain School, is a small, isolated rural district serving students in Transitional Kindergarten through Grade 8. Located approximately 50 miles east of Bakersfield, California, the district serves a geographically dispersed mountain community. Students travel long distances to attend school, with the district operating two bus routes that cover more than 100 miles daily; some students travel over an hour each way. The district's rural location presents unique challenges that impact educational access and student services. Many households lack reliable internet connectivity and cell service and rely on satellite connections. In addition, the community has limited access to healthcare and mental health services. Approximately 84% of students are classified as socioeconomically disadvantaged, 2.3% are English Learners, and 0% are Foster Youth, as reported on the 2025 California School Dashboard.

Caliente Union School District is designated as a Necessary Small School and has experienced flat funding for nearly a decade. The district currently serves 48 students and operates with four multi-grade classroom teachers, a small support staff, and one administrator who fulfills multiple operational and instructional leadership roles. The district also continues to experience the impact of the Borel Fire, which destroyed several homes in the surrounding community and contributed to a decline in student enrollment due to permanent family relocation.

The district's work is guided by its mission to provide a positive learning environment that promotes academic success, builds self-esteem, and develops responsible, capable students. Based on analysis of the California School Dashboard and local data, including academic performance and chronic absenteeism, and through engagement with educational partners, the district has identified key areas of need.

Given that approximately 84% of students are socioeconomically disadvantaged, the district's goals and actions are principally directed toward improving outcomes for unduplicated students while benefiting all students.

The district's Local Control and Accountability Plan focuses on the following goals:

Goal 1: Academic Achievement
Improve academic outcomes for all students, with a focus on mastery of the California Common Core State Standards and progress on state and local assessments to ensure readiness for high school.

Goal 2: Engagement and School Climate
Maintain a safe, supportive learning environment that promotes student well-being, improves attendance, and fosters meaningful engagement with families and the community.

The district operates one school, Piute Mountain School, which implements a Title I Schoolwide Program. For the purposes of federal program alignment, the district's LCAP also serves as the School Plan for Student Achievement (SPSA). The goals, actions, and expenditures outlined in this LCAP reflect both state and federal requirements and support continuous improvement for all students.

Equity Multiplier
Piute Mountain School generated Equity Multiplier funding in the 2025–26 school year and developed an Equity Multiplier Focus Goal (Goal 3) to reduce suspensions and improve chronic absenteeism. For the 2026–27 school year, the school did not generate additional Equity Multiplier funding. However, the district will continue implementing the planned actions associated with Goal 3 using remaining funds to address identified student needs and sustain progress in student engagement and school climate.

Reflections: Annual Performance

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

2023 Dashboard Analysis
Caliente Union School District reviewed the 2023 California School Dashboard and identified key performance indicators that informed the development of the 2024–2027 LCAP. This reflection highlights schools and student groups that received the lowest performance level (Red) on one or more state indicators.

2023 Dashboard Analysis
Piute Mountain School received a Red performance level in Chronic Absenteeism.
The White student group also received a Red performance level in Chronic Absenteeism.

2023 LCAP Actions to Address Areas of Concern

To address chronic absenteeism, the district implemented targeted actions designed to improve student engagement, connectedness, and attendance. In the 2023 California Dashboard analysis, the district identified the need for additional social-emotional and attendance supports

and included actions to hire a part-time School Social Worker Intern and an Engagement Liaison Specialist to provide Tier I and Tier II interventions, family outreach, home visits, PBIS supports, and attendance initiatives.

During the 2024–25 school year, these efforts were continued and revised under Equity Multiplier funding as Action 3.1 to better align resources with the identified needs of socioeconomically disadvantaged students. The district continued its efforts to recruit and hire a School Social Worker during both the 2024–25 and 2025–26 school years; however, the position remained vacant despite ongoing recruitment efforts. As a result, the district revised the action in the 2026–27 LCAP to provide targeted PBIS and Tier II behavioral supports. While the staffing approach changed, the intent of the action remained the same: to strengthen student engagement, improve school connectedness, provide early intervention for students at risk of chronic absenteeism, and foster a positive school climate that supports regular attendance. These efforts contributed to stronger student-staff relationships, increased behavioral supports, and a continued focus on improving attendance outcomes.

2024 Dashboard Analysis
An analysis of the 2024 California School Dashboard shows the following performance on state indicators:
Chronic Absenteeism: 42.9% (Declined 17.1%) – Orange
Suspension Rate: 9% (Increased 9%) – Red
English Learner Progress: No Data (fewer than 11 students)
English Language Arts: 30.9 points below standard (Increased 22 points) – Yellow
Mathematics: 83 points below standard (Maintained) – Orange

Status of Previously Identified Areas (2023 - 2024)
Chronic Absenteeism (All Students): Improved to 42.9% (Declined 17.1%)
White Student Group (Chronic Absenteeism): Improved to 45% (Declined 13%)

While progress was made in reducing absenteeism and improving ELA outcomes, suspension rates increased and academic performance remained below standard, particularly in mathematics.

2025 Dashboard Analysis
An analysis of the most current 2025 Dashboard indicates continued improvement across multiple state indicators:
Chronic Absenteeism: 27.3% (Declined 15.6%) – Orange
Chronic Absenteeism (Hispanic Students): 38.5% (Declined 3.2%)
Chronic Absenteeism (SED students): 28.2% (Declined 16%)
Suspension Rate: 0% (Declined 9%) – Blue
English Learner Progress: No Data (fewer than 11 students)
English Language Arts: 12.4 points below standard (Increased 18.4 points) – No Performance Color (small n-size)
ELA (SED Students): 19.3 points below standard (Increased 16.7 points)
Mathematics: 46 points below standard (Increased 37 points) – No Performance Color (small n-size)
Mathematics (SED Students): 48.9 points below standard (Increased 32.2 points)

Informational Indicators

85% of students improved in ELA (Exceptional Growth)
80% of students improved in Mathematics (Accelerated Growth)

Status of Previously Identified Areas (2023 - 2025)
Chronic Absenteeism (All Students): Improved to 27.3% (Declined 15.6%)
White Student Group (Chronic Absenteeism): Improved to 23.1% (Declined 21.9%)

Overall Analysis
The 2025 Dashboard reflects meaningful and sustained progress. The district has:
Significantly reduced chronic absenteeism
Eliminated suspensions (0% – Blue)
Demonstrated strong academic growth in both ELA and Mathematics

At the same time, overall achievement levels remain below standard, with students still:
12.4 points below standard in ELA
46 points below standard in Mathematics

Local Data Analysis
Revised Metric Source: Dibels
2025-26 MOY
Reading Composite Average Scores

K - 365, below benchmark
1 - 408, at benchmark
2 - 382, below benchmark

3 - 434, above benchmark
4 - 401, at benchmark
5 - 365, well below benchmark

6 - 377, below benchmark
7 - 376, below benchmark
8 - 380, well below benchmark

Comparing levels from 2023-2025 (2023 Acadience; 2025 Dibels)
K -increased from Well Below to Below Benchmark
1st - Increased form Well Below to At Benchmark
2nd - Increased from Well Below to Below Benchmark
3rd -Increased from Well Below to Above Benchmark
4th - Increased from Well Below to At Benchmark

5th- Maintained Well Below Benchmark
6th - Decreased from At/Above Benchmark to Below Benchmark
7th Decreased from At/Above Benchmark to Below Benchmark
8th Decreased from At/Above Benchmark to Below Benchmark

Local Metrics (KiDS as of 4/21/26)
95.79% Attendance
1.75% Suspension Rate
16% Chronically Absent

As a result, the district will continue to prioritize:
Increasing academic proficiency
Sustaining attendance improvements
Maintaining strong school climate systems

Learning Recovery Emergency Block Grant (LREBG)
Caliente Union School District does not have any unexpended LREBG funds for the 2026–27 school year.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	PLC meetings- Tuesdays from 3:30-5:00 include input regarding the LCAP. Bi-monthly meetings include LCAP conversations. Participate in staff survey April 6-10, 2026.
Other School Personnel	Bi-monthly meetings, April 6, 20, May 4 include LCAP and equity multiplier conversations, invitation to attend PAC meetings Feb. 12, March 9, and April 13, and take part in the surveys April 6-10, 2026
Students	Student survey April 6-10, 2026 Student voice was incorporated through participation on the District Advisory Committee, where student input supported the review of goals and actions. The committee analyzed Dashboard data and provided insight into factors contributing to high chronic absenteeism and low academic achievement. Additional input was gathered from the ASB council to identify ways to foster a more welcoming school environment through activities and positive recognition systems. A school climate survey was administered in both the fall and spring to further inform these efforts.
Parents	LCAP and equity multiplier conversations, invitation to attend PAC meetings Feb. 12, March 9, and April 13, and take part in the surveys - April 6-10
Administration, including Principal	Bi-monthly meetings, April 6, 20, May 4 include LCAP and equity multiplier conversations, invitation to attend PAC meetings Feb. 12, March 9, and April 13, and take part in the surveys. April 6-10.

Educational Partner(s)	Process for Engagement
	Caliente has one site administrator. Feedback about the LCAP was done with the Kern County Superintendent of Schools through training with Management Analysts. Feedback from the Superintendent meetings is also shared and considered.
Local Bargaining Units	Caliente does not have any Local Bargaining Units
SELPA Administration	SELPA LCSP consultation on 4/16/26
English Language Parent Advisory Committee	Caliente has a small EL population and therefore is not required to have an ELAC.

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

Educational partner feedback gathered throughout the year—including input from staff surveys, students, parents/guardians, the Parent Advisory Committee (PAC), and board meetings—directly informed the development of the 2026–27 LCAP and the decision to maintain the current goals and actions.

Staff survey results indicate a strong and positive school climate, with staff reporting that schoolwide expectations are clearly defined, regularly taught, and reinforced through PBIS practices. Staff also reported feeling supported through positive recognition, access to discipline data, and opportunities to provide input in decision-making processes. At the same time, staff identified areas for growth, including the need for more frequent and structured reteaching of behavior expectations and increased consistency in how student behavior is addressed and documented. Staff emphasized the importance of ongoing PBIS training, consistent implementation across settings, and expanded use of positive reinforcement systems. This feedback directly informed the continued implementation and refinement of actions focused on strengthening schoolwide behavior systems, increasing reteaching opportunities, and improving consistency in practice.

Certificated staff highlighted the value of instructional coaching, particularly in supporting mathematics instruction and addressing student learning needs. This feedback directly supported the continuation of Action 1.1: Professional Learning, ensuring ongoing coaching and support to promote consistent, high-quality instruction across grade levels.

Parent survey results demonstrated strong educational partner support for maintaining a positive, safe, and supportive school environment. Survey responses indicated that parents overwhelmingly believe students enjoy coming to school, feel safe at school, are treated respectfully by teachers and staff, and have access to supportive adults when needed. Parents also expressed positive feedback regarding the school's PBIS systems, including positive behavior recognition, use of Class Dojo communication, and schoolwide behavioral expectations. One parent noted concerns regarding occasional classroom distractions, highlighting the continued need for behavior supports and student engagement strategies.

Parents and guardians emphasized the importance of maintaining a safe and supportive school environment. Their feedback aligned with continued investments in school climate, PBIS, and social-emotional supports. Educational partners also supported maintaining current

staffing levels, increasing paraprofessional support for targeted student interventions, and continuing professional development in technology and data use.

Based on the Student Connectedness Survey results, student participation decreased from 100% in 2024–25 to 77% in 2025–26. Despite the lower participation rate in 2025–26, several areas demonstrated growth in the combined percentage of students responding “Agree” or “Strongly Agree,” indicating positive trends in student connectedness and engagement.
Overall, the survey results indicate growth in student perceptions related to school involvement opportunities and participation in school-sponsored activities. The largest area of improvement was students’ perception that there are opportunities to participate in sports, clubs, and extracurricular activities, which increased from 20.69% to 37.50%. Student participation in school-sponsored activities also increased from 20.69% to 33.34%. Additionally, students reporting that adults at school would notice their absence increased from 62.07% to 66.67%, suggesting strengthened student-adult connections and monitoring systems. Areas for continued growth include students’ sense of belonging at school and perceptions regarding ease of communication with staff and whether staff care about them. While these areas showed lower positive response rates in 2025–26, the LEA recognizes that survey participation decreased from 100% to 77%, which may have impacted year-to-year comparisons. The district will continue prioritizing relationship-building, student engagement opportunities, and school climate supports as part of its ongoing LCAP implementation and continuous improvement efforts.

Educational partner feedback supported the continuation of actions focused on PBIS implementation, positive school climate, parent communication, student supervision, and social-emotional supports. This feedback also reinforced the district’s emphasis on maintaining safe learning environments, strengthening family engagement, and providing behavioral and academic supports to improve student outcomes and attendance.

Across all advisory groups, educational partners expressed strong support for the district’s current direction and priorities. As a result of this consistent feedback, the district will continue implementing the existing LCAP goals and actions for 2026–27 without significant changes.

Educational partners also provided targeted input regarding Action 3.1. This action is funded through Equity Multiplier resources and is designed to address the needs of student groups identified with the lowest performance on state indicators. While stakeholders expressed appreciation for the district’s efforts to recruit a credentialed school social worker to provide Tier III supports, the position remains unfilled due to staffing challenges. In response, educational partners recommended refining the use of Equity Multiplier funds to ensure students continue to receive appropriate supports. Specifically, partners suggested expanding Tier II PBIS and social-emotional learning (SEL) interventions, as well as implementing more structured and proactive supports during recess and lunch to reduce behavioral incidents and improve student engagement. This feedback directly informed the continuation and refinement of Action 3.1 to incorporate alternative, evidence-based strategies aligned to identified student needs while maintaining the intent of the funding.

In summary, educational partner input consistently affirmed that the district’s current goals and actions are aligned to student and community needs. As a result, the 2026–27 LCAP maintains the existing goals and actions, with targeted refinements to strengthen implementation, particularly in the areas of behavior systems, instructional support, and student wellness.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will improve academically as measured by common core state standards mastery and other formative assessments and will be prepared to be successful in high school.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal remains a priority based on both historical and current student performance data. Prior CAASPP results indicated persistent academic challenges for Caliente Union School District students. 2022–2023 California School Dashboard continued to show significant academic need, with students performing 52.9 points below standard in ELA (declined 5.4 points) and 84.8 points below standard in mathematics (declined 16 points).

The 2025 California School Dashboard reflects encouraging improvement trends. Students are now 12.4 points below standard in ELA, an increase of 18.4 points, and 46 points below standard in mathematics, an increase of 37 points. Socioeconomically disadvantaged (SED) students also showed improvement, performing 19.3 points below standard in ELA (increased 16.7 points) and 48.9 points below standard in mathematics (increased 32.2 points). Informational indicators also show strong academic growth, with 85% of students demonstrating improvement in ELA (Exceptional Growth) and 80% demonstrating improvement in mathematics (Accelerated Growth).

While these improvements indicate meaningful academic progress, overall achievement levels remain below the state standard, particularly in mathematics. Continued focus on strengthening instruction aligned to the California Common Core State Standards and using formative assessments to monitor student learning remains necessary to ensure students continue progressing toward grade-level expectations and are prepared for success in high school.

To support this work, the LEA will continue collaborating with the Kern County Superintendent of Schools (KCSOS) to build teacher capacity through professional learning focused on standards-based instruction, formative assessment practices, and the use of data to inform instruction. Given the district’s multi-grade classroom structure, teachers will continue identifying grade-level learning targets across grade spans while increasing instructional rigor and providing opportunities for academic discourse.Through these efforts, the district will improve student achievement as measured by mastery of the California Common Core State Standards and local formative assessments to ensure students are prepared for success in high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 2A Classroom Walkthroughs Source: CA State Standards Implementation Matrix	During the 2023-24 school year, as per administrative walk throughs, observations and lesson plans that aligns with the newly installed pacing guide, the district is implementing CA Academic and Performance Standards at the "Developing Awareness" stage	2024-25 "Full Awareness" stage implementing CA Academic and Performance Standards.	2025-2026 "Full Awareness" and implementation of California Academic and Performance Standards are observed during the Walk through and observations.	2026: 100% of the teachers will follow the ELA and Math pacing guide that was developed in 2024.As per administrative walk through observations the district will progress to "Full Awareness" stage as per the CA State Standards Implementation Matrix.	+ 1 Level
1.2	Priority 2B: How programs/services enable English Learners to access CCSS and ELD standards for academic content knowledge and English Source: Administrative review of class schedules and lesson plans	2023-24. Currently we have one English learner student. 100% of ELs have access to Integrated and Designated ELD	100% of ELs have access to Integrated and Designated ELD	100% of ELs have access to Integrated and Designated ELD.	2026: 100% of ELs have access to Integrated and Designated ELD	No change
1.3	Priority 4A Average Distance from Standard on CAASPP English Language Arts Assessment	2023-24 ELA: 53 Points Below Standard Per KiDS: SED: 62 Points Below Standard	2024 Dashboard All students: 30.9 Points Below Standard	2025 Dashboard ELA All students: 12.4 Points Below Standard	2026: ELA: 40 Points Below Standard SED: 49 Points Below Standard	Dashboard All students: +40.6 Points SED: +42.7 Points SWD: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard/KiDS	SWD: 75 Points Below Standard	SED: 36 Points Below Standard SWD: No data reported due to low number of students in this student group	SED: 19.3 Points Below Standard SWD: No data reported due to low number of students in this student group	SWD: 62 Points Below Standard	
1.4	Priority 4A Average Distance from Standard on CAASPP Math Assessment Priority 4A Pupil Achievement Statewide Assessments - Science Source: CA School Dashboard/ KiDS	2023 Dashboard Math: 84.8 Points Below Standard SED: 103 Points Below Standard SWD: 113 Points Below Standard Science: 5.88% Exceeded/Met standard	2024 Dashboard All students: 83 points below standard SED: 81.2 points below standard SWD: No data reported due to low number of students in this student group Science: 30.77% Met/Exceeded	2025 Dashboard Math All students: 46 points below standard SED: 48.9 points below standard SWD: No data reported due to low number of students in this student group Science: No data reported due to low number of students	2026: Math: 60 Points Below Standard SED: 79 Points Below Standard SWD: 89 Points Below Standard Science: 10% Exceed/Met Standard	Math All students: +38.8 Points SED: +24 SWD: N/A Science +24.89% meeting/exceeding standards
1.6	Priority 4B: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences and programs of study that	NA	N/A	N/A	NA	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	align with SBE-approved career technical education standards an					
1.7	Priority 4C: % pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	NA	N/A	N/A	NA	N/A
1.8	Priority 4D: % of pupils who have successfully completed both types of courses described in subparagraphs (B0 and (C).	NA	N/A	N/A	NA	N/A
1.9	Priority 4E: % of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC). Source: California School Dashboard	During the 2023-24 school year, there is one Kindergarten EL at Level 1 in overall summary. 2023 Dashboard No data reported due to the low number of students in the EL student group	2024 Dashboard No data reported due to low number of students in the EL student group	2025 Dashboard No data reported due to low number of students in the EL student group	2026: Level 2 by the end of year 3 2026: No Data available with which to set target outcome	N/A
1.10	Priority 4F: The English learner reclassification rate	During the 2023-24 school year we currently serve one	0% as reported in KiDS	0% as reported in KiDS	2026: 0%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: ELPAC	English learner student. Level 1 overall summary. 0% Reclassification			Based the one student (1st grade) who has only been in the district since Kindergarten, so she is not expected to be ready to reclassify by 2026.	
1.11	Priority 4G: % of pupils who have passed an advanced placement examination with a score of 3 or higher	NA	N/A	N/A	NA	N/A
1.12	Priority 4H: % of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	NA	N/A	N/A	NA	N/A
1.13	Priority 7A Percentage of students having access to and are enrolled in a broad course of study Source: Class schedule	2023- 24: 80%	2024-25: 100%	2025-26: 100%	2026: 100% of students will have access to and are enrolled in a broad course of study as identified by 6th-8th grade students will have wheel electives that include music, foreign language, and art.	+20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Priority 7B Percentage of students having access and are enrolled in programs/services for unduplicated pupils Source: Class schedule	2023-24 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	2024-25 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	2025-2026 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	2026: Maintain 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	No change
1.15	Priority 7C Programs and services developed and provided to students with disabilities. Source: Class Schedule	2023-24 Maintain 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District.	2024-25 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. Percent of SWD participating in general education as part of their educational day: At least 80%-100% of the day - 100%	2025- 2026 100% of all unduplicated students are enrolled in the core subjects of ELA, Math, Social Studies and Science required by the State and District. Percent of SWD participating in general education as part of their educational day: At least 80%-100% of the day - 100%	2026: Percent of SWD participating in general education as part of their educational day: At least 80%-100% of the day - 100%	No change
1.16	Priority 8: Pupil Outcomes Acadience Learning Reading: Curriculum Based Measurement	2023- 24 K - average 47 - Well below benchmark 1st - Average 94 - Well Below benchmark	2024-25 K - Average - 110 Below benchmark 1st - Average- 111 Below benchmark	Revised Metric Source: Dibels Baseline 2025-26 MOY	2026: All grade levels will average in the category of at or above the benchmark for students (K-2, 3-5,	K -increased from Well Below to Below Benchmark 1st - Increased form Well Below to At Benchmark

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: 2023-24, 2024-25 Acadience Source: 2025-26 Dibels	2nd - Average 102 - Well below benchmark 3rd - Average 220 - Well Below benchmark 4th - Average 254 - Well below benchmark 5th - Average 296 - Well Below benchmark 6th - Average 477- At or above benchmark 7th - Gate 1 = Average 597= At or above benchmark 7th Gate 2 = Average 604.7 = At or above benchmark 8th - Gate 1 = Average 614 = At or above benchmark	2nd - Average- No 2nd graders enrolled 3rd - Average 365 At benchmark 4th - Average 303 Well below Benchmark 5th - Average- 367 Below benchmark 6th - Average 381 At benchmark 7th Gate 1 - Average 568 At or above benchmark 7th Gate 2 - 571 Below benchmark 8th Gate 1- 685 At or above benchmark 8th Gate 2- 690 At or above benchmark SED Students K - Average - 110 Below benchmark 1st - Average- 111 Below benchmark 2nd - Average- none	Reading Composite Average Scores K - 365, below benchmark 1 - 408, at benchmark 2 - 382, below benchmark 3 - 434, above benchmark 4 - 401, at benchmark 5 - 365, well below benchmark 6 - 377, below benchmark 7 - 376, below benchmark 8 - 380, well below benchmark	6-8) as per Acadience data analysis.	2nd - Increased from Well Below to Below Benchmark 3rd -Increased from Well Below to Above Benchmark 4th - Increased from Well Below to At Benchmark 5th- Maintained Well Below Benchmark 6th - Decreased from At/Above Benchmark to Below Benchmark 7th Decreased from At/Above Benchmark to Below Benchmark 8th Decreased from At/Above Benchmark to Below Benchmark

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			3rd - Average 365 At benchmark 4th - Average 303 Well below Benchmark 5th - Average- 367 Below benchmark 6th - Average 352 At benchmark 7th Gate 1 - Average 563 At or above benchmark 7th Gate 2 - 589 Below benchmark 8th Gate 1- 664 At or above benchmark 8th Gate 2- 690 At or above benchmark			
1.17	Pupil 8 Pupil Outcomes IABs and curriculum benchmarks - ELA and math Source: Local Reporting	23-24 none	24-25 3rd- Math (4); ELA (4) 4th- Math (4); ELA (4) 5th-Math (4); ELA (4) 6th-Math (4); ELA (4) 7th-Math (4); ELA (4)	2025-2026 3rd- Math (4); ELA (4) 4th- Math (4); ELA (4) 5th-Math (4); ELA (4) 6th-Math (4); ELA (4) 7th-Math (4); ELA (4)	2026: 3rd- 8th grade levels will complete three IABs in math & three IABs in ELA .	+ 4 IABS administered in all grades

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			8th-Math (4); ELA (4)	8th-Math (4); ELA (4)		

Goal Analysis [2025-26]

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

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

Fully Implemented
Action 1.1 – Professional Learning (CCSS-Aligned Instruction):
This action was fully implemented through consistent coaching support provided by KCSOS, including training during school breaks and ongoing collaboration with instructional staff. A key success was the establishment of regular professional learning cycles aligned to CCSS. A notable challenge was the limited teaching experience among staff, with only two fully credentialed teachers, requiring differentiated and ongoing coaching support.
Action 1.2 – Reduce Grade Spans (Hire 1 FTE):
The district successfully hired an additional teacher, reducing the number of grade spans per classroom. Implementation included coaching and mentorship to support the development of pacing guides, lesson organization, and center rotations. A primary challenge remained the complexity of delivering instruction across 3–5 grade levels within a single classroom, requiring significant planning and ongoing support in multi-grade instructional strategies.
Action 1.3 – Formative Assessments:
DIBELS assessments were embedded into instructional routines, with training provided to support staff (e.g., library clerk) and consistent implementation of intervention programs such as Read Live and Lexia. This action was implemented with fidelity and supported improved progress monitoring practices.
Action 1.4 – Benchmark Testing and Classroom Observations:
Benchmark assessments were administered according to pacing guides, and Interim Assessment Blocks (IABs) were utilized to inform instruction. Teachers received support from coaches and administration to analyze results. A challenge encountered was initial inconsistency in timely administration and scoring of assessments, particularly writing benchmarks, which required additional administrative follow-up and support to ensure completion.
Action 1.5 – CCSS-Aligned Instruction Across Content Areas:
Weekly lesson plan submissions were implemented and monitored for alignment to pacing guides. Administrative walkthroughs were conducted regularly to ensure instructional alignment and consistency across classrooms. This action was implemented as planned and strengthened instructional coherence.
Action 1.6 – Fully Credentialed Teachers and Support Staff:

The district implemented strategies to retain staff, including competitive compensation. While retention efforts were successful, recruitment remained a challenge due to the district's rural location, long commute distances, and competition with neighboring districts offering higher salaries.
Action 1.7 – Broad Course of Study (Wheel Electives):
Elective courses (e.g., music, drama, ASL) were implemented for grades 4–8. Teachers developed syllabi and incorporated grading practices, which increased student engagement and accountability. A challenge was designing instruction that effectively met the needs of multiple grade levels within the same elective setting.
Action 1.8 – Afterschool Support for TK–4:
Afterschool programming for TK–4 students was implemented to provide additional academic support and structured learning time. This expanded access to intervention and enrichment opportunities beyond the instructional day.
Action 1.9 – Intersession, Summer School, and Afterschool Instruction:
Extended learning opportunities, including intersession, summer school, and afterschool instruction, were implemented to support student learning acceleration and address unfinished learning, strengthen foundational skills, and provide targeted academic support for students needing additional intervention and enrichment opportunities.

Actions 1.1-1.9 were fully implemented during the reporting year, demonstrating a strong commitment to improving instructional quality and student outcomes. Implementation was supported through KCSOS coaching, structured planning tools, professional learning, and ongoing monitoring through lesson plan review, classroom walkthroughs, and assessment data analysis. Successes included strengthened CCSS-aligned instruction, increased use of formative and benchmark assessments, and expanded instructional staffing to reduce grade spans . Additionally, implementation of elective courses and consistent instructional monitoring contributed to improved instructional coherence and student engagement.

Implementation challenges were primarily related to the district's rural context and staffing capacity. Limited teacher experience—only two fully credentialed teachers—and the complexity of multi-grade classrooms (3–5 grade levels) required intensive coaching and ongoing support. Recruitment of credentialed staff remained difficult due to geographic isolation and competition with neighboring districts. In addition, initial inconsistencies in the timely administration and scoring of benchmark assessments required increased administrative oversight to ensure full implementation progress.

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.

Under Goal 1, several material differences between planned and estimated actual expenditures occurred.

Action 1.1 Professional Learning – CCSS, expended approximately 42.9% less than planned due to adjustments in professional learning implementation and related costs.
Action 1.3 CBM and Formative Assessments Purchase and Training, expended approximately 65.0% less than planned as fewer assessment materials and training costs were incurred than originally anticipated.
Action 1.4 Class Observations and Benchmark Tests, expended approximately 13.3% less than planned due to reduced implementation costs.

Action 1.5 Common Core State Standards Mastery assistance, sustainability of plans - material difference due to funding error on planned expenditures in 25-26 LCAP. Zero funds were spent for this action, as the expenditures for Action 1.4 were inadvertently duplicated under Action 1.5. This duplication did not impact implementation and will be corrected in the 2026–27 LCAP to ensure accurate alignment between actions and expenditures.

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

Based on analysis of available state and local data, the actions under Goal 1 have resulted in effective improvements in instructional practice and student academic outcomes, with continued need to accelerate progress toward meeting standards.

Action 1.1 – Professional Learning (CCSS)
This action has been effective in strengthening instructional practices and alignment to California State Standards, as evidenced by improved implementation measures and significant gains on the CA Dashboard in ELA (+40.6) and Math (+38.8) (Metrics 1.3 and 1.4). Metric 1.17 (IABs): Implementation data indicates increased alignment to standards, with classroom walkthroughs showing growth to “Full Awareness” and implementation, representing a +1 level increase from baseline. Metric 1.16 (DIBELS local reading data): Results demonstrate strong effectiveness in early grades, with Kindergarten through 4th grade improving from Well Below Benchmark to higher performance levels (Below to Above Benchmark). Fifth grade maintained performance at Well Below Benchmark, indicating limited progress. In contrast, grades 6–8 declined from At/Above Benchmark to Below Benchmark, indicating that the impact of professional learning has been less effective in supporting literacy outcomes at the upper grade levels. Overall, this action is effective in improving standards-aligned instruction and early literacy outcomes, with an identified need to strengthen implementation and instructional impact in grades 5–8.

Actions 1.2, 1.3, 1.4, and 1.8 – Instructional Supports, Assessment Systems, and Extended Learning
These actions have been partially effective in supporting student literacy outcomes. Implementation has contributed to overall system coherence and is reflected in broader CA Dashboard gains in ELA and Math. Metric 1.16 (DIBELS local reading data) indicates positive growth in early grades, with students in Kindergarten through 4th grade improving from Well Below Benchmark to higher performance levels (ranging from Below to Above Benchmark). Fifth grade maintained performance at Well Below Benchmark, indicating limited impact at that level. However, outcomes in grades 6–8 demonstrate that the actions have not been effective for upper grades, as performance declined from At/Above Benchmark to Below Benchmark across all three grade levels. Overall, while these actions are effective in strengthening early literacy development, the data indicates a need to refine or differentiate supports to better address the literacy needs of upper-grade students.

Metric 1.16 - The source changed. unable to compare the student levels from prior year to this year, however, both assessment systems utilize comparable performance levels or benchmark categories to identify students' reading risk levels and instructional needs. As a result, the district is measuring progress by analyzing changes in student performance levels by grade level from the baseline year to Year 2 outcomes rather than by comparing average scale scores.

Action 1.6 – Fully Credentialed Teachers & Quality Support Staff
Partially effective. Metric 2.1: While the district has ensured appropriate teacher assignment (100%), supporting continuity of instruction, the lower percentage of fully credentialed teachers (50%) indicates an area for continued growth. Despite this, the district has demonstrated

significant improvements in CA Dashboard ELA (+40.6) and Math (+38.8), suggesting that current staffing structures and supports are contributing to overall student progress. Metric 1.16 (DIBELS local reading data): Results show mixed effectiveness across grade spans. Students in Kindergarten through 4th grade demonstrated growth, improving from Well Below Benchmark to higher performance levels (Below to Above Benchmark), indicating that staffing and instructional supports are positively impacting early literacy. Fifth grade maintained performance at Well Below Benchmark, showing limited progress. In contrast, grades 6–8 declined from At/Above Benchmark to Below Benchmark. Overall, this action is partially effective, with clear strengths in maintaining staffing stability and supporting early-grade literacy growth, but with a need to strengthen credentialing levels and refine supports for upper-grade students.

Actions 1.5, 1.7, 1.8, and 1.9 – Instructional Program, Broad Course of Study & Extended Learning Opportunities (Non-Contributing)
Effective in supporting overall student academic outcomes, as reflected in CA Dashboard growth in ELA (+40.6) and Math (+38.8).

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.

Revisions to Goal 1 were made to align with 2025 Dashboard data, ensure consistency in assessment and monitoring, and improve fiscal and program clarity.

Goal Rationale:
The goal was revised to reflect 2025 Dashboard results showing strong growth in ELA (+18.4) and Math (+37), with 85% of students improving in ELA and 80% in Math. Despite this growth, performance remains below standard (ELA -12.4; Math -46), supporting continued focus on academic achievement.

Metric Revision:
Metric 1.16: Beginning in 2025-26, the district transitioned from Acadience to DIBELS. Because the assessments use different scoring scales, average scores cannot be compared across all three years. However, both assessments utilize comparable performance levels. Therefore, the current difference from baseline is based on changes in student performance levels by grade from the baseline year to Year 2 outcomes.

Action Modifications:
1.1: LREBG removed; funding revised to LCFF & LCRS. Monitoring updated to DIBELS and expanded to include CA Dashboard metrics (1.3, 1.4).
1.2: Revised from LEA-wide to School wide (Title I); expenditures updated to include teacher salary and benefits. Monitoring of action: added Metric 1.3 CA Dashboard ELA and Metric 1.4 CA Dashboard Math
1.3: Updated to replace Acadience with DIBELS.
1.4: Updated action to embed 1.5 into 1.4. Funding updated to include LCFF funding & added LCRS. Monitoring updated to DIBELS and expanded to include CA Dashboard metrics (1.3, 1.4).
1.5: Beginning in 2026–27, the activities and expenditures previously included in Action 1.5 were consolidated into Action 1.4 to better align instructional and leadership supports. Action 1.5 remains listed for historical reference and Annual Update continuity but is no longer separately funded.

1.6: Funds have been repurposed to supplement the ongoing costs of recruiting and retaining qualified staff, ensuring stable staffing and continuity of instruction and expanded to include CA Dashboard metrics (1.3, 1.4). Added Metric 2.1 to monitor teachers appropriately assigned and fully credentialed as per California Credentialing.
1.7: Action Title updated to include 5th grade. Description revised to reflect what the action is providing for students and by whom.
1.9: Updated description to clarify expenditures.

Modifications improve alignment to current data, ensure consistency in assessment and funding, and streamline actions. The overall intent of the goal remains unchanged.

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 Learning - CCSS	Contract with the Kern County Superintendent of Schools (KCSOS) to provide supplemental academic coaching, instructional support, and collaborative planning to strengthen implementation of California State Standards in English Language Arts (ELA) and Mathematics. This includes the purposeful identification and instruction of priority standards to enhance the quality of education provided to unduplicated students. This supports unduplicated students, including Socioeconomically Disadvantaged (SED) students, who are performing below standard in ELA and Math. Services are provided on an LEA-wide basis due to the district's high percentage of unduplicated pupils and the need to strengthen core instruction across all classrooms. To address these needs, the district will maintain its partnership with KCSOS to provide targeted instructional coaching and professional learning. The contract will support academic coaching services in ELA and Math, including classroom-based modeling, professional development, collaborative planning, and guidance on standards alignment and instructional practices. These supports are designed to build teacher capacity, improve instructional quality, and increase student achievement. This coaching model is supported by research, including Kraft, Blazar, and Hogan (2018), which found that instructional coaching significantly improves teacher practice and student outcomes. Coaching that	$108,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		incorporates modeling, feedback, and data-informed decision-making is especially critical in small and rural districts serving multi-grade classrooms. To measure effectiveness, the district will monitor student progress using CAASPP Distance from Standard data in ELA and Math (Metrics 1.3 and 1.4), disaggregated by student group, as well as local benchmark assessments (Metric 1.16). These data sources will be used to evaluate improvements in instructional practice and student outcomes, and to assess progress toward reducing achievement gaps. Funding Source and Amount: Literacy Coaches and Reading Specialists (LCRST) Educator Training Grant – $58,000 (ELA) LCFF Supplemental/Concentration – $50,000 (Mathematics)		
1.2	Reduce grade spans within classrooms.	Class sizes will be maintained at a number to permit teachers to provide more small group instruction and better meet the needs of individual students, including low-income students, foster youth, and English learners. This is especially important because we are a K-8 district with roughly 60 students. The additional teacher provides for an ability to narrow curricula so that the needs of our unduplicated students and all students may be met via teaching and learning to state standards. Title I, Part A – $40,000 (partial funding).	$80,000.00	Yes
1.3	CBM and Formative Assessments purchase and training	Dibels Reading, Math, and Data Services and training for teachers and staff in order to be able to identify where students are school wide and identify and receive instructional supports to close achievement gaps in reading and math.	$2,000.00	No
1.4	Class observations & benchmark tests	Provide additional classroom support staff and expanded administrative leadership time to support multi-grade classroom instruction, differentiated supports, and evidence-based interventions for students who have not yet met mastery on CAASPP assessments. Additional staffing and leadership	$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support will strengthen instructional delivery, daily school operations, staff support, and community engagement, with a focus on improving outcomes for socioeconomically disadvantaged (SED), students with disabilities (SWD), and English learner (EL) students.		
1.5	Common Core State Standards Mastery assistance, sustainability of plans	Beginning in 2026–27, this action will be retired and consolidated into Action 1.4. This action remains listed for historical purposes only and is not separately funded. Additional principal time to support staff, daily leadership, connection with the community, especially SED.	$0.00	No
1.6	Fully credentialed teachers employed and maintain quality support staff	Salary and benefit expenses, including dental, are provided to support the recruitment and retention of school site administration, classified staff, and fully credentialed and appropriately assigned certificated teachers. Due to the district's remote location and limited funding, the district has historically been unable to remain competitive with neighboring districts, resulting in persistent challenges in recruiting, hiring, and retaining qualified staff. This action originally funded a one-time salary increase and the addition of dental benefits to improve recruitment and retention. For 2026–27, funds have been repurposed to supplement the ongoing costs of maintaining competitive compensation in order to ensure stable staffing and continuity of instruction. This action increases and improves services for English Learners, Foster Youth, and Low-Income students by ensuring consistent access to qualified, appropriately assigned teachers who deliver standards-aligned instruction and targeted academic support. As a result, students will improve academic outcomes as measured by the California School Dashboard in English Language Arts (Metric 1.3) and Mathematics (Metric 1.4).	$59,120.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Broad Course of Study for 5th-8th grade.	Staff providing Wheel Electives (classes include theater, music, and language) for 5th through 8th graders during the school day. Overtime for staff + associated benefits	$30,000.00	No
1.8	Afterschool hold for TK-4th Grade	Younger students will have a release time of 2:30 and will stay at the school for bus transportation, which results in staff offering homework club.	$6,200.00	No
1.9	Intersession and summer school, afterschool instruction,	30 days of instruction for students. Priority 1 - absences and not meeting standards, Priority 2, absences, Priority 3 - students who would like to come. Afterschool for parents who need child care - STEM, music, art, dance and homework help. Action includes staff: teacher's aid, teacher, and principal, transportation, meals, and resources.	$52,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide for safe and well maintained facilities and a positive learning environment that supports the social emotional needs of students so that students attend school regularly to engage in their education and all stakeholders feel welcome to participate in and contribute to the school community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed in response to historically high rates of chronic absenteeism and the need to strengthen school climate and student engagement. Implementation of PBIS, increased family engagement, and attendance supports has resulted in notable progress. Chronic absenteeism decreased from 60% in 2023–2024 to 27.3% in 2025, and overall attendance improved from 91.4% to 95.47%. These improvements indicate that actions under this goal have been effective in increasing student attendance and engagement.

Staff survey results further support this progress, reflecting a strong and positive school climate. Staff reported that schoolwide expectations are clearly defined, regularly taught, and consistently reinforced through PBIS practices, with widespread use of positive behavior acknowledgements. Staff also indicated high levels of support and engagement, including receiving positive feedback from administrators and peers, access to and understanding of discipline data, and opportunities to provide input on school decisions. These findings suggest that systems and structures are in place to support a safe and inclusive learning environment.

However, areas of need remain. Local survey data shows declines in student, parent, and staff perceptions of school connectedness, and prior increases in suspension rates highlight the need to strengthen proactive behavioral and social-emotional supports. Staff survey feedback also identified the need for more frequent and structured reteaching of expectations and greater consistency in staff responses to student behavior. These findings indicate that, while attendance outcomes have improved, continued focus on school climate and student well-being is necessary to sustain progress.

As a result, the LEA will continue to prioritize this goal by maintaining and refining PBIS implementation, strengthening family engagement efforts, and expanding supports that address social-emotional needs and barriers to attendance. These actions are intended to sustain reductions in chronic absenteeism, improve school connectedness, and ensure all students are engaged in a safe and supportive learning environment.

The LEA recognizes that recruitment and retention of fully credentialed teachers continues to be a challenge due to the district's rural and remote location. During the 2025–26 school year, 100% of teachers were appropriately assigned; however, only 50% of teachers were fully credentialed. The district will continue efforts to recruit and retain qualified staff through ongoing salary and benefit supports, professional development, and instructional coaching designed to strengthen staff capacity and maintain continuity of instruction for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 1A: Teachers appropriately assigned and fully credentialed as per California Credentialing. Source: CALPADS	2023-24 100 % of teachers are appropriately assigned. 33% are fully credentialed.	2024-25 100 % of teachers are appropriately assigned. 50% are fully credentialed.	2025-2026 100 % of teachers are appropriately assigned. 50% are fully credentialed.	2026: Maintain 100% teachers appropriately assigned 100% fully credentialed in the subject area	Appropriately assigned- no change Fully credentialed teachers = +17 % from 1 to 2 teachers.
2.2	Priority 1B: Pupil access to standards aligned materials as measured the school inventory list. Source: Textbook/Chromebook Inventory	2023-24 100% of students have access to standards aligned materials.	2024-25 100% of students have access to standards aligned materials.	2025-26 100% of students have access to standards aligned materials.	2026: 100% of students still have access to standards aligned materials.	No Change
2.3	Priority 1C: School facilities maintained in good repair as per FIT.	2023-24 School facilities are maintained in "good" repair.	2024-25 School facilities are maintained in "good" repair.	2025-26 School facilities are maintained in "good" repair	2026: School facilities in excellent repair.	No Change
2.4	Priority 3A: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. Source: Sign-in sheets	During the 2023-24 school year, 100% of parents of students receive invitations to give input for school wide decision making through automated phone calls, flyers, and school website.	During the 2024-25 school year, 100% of parents of students receive invitations to give input for school wide decision making through automated phone	During the 2025-26 school year, 100% of parents of students receive invitations to give input for school wide decision making through automated phone	2026: 100% of parents will have access in paper and through social media.	No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			calls, flyers, and school website.	calls, flyers, and school website.		
2.5	Priority 3B: How the school district will promote participation in programs for parents of students for low income, English learner, and foster youth pupils; Source: Documentation of use of automatic dialer and newsletters.	During the 2023-24 school year, 100% of parents of unduplicated students will be invited to all campus student and parent events via additional notification and phone call reminders/emails/electronic text messaging.	During the 2024-25 school year, 100% of parents of unduplicated students will be invited to all campus student and parent events via additional notification and phone call reminders/emails/electronic text messaging.	During the 2025-26 school year, 100% of parents of unduplicated students will be invited to all campus student and parent events via additional notification and phone call reminders/emails/electronic text messaging.	2026:100% of parents will have access in paper and through social media.	No Change
2.6	Priority 3C: How the school district will promote participation in programs for parents of students with disabilities. Source: Documentation of use of automatic dialer and newsletters. IEP attendance	During the 2023-24 school year, 100% of parents of students with disabilities receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	During the 2024-25 school year, 100% of parents of students with disabilities receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	During the 2025-26 school year, 100% of parents of students with disabilities receive additional reminders and notifications of their student's PT conferences, and IEPs (this includes by making confirmation phone calls and being flexible by making time for necessary meetings.)	2026:100% of parents will have access in paper and through social media.	No Change
2.7	Priority 5A: School attendance rates. Source: KiDS/SIS	2023-24 Attendance rate: 91.40%	2024-25 Attendance rate: 94.44%	2025-26 Attendance rate: 95.47%	By 2026: 95%	+4.07%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Priority 5B: Chronic absenteeism rates. Source: Dashboard	2023 Dashboard All Students: 60% Chronically Absent White subgroup: 58% chronically absent Socioeconomically Disadvantaged: 56.9% chronically absent	2024 Dashboard All Students: 42.9% White: 45% Socioeconmically Disadvantaged: 44.2%	2025 Dashboard All Students: 27.3% White: 21.3% Socioeconomically Disadvantaged: 28.2%	2026: Decrease at least to 25% for all groups- state level	All Students: -32.7% White: -36.7% Socioeconomically Disadvantaged: -28.7%
2.9	Priority 5C: Middle school dropout rates. Source: KiDS/SIS	2023- 24 Middle School Dropout rate: 0%	2024- 25 Middle School Dropout rate: 0%	2025-26 Middle. School Dropout rate: 0%	2026: 0%	No Change
2.10	Priority 5D: High school dropout rates.	NA	N/A	N/A	NA	N/A
2.11	Priority 5E: High school graduation rates.	NA	N/A	N/A	NA	N/A
2.12	Priority 6A: Pupil suspension rates. Source: Dashboard	2023-24 Suspension rate: 0% Socioeconomically Disadvantaged: 0% suspended White: 0% suspended	2024 Dashboard All students: 9% Socioeconomically Disadvantaged: 10.9% White: 11.6%	2025 Dashboard All students: 0% SED: 0% White: 0%	2026: All students: 0% SED: 0% White: 0%	All students: no change Socioeconomically Disadvantaged: no change White: no change
2.13	Priority 6B: Pupil expulsion rates. Source: DataQuest	2023-24 Expulsion rate: 0%	2024-25 Expulsion rate: 0%	2025-26 0%	0%	No Change
2.14	Priority 6C: Other local measures of sense of safety and school connectedness.	2023-24 100% feedback (parents) said their students feel safe and	2024-25 88% feedback (parents) said their students feel safe	2025-26 100% feedback (parents) said their students feel safe	2026: 100% feedback (parents) said their students feel safe	Parents- (no change) Students- (-33%) Staff- (-10%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: School Safety Survey KIDS STUDENT CONNECTEDNESS SURVEY	connected to the school. 87% feedback (students) said they feel safe and connected to the school. 100% feedback (school staff) said they feel that students feel safe and connected to the school.	and connected to the school. 62% feedback (students) said they feel safe and connected to the school. (Q-"I feel like my teachers and school staff care about me") 90% feedback (school staff) said they feel that students feel safe and connected to the school.	and connected to the school. 54% feedback (students) said they feel safe and connected to the school. (Q-"I feel like my teachers and school staff care about me") 90% feedback (school staff) said they feel that students feel safe and connected to the school.	and connected to the school. 100% feedback (students) said they feel safe and connected to the school. 100% feedback (school staff) said they feel that students feel safe and connected to the school.	

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Action 2.1 (Parent Liaison/SARB Support) was fully implemented. The Parent Liaison provided ongoing outreach to families through phone calls, meetings, newsletters, and school events, with a focus on addressing chronic absenteeism and strengthening family engagement. The liaison worked collaboratively with administration to regularly review attendance data and identify students in need of support, including conducting check-ins and supporting communication between home and school.

Implementation of this action was consistent throughout the year; however, the district experienced challenges related to its rural location, including limited family participation due to transportation barriers, gas costs, and inconsistent internet access. Despite these challenges, the district maintained regular communication with families and continued efforts to engage parents through multiple outreach methods.

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

Action 2.1, Parent Liaison Specialist, expended approximately 10.1% less than planned.

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

Action 2.1 has been effective in making progress toward the goal, particularly in improving student attendance and reducing chronic absenteeism.
Chronic absenteeism rates showed significant improvement, decreasing from 60% in 2023–24 to 27.3% in 2025, with similar declines for White students (58% to 21.3%) and Socioeconomically Disadvantaged students (56.9% to 28.2%) . Additionally, overall attendance rates increased from 91.4% to 95.47%, demonstrating positive growth in student engagement . These improvements indicate that targeted outreach, relationship-building, and consistent communication with families contributed to increased student attendance.

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

No changes were made to the goal, metrics, target outcomes, or actions. Based on data analysis and educational partner input, the LEA determined that the current plan continues to address identified needs and support progress toward intended outcomes. Ongoing monitoring will inform any future adjustments.

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	Parent Liaison Specialist	Engagement/SARB liaison specialist who will do weekly check-ins with parents/guardians and students if there are any truancy/absentee concerns focusing on chronic absenteeism metrics. This individual will develop rapport with the parents/guardians and administer PBIS approaches to ensure all students and parents/guardians are welcomed and engaged in their students academic success. This individual will work collaboratively with the administrator to review chronic absenteeism data on a weekly/monthly basis throughout the school year to identify trends positive/negative and establish a plan to address these concerns if any arise. Moreover, this individual will provide critical information to the school social worker so they can provide tier 1, tier 2, and tier 3 interventions. This action was originally developed to address the red indicators for	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		chronic absenteeism and will additionally address high suspension rate among White and SED students. Title I Funds support this action.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June 2027, Piute Mountain School will reduce suspension rates for both socioeconomically disadvantaged (SED) students and White students to 5% or less, as measured by end-of-year data reported in KiDS, in order to improve school climate.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Piute Mountain School's Equity Multiplier goal was developed based on analysis of Year 1 outcomes and educational partner input. The 2024 California School Dashboard identified the district's suspension rate at 9% (Red), with both Socioeconomically Disadvantaged (SED) and White student groups also performing at the Red level, indicating a significant need to improve school climate and student behavior outcomes.

Because the comprehensive needs assessment (CNA) showed disproportionately high suspension rates for SED and White students, the LEA is prioritizing proactive, preventative supports to improve school climate and reduce exclusionary discipline.

Educational partner input—including families, students, and staff—consistently emphasized the need for social-emotional learning (SEL), positive behavior interventions, and a multi-tiered system of supports (MTSS) to address the root causes of behavior and reduce reliance on suspensions.

In response, the LEA established a goal to reduce suspension rates for SED and White students. Although the district is no longer eligible for additional Equity Multiplier funding, remaining funds will be used to sustain evidence-based supports to maintain a 0% suspension rate and continue reducing chronic absenteeism.

This goal aligns with Priority 6: School Climate and targets improved outcomes for identified student groups through ongoing implementation of proactive supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 6A: Pupil suspension rates.	2024 Dashboard	2024 Dashboard	2025 Dashboard	2026: 0%	All students: -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard Baseline: 2024	All students: 9% Socioeconomically Disadvantaged: 10.9% White: 11.6%	All students: 9% Socioeconomically Disadvantaged: 10.9% White: 11.6% *Baseline Data	All students: 0% Socioeconomically Disadvantaged: 0% White: 0%	SED: 0% White: 0%	Socioeconomically Disadvantaged: -10.95 White: -11.6%
3.2	Priority 5B: Chronic absenteeism rates. Source: Dashboard Baseline: 2024	2024 Dashboard All Students: 42.9% White: 45% Socioeconomically Disadvantaged: 44.2%	2024 Dashboard All Students: 42.9% White: 45% Socioeconomically Disadvantaged: 44.2% *Baseline Data	2025 Dashboard All Students: 27.3% White: 23.1% Socioeconomically Disadvantaged: 28.2%	2026: Decrease at least to 25% for all groups- state level	All Students: -32.7% White: -34.9% Socioeconomically Disadvantaged: -28.7%

Goal Analysis [2025-26]

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

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

Action 3.1 – School Social Worker Intern was not implemented, as the LEA was unable to recruit and hire a qualified candidate. This reflects an ongoing challenge related to staffing in a rural and remote setting, which continues to impact the district's ability to provide on-site mental health services.

Action 3.2 – PBIS Event Planner was fully implemented and resulted in the successful delivery of PBIS-aligned activities and incentives throughout the 2025–26 school year. This action supported a positive school climate by reinforcing behavioral expectations and increasing student engagement.

Action 3.3 - MTSS/ PBIS professional development was partially implemented. The LEA contracted with a consultant and expended approximately $10,000 to provide initial MTSS/PBIS awareness training and coaching to staff. However, due to limited time and the exhaustion of federal funding allocations, the full scope of planned professional development, including the additional hours of training and ongoing coaching, was not fully implemented during the 2025–26 school year.

Overall, while staffing limitations presented a barrier to full implementation, the successful implementation of PBIS strategies contributed to strengthening school climate and provided proactive behavioral supports for students.

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.

Under Goal 3, Action 3.1, School Social Worker Intern, expended 100% less than planned because the district was unable to secure a qualified intern to implement the action.
Action 3.2, PBIS Event Planner, expended approximately 41.4% less than planned due to lower-than-anticipated activity and supply costs.
Action 3.3, MTSS/PBIS Professional Development, expended approximately 73.7% less than planned due to reduced professional development opportunities and implementation adjustments during the year.

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

Overall, the actions under this goal were effective in improving student outcomes related to school climate. Suspension rates significantly decreased across all student groups, with the 2024 Dashboard reporting 9% for All Students (SED: 10.9%, White: 11.6%) and the 2025 Dashboard reflecting a reduction to 0% for all groups. Additionally, chronic absenteeism improved substantially, decreasing from 42.9% to 27.3% for All Students, from 45% to 23.1% for White students, and from 44.2% to 28.2% for Socioeconomically Disadvantaged students.

Action 3.2 – PBIS Event Planner was effective, as implementation of PBIS strategies contributed to improved student behavior, increased engagement, and a positive school climate, as evidenced by the reduction in suspensions and chronic absenteeism.

Action 3.3 – MTSS/PBIS Professional Development and Coaching was effective, as initial training and coaching supported staff understanding and early implementation of PBIS practices, contributing to improved school climate outcomes, despite the action being only partially implemented.

Action 3.1 – School Social Worker Intern was ineffective, as it was not implemented due to the inability to hire for the position; therefore, no measurable impact on student outcomes can be attributed to this action.

These results indicate that proactive, schoolwide behavioral supports were successful in addressing the identified need, despite staffing and implementation challenges limiting full execution of all planned services.

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.

Goal:
The goal timeline was updated from 2026 to 2027 to align with measurable outcomes. The goal description was revised to reflect that the district is no longer eligible for additional Equity Multiplier funding; however, remaining funds will continue to support implementation of proactive, evidence-based strategies. The focus was further refined to emphasize maintaining a 0% suspension rate and continued reduction of chronic absenteeism for Socioeconomically Disadvantaged (SED) and White students.

Metrics:
Metrics 3.1 and 3.2 were updated to reflect a 2024 baseline, as this was the first year of implementation for this goal.

Actions:
Action 3.1 was revised due to the LEA's inability to hire a school social worker, resulting in the action not being implemented as planned in 2025–26. The LEA transitioned to Tier II PBIS and SEL supports delivered by existing staff to continue addressing chronic absenteeism and maintain a 0% suspension rate for SED students. This action funds curriculum, TOSA and Instructional aide. Funding was increased accordingly.
Action 3.2 was refined to more clearly define the role of the PBIS event planner in reinforcing behavior expectations and supporting student engagement. Funding was increased to include engagement liaison, PBIS supplies, and student incentives to strengthen implementation and promote positive student behavior.
Action 3.3 was updated to include description of expenditures and funding aligned to projected costs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Tier II PBIS/SEL Supports	The LEA will provide Tier II PBIS and social-emotional learning (SEL) supports for Socioeconomically Disadvantaged (SED) and White students identified as needing additional behavioral support through small group instruction, a Tier II SEL curriculum (e.g., Second Step SEL Program or similar), structured recess and lunch supports, training on curriculum, and approximately two hours daily of instructional aide support to reinforce positive behaviors. Percent of TOSA to support conflict resolution, proactive meetings with students, parents and staff. These supports are designed to proactively address the root causes of behavior, increase student engagement, and reduce behavioral incidents for identified student groups. Improved school climate and student engagement for SED and White students, resulting in the maintenance of a 0% suspension rate and continued reduction in chronic absenteeism.	$32,691.00	Yes
3.2	PBIS event planner	The LEA will utilize a PBIS event planner to track student behavior data, monitor point systems, support family communication in coordination with the engagement liaison, and plan weekly, monthly, quarterly, and end-of-year activities that reinforce PBIS expectations for all students, with a focus	$19,000.00	No

Action #	Title	Description	Total Funds	Contributing
		on Socioeconomically Disadvantaged (SED) and White students. The PBIS event planner will implement engaging strategies to explicitly teach and reinforce the PBIS expectation matrix, while additional funds will be used to provide engagement liaison (partial salary), supplies and student incentives to encourage positive behavior and increase student engagement, so that behavioral incidents decrease and a positive school climate is maintained.		
3.3	MTSS/ PBIS professional development	Contracted consultant to provide additional MTSS PBIS awareness trainings and ongoing coaching for all school staff on how to implement and support the framework for academic and behavioral frameworks in order to meet the unique needs of our unduplicated students and all students. Introduce all staff to Positive Behavioral Interventions and Supports (PBIS) as a way to better support students to become more successful at school and for school staff to gain knowledge and resources/tools to better support student behavior on campus and within classrooms. MTSS coach - install and implement MTSS plan and 8 hours of PD 3 teachers and 4 paras, 2 bus drivers 1 cafeteria worker Low income, English learners, and foster youth students as well as all students and staff will benefit from a common system and expectations that promote and reward positive behaviors. This action includes a consultant contract as well as funding for supplies and materials to implement PBIS school wide.	$36,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$176198	$21344

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
30.375%	0.000%	$0.00	30.375%

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 Learning - CCSS **Need:** To close the achievement gap for SED students based on 2023 CA Dashboard ELA and Math scores. All Students ELA 52.9 below standard and math 84.8 below standard, while SED students are scoring ELA 62 below standard and math 103 below standard. 2 of the 4 teachers are not credentialed and are	There are only 4 teachers and all 4 teachers have students from unduplicated populations. The Professional Learning coaches will provide training to focus on priority standards in both ELA and math. We expect these actions to improve our outcomes for our unduplicated students to close the gaps in student achievement. However, these actions will be provided on an LEA-wide basis because all students will benefit from these teaching strategies.	Metric 1.3 CA Dashboard ELA Metric 1.4 CA Dashboard Math Metric 1.17 Completion rates of IABs Metric 1.16 Local Outcomes/ Dibels

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
	unfamiliar with state standards and mapping the learning throughout the year. The ELA and Math coaches have partnered with the teachers in creating the standards and curriculum mapping. They will continue to help the teachers use best strategies in teaching the lessons. Teachers and staff state that they rely on the coaches to help with teaching strategies and data analysis and requested that this continue. **Scope:** LEA-wide		
1.2	**Action:** Reduce grade spans within classrooms. **Need:** Class sizes will be maintained at a number to permit teachers to provide more small group instruction and better meet the needs of individual students, including low-income students, foster youth, and English learners. This is especially important because we are a K-8 district with roughly 60 students. CAASPP data shows that students are performing below grade level standards in math and ELA. Our socioeconomically disadvantaged students are scoring 9 points below the all student group in ELA. In the area of math they are scoring 18 points below the all student group as reported by KiDS. Teachers report that this allows them to narrow curricula so that the needs of our unduplicated students and all students may be	The SED population crosses every classroom. The students are being served in a multiple grade level setting which make differentiation more difficult. The extra teacher lowers class sizes and the number of grade level spans within the classroom. Students with disabilities have a learning center in the afternoon to help meet their goals and objectives. This action will be provide on an LEA-wide basis because all students will benefit from lower class sizes and grade spans.	Metric 1.3 CA Dashboard ELA Metric 1.4 CA Dashboard Math Metric 1.16 Local Outcomes/ Acadience

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
	met via teaching and learning to state standards. **Scope:** Schoolwide		
1.4	**Action:** Class observations & benchmark tests **Need:** Our SED students are mixed with multiple grade levels. The walk to learn model is used to help teacher's with the multiple grade levels and teacher's aides help with conducting differentiation groups. We believe this action will help reduce the gap we see in CAASPP scores from the SED subgroup to all student group. Staff meetings revealed that the gap was too broad within the classroom and the resolution was to include an additional teacher. **Scope:** LEA-wide	Support staff in classrooms due to multiple grade levels within each class and to help with differentiation for students of SED, SWD, and EL. Additional staff for evidence based interventions serving students that have not achieved mastery on CAASPP (met or exceeded).	Metric 1.3 CA Dashboard ELA Metric 1.4 CA Dashboard Math Metric 1.16 Local Outcomes/Dibels
1.6	**Action:** Fully credentialed teachers employed and maintain quality support staff **Need:** Data from the California School Dashboard indicate that all students are performing below grade level in both English Language Arts and Mathematics, with Socioeconomically Disadvantaged (SED) students performing	Salary and benefit expense increase for all employees in order to hire and retain school site administration, classified staff, and fully credentialed and appropriately assigned certificated teachers. Due to our remote location and limited funding, the district has not been able to keep pace with salaries of neighboring districts for employees which has resulted in extreme difficulties in recruiting, hiring, and retaining qualified staff. Providing competitive salary and	Metric 1.3 CA Dashboard ELA Metric 1.4 CA Dashboard Math Metric 1.16 Local Outcomes/Dibels Metric 2.1 Teachers appropriately assigned and fully

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
	below the All Student group in both areas. These outcomes demonstrate a continued need to improve access to high-quality, standards-aligned instruction. Educational partners, including staff and families, emphasized the importance of maintaining stable staffing levels to support student learning and continuity of instruction. This feedback reflects ongoing challenges associated with the district's rural and geographically isolated location, which limits the local workforce and requires recruitment from surrounding areas such as Tehachapi, Lake Isabella, and Bakersfield. Because the comprehensive needs assessment and educational partner input identified that unduplicated pupils (English Learners, Foster Youth, and Low-Income students) are disproportionately impacted by staffing instability and lower academic performance, the district is prioritizing actions that ensure consistent access to qualified and appropriately assigned staff. **Scope:** LEA-wide	benefits to recruit and retain fully credentialed and appropriately assigned teachers is the most effective use of funds because it ensures unduplicated pupils have consistent access to high-quality, standards-aligned instruction across all classrooms.	credentialed as per California Credentialing. Source: CALPADS
3.1	**Action:** Tier II PBIS/SEL Supports **Need:** This action is principally directed toward and effective in meeting the needs of Socioeconomically Disadvantaged (SED)	This action addresses the identified needs of Socioeconomically Disadvantaged (SED) students by providing proactive Tier II PBIS and social-emotional learning (SEL) supports designed to address the root causes of behavioral challenges that contributed to elevated suspension rates identified on the 2024 California School	Monitor the CA Dashboard metrics for SED students: Suspension Rate (3.1) Chronic Absenteeism (3.2)

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 based on 2024 California School Dashboard data indicating elevated suspension rates for SED students (10.9%) compared to the overall student group (9%). Educational partner input from families, students, and staff further identified the need for social-emotional learning (SEL), positive behavior interventions, and multi-tiered systems of support (MTSS) to proactively address the root causes of behavior and reduce reliance on suspensions. Due to the small school population and the interconnected nature of behavioral and school climate supports, the LEA will implement this action on a schoolwide basis. The LEA expects that providing proactive PBIS, SEL, and MTSS supports schoolwide will be most effective in improving school climate, maintaining low suspension rates, and reducing chronic absenteeism for SED students and all students. **Scope:** Schoolwide	Dashboard. Through targeted small group instruction, structured behavioral supports during recess and lunch, and reinforcement of positive behaviors, the action is intended to increase student engagement, improve school connectedness, reduce behavioral incidents, and maintain low suspension rates and improved attendance outcomes for SED students. Although principally directed toward SED students, this action is provided on a schoolwide basis due to the LEA's small student population and the integrated nature of PBIS, SEL, and MTSS supports. Implementing consistent behavioral expectations and supports across all settings and student groups is the most effective way to improve overall school climate while meeting the identified needs of SED students.	

Limited Actions

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

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

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

Not applicable

Additional Concentration Grant Funding

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

Caliente Union School District used the additional grant funding at Piute Mountain School by maintaining/retaining an additional teacher to maintain lower class sizes (Action 1.2).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:12
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:12

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	580084	176198	30.375%	0.000%	30.375%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$221,120.00	$227,891.00	$0.00	$81,000.00	$530,011.00	$377,611.00	$152,400.00

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 Learning - CCSS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$0.00	$108,000.00	$50,000.00	$58,000.00			$108,000.00	
1	1.2	Reduce grade spans within classrooms.	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-27	$80,000.00	$0.00	$40,000.00			$40,000.00	$80,000.00	
1	1.3	CBM and Formative Assessments purchase and training	All	No			All Schools	2026-27	$0.00	$2,000.00		$2,000.00			$2,000.00	
1	1.4	Class observations & benchmark tests	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$90,000.00	$0.00	$47,000.00	$43,000.00			$90,000.00	
1	1.5	Common Core State Standards Mastery assistance, sustainability of plans	All	No			All Schools	Retired Action	$0.00	$0.00	$0.00				$0.00	
1	1.6	Fully credentialed teachers employed and maintain quality support staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-27	$59,120.00	$0.00	$59,120.00				$59,120.00	
1	1.7	Broad Course of Study for 5th-8th grade.	All	No			All Schools	2026-27	$30,000.00	$0.00		$30,000.00			$30,000.00	
1	1.8	Afterschool hold for TK-4th Grade	All	No			All Schools	2026-27	$0.00	$6,200.00		$6,200.00			$6,200.00	
1	1.9	Intersession and summer school, afterschool instruction,	All	No			All Schools	2026-27	$36,800.00	$15,200.00		$52,000.00			$52,000.00	
2	2.1	Parent Liaison Specialist	All	No			Specific Schools: Piute Mountain School	2026-2027	$15,000.00	$0.00				$15,000.00	$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Tier II PBIS/SEL Supports	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Piute Mountain School	2026-27 School year	$28,691.00	$4,000.00	$25,000.00	$7,691.00			$32,691.00	
3	3.2	PBIS event planner	All	No			All Schools	2026-27 School year	$15,000.00	$4,000.00		$19,000.00			$19,000.00	
3	3.3	MTSS/ PBIS professional development	All	No			All Schools	2026-27 School Year	$23,000.00	$13,000.00		$10,000.00		$26,000.00	$36,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
580084	176198	30.375%	0.000%	30.375%	$221,120.00	0.000%	38.119 %	**Total:**	$221,120.00
								LEA-wide Total:	$156,120.00
								Limited Total:	$0.00
								Schoolwide Total:	$65,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Learning - CCSS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
1	**1.2**	Reduce grade spans within classrooms.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
1	**1.4**	Class observations & benchmark tests	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,000.00	
1	**1.6**	Fully credentialed teachers employed and maintain quality support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,120.00	
3	**3.1**	Tier II PBIS/SEL Supports	Yes	Schoolwide	Low Income	Specific Schools: Piute Mountain School	$25,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$613,320.00	$391,441.00

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 Learning - CCSS	Yes	$108,000.00	61640
1	**1.2**	Reduce grade spans within classrooms.	Yes	$80,000.00	75568
1	**1.3**	CBM and Formative Assessments purchase and training	No	$2,000.00	700
1	**1.4**	Class observations & benchmark tests	Yes	$90,000.00	78000
1	**1.5**	Common Core State Standards Mastery assistance, sustainability of plans	No	90000	0
1	**1.6**	Fully credentialed teachers employed and maintain quality support staff	Yes	$59,120.00	59120
1	**1.7**	Broad Course of Study for 6th-8th grade.	No	$30,000.00	30000
1	**1.8**	Afterschool hold for TK-3rd Grade	No	$6,200.00	6200
1	**1.9**	Intersession and summer school, afterschool instruction,	No	$45,000.00	45000
2	**2.1**	Parent Liaison Specialist	No	$15,000.00	13491
3	**3.1**	School Social Worker Intern	No	$30,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	PBIS event planner	No	$20,000.00	11722
3	**3.3**	MTSS/ PBIS professional development	No	$38,000.00	10000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
179859	$297,120.00	$274,328.00	$22,792.00	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 Learning - CCSS	Yes	$108,000.00	61640		
1	**1.2**	Reduce grade spans within classrooms.	Yes	$40,000.00	75568		
1	**1.4**	Class observations & benchmark tests	Yes	$90,000.00	78000		
1	**1.6**	Fully credentialed teachers employed and maintain quality support staff	Yes	$59,120.00	59120		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
856721	179859	0	20.994%	$274,328.00	0.000%	32.021%	$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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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