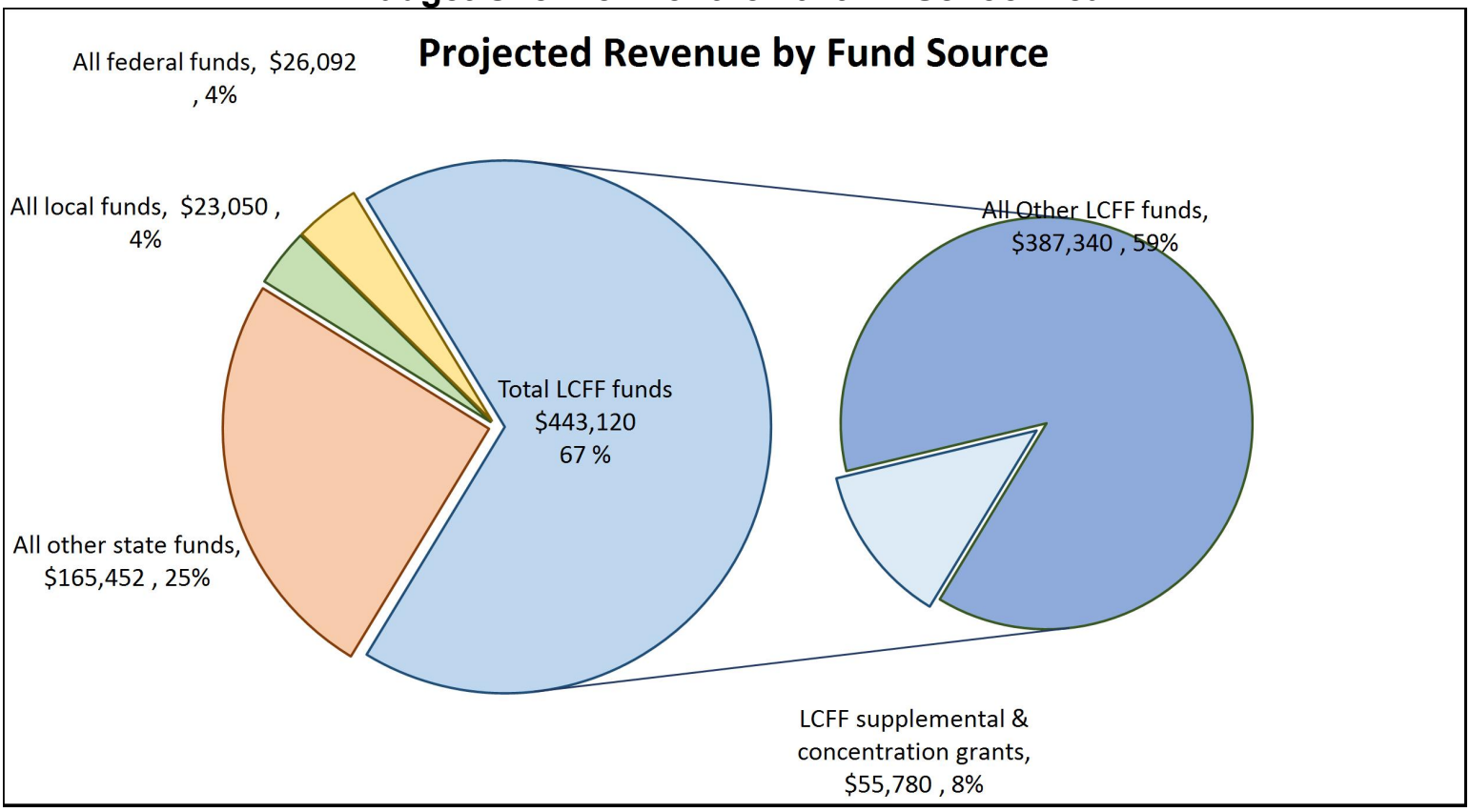
LINNS VALLEY - POSO FLAT
Linns Valley Union School District

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Linns Valley-Poso Flat Union School District
CDS Code: 15635866009724
School Year: 2026-27
LEA contact information:
Timari Duty
Superintendent
tiduty@linnsvalleyschooldistrict.org
661-536-8811

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

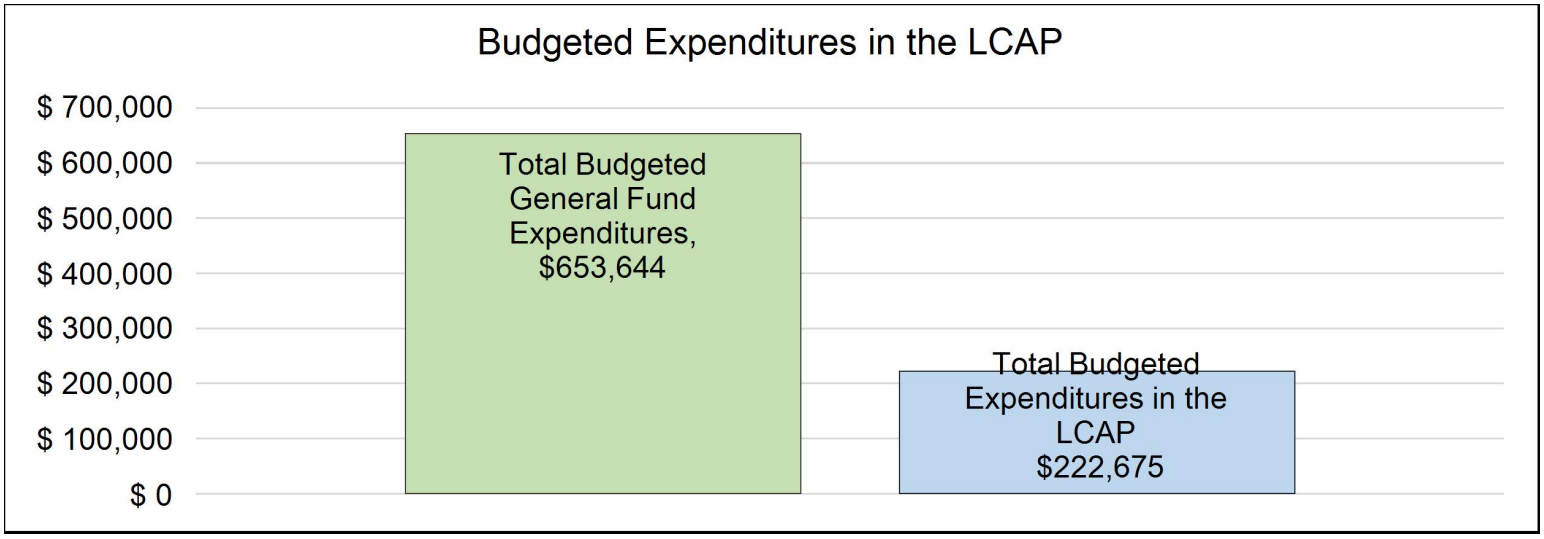


This chart shows the total general purpose revenue Linns Valley-Poso Flat Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Linns Valley-Poso Flat Union School District is $657,714, of which $443120 is Local Control Funding Formula (LCFF), $165452 is other state funds, $23050 is local funds, and $26092 is federal funds. Of the $443120 in LCFF Funds, $55780 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 Linns Valley-Poso Flat Union 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: Linns Valley-Poso Flat Union School District plans to spend $653644 for the 2026-27 school year. Of that amount, $222675 is tied to actions/services in the LCAP and $430,969 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

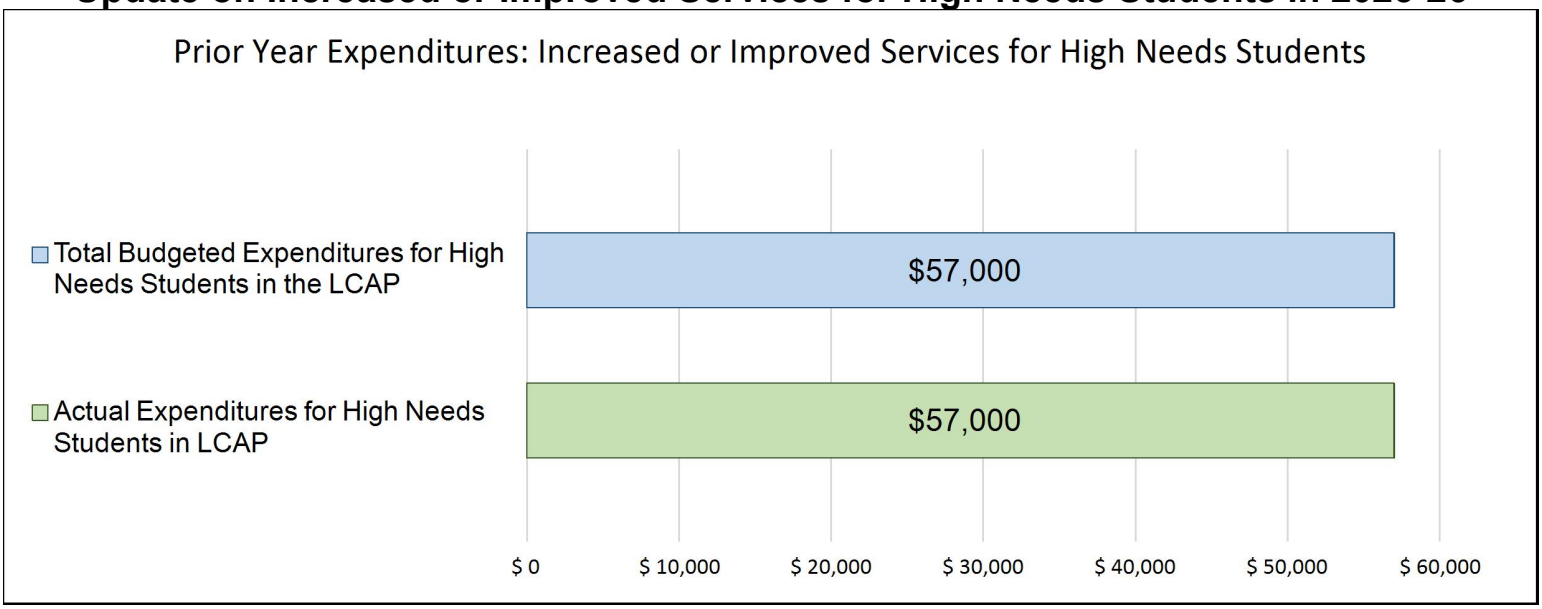
Expenditures for the school year not documented in the LCAP include instructional salary and benefits and operational salary and benefits. Also included are supply and services expense, repair and maintenance expense, groundskeeping expense, utilities expense, transportation expense, and equipment replacement expense.

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

In 2026-27, Linns Valley-Poso Flat Union School District is projecting it will receive $55780 based on the enrollment of Foster Youth, English learner, and low-income students. Linns Valley-Poso Flat Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Linns Valley-Poso Flat Union School District plans to spend $57000 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 Linns Valley-Poso Flat Union 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 Linns Valley-Poso Flat Union 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, Linns Valley-Poso Flat Union School District's LCAP budgeted $57000 for planned actions to increase or improve services for high needs students. Linns Valley-Poso Flat Union School District actually spent $57000 for actions to increase or improve services for high needs students in 2025-26.

LINNS VALLEY - POSO FLAT
Linns Valley Union School District

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
Linns Valley-Poso Flat Union School District	Timari Duty Superintendent	tiduty@linnsvalleyschooldistrict.org 661-536-8811

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.

Linns Valley School spans a vast area of 350 square miles in northeast Kern County and is nestled in the rural community of Glennville, California, roughly 45 minutes northeast of Bakersfield. Serving Transitional Kindergarten through Eighth Grade, our district is enriched by federal funding from Title I, Title II, and Title IV, although our Title I resources have significantly decreased recently. Currently, our school has an enrollment of 27 students with an average daily attendance of 92%.

At Linns Valley, we pride ourselves on fostering cultural awareness every day through our diverse selection of literature. We are dedicated to building a cohesive school community where parents, students, and staff collaborate to ensure a secure and vibrant learning atmosphere for all students. Our efforts focus on upholding high academic standards, reinforcing the value of self-worth, maintaining a safe and orderly environment, and cultivating an atmosphere that motivates and supports students to excel and achieve their highest potential.

Support for our educational activities comes from supplemental and concentration funding, primarily directed to the 56% (15 of 27) of our students who come from low-income families. The Glennville community, home to about 195 residents, supports our educational initiatives. In our classrooms, technology integration is a key component, with students engaging in online educational platforms like MobyMax, Epic, Studies Weekly-History, HRW for Language Arts and Math, and Generation Genius, our science curriculum aligned with the Next Generation Science Standards (NGSS).

There are no schools within Linns Valley-Poso Flat Union School District that receive Equity Multiplier funds.

Reflections: Annual Performance

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

Linns Valley School, uses a variety of methods to assess and monitor student growth and success in ELA and Mathematics. One such metric is the California School Dashboard, which measures how well students are performing in ELA and Mathematics based on the Smarter Balance Summative Assessment. According to the Dashboard, Linns Valley students are working 31.7 points below standard in ELA and 69.9 points below standard in Mathematics.

This year, we have observed our students' progress is holding steady in grade-level standards. For instance, 83% of our low-income students are now meeting or nearly meeting standards in Language Arts, while 76% of all students meet this benchmark. In Math, 72% of all students are meeting or nearly meeting standards, with low-income students at 58%.

From the 2024-25 to the 2025-26 school year, all students experienced a slight decrease in Language Arts, with achievement scores decreasing from 79% to 76%. In Math, there was an increase from 75% to 82% for all students. Among our low-income students, Language Arts scores decreased slightly from 85% to 83% and Math scores decreased from 69% in 2025 to 58% in 2026. These slight increases and decreases are expected as enrollment in our small, rural school fluctuates from year to year.

We remain proud of our continued success in maintaining a positive behavioral environment, evidenced by our historically low suspension rates. Our dedicated collaboration between parents and staff has fostered this positive environment.

Linns Valley has a very high chronic absenteeism rate (22.7%) on the CA Dashboard, but it has declined from the previous year by 7.3%. Linns Valley is proud of the suspension rates at 0%, a decline of 15% from previous year. There has been a focus on creating a positive climate and culture at the school with more communication out to parents as to what the root problem is for students missing school. Linns Valley is utilizing Goal 2 to enhance family and community engagement to ensure a more supportive educational climate.

Moving forward, we plan to intensify our educational strategies through targeted classroom discussions, ongoing feedback during lessons, and structured goal-setting, utilizing effective instructional strategies such as universal readiness skills, Barton Reading and Spelling System, and the 95% Program. Our ongoing priority will be boosting student engagement from Transitional Kindergarten through 8th grade.

Upon reviewing the educational needs and circumstances of our students, especially those from low-income backgrounds, we recognize the persistent academic gaps, particularly in mathematics and reading. Closing these gaps remains a high priority, and we will continue to utilize academic supports such as The Barton Reading and Spelling System, MobyMax "Find and Fix Learning Gap" daily activities and specialized instruction for low performing students. We will continue to use local assessment tools like MobyMax and the Bader Reading and Language Inventory for detailed academic tracking and targeted instructional support. To target the learning gaps all students are experiencing in math, the district is in the reviewing process of purchasing a new math curriculum for the 2026-2027 school year and will implement MobyMax's "Find and Fix Learning Gap" math activities in daily procedures.

Learning Recovery Emergency Block Grant (LREBG):
At the end of the 25-26 school year, Linns Valley School District had unexpended Learning Recovery Emergency Block Grant (LREBG) funds. A review of local assessment data and stakeholder discussions identified ongoing academic recovery needs in reading, mathematics,

and science. District data indicated a decline in academic performance among low-income students, with proficiency rates in reading and math decreasing from 69% to 58%. In addition, staff and stakeholder discussions identified the need for updated science instructional materials and supplemental academic resources to address unfinished learning and improve access to grade-level standards. There was also a reflection of the high chronic absenteeism rates for students in the very high or high status levels. At this time Linns Valley is focusing actions in Goal 2 to address the needs of chronic absenteeism rates and not use any LREBG funding for these actions this year.

After purchasing evidence-based literacy programs, including the Barton Reading and Spelling System and 95% Group programs, totaling $16,098.03, the district has $3,390.97 in unexpended LREBG funds remaining. These funds will be utilized through Goal 1, Action 1.3 (Supplementary Materials) and are identified as an LREBG-funded action.

Research supports the use of evidence-based supplemental instructional materials and targeted intervention programs to accelerate learning recovery and address unfinished learning. The Barton Reading and Spelling System is based on the Orton-Gillingham approach and has demonstrated effectiveness in improving phonemic awareness, decoding, fluency, and reading comprehension for struggling readers. Similarly, the 95% Group literacy resources utilize structured literacy practices supported by the science of reading and are designed to strengthen foundational literacy skills through explicit, systematic instruction.

LREBG funds are being used to provide supplemental instructional materials, technology software, and classroom supplies to support students who continue to experience learning gaps resulting from disruptions to instruction. Teachers will utilize these resources before school, during the instructional day, after school, and during small-group intervention settings to provide targeted support aligned to individual student learning needs.

The effectiveness of this action will be monitored through:
Metric 1.6: CA Dashboard ELA and Math
Metric 1.10: Local assessment results in Reading and Mathematics (MobyMax)

This action aligns with the allowable uses of Learning Recovery Emergency Block Grant funds by providing academic interventions, supplemental instructional materials, and evidence-based supports designed to address learning loss and accelerate academic recovery. The action directly addresses needs identified through the district's needs assessment, including declining academic performance in reading and mathematics among low-income students and the need for updated science instructional materials to support mastery of grade-level standards. Through the implementation of supplemental literacy programs, intervention materials, technology resources, and the district expects to increase student achievement, close learning gaps, and improve outcomes for students most impacted by unfinished learning.

Reflections: Technical Assistance

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

The Linns Valley-Poso Flat Union School District is not eligible for Technical Assistance.

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.

Not Applicable to LVSD.

Support for Identified Schools

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

Not Applicable to LVSD.

Monitoring and Evaluating Effectiveness

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

Not Applicable to LVSD.

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
PARENT AND COMMUNITY	We have 13 sets of parents/guardians as well as multiple community members who are invited to provide input to the school and programs. This was done through ongoing feedback from the parent/community with meetings and surveys three times per year (beginning, middle and end of year).
STUDENTS	An advisory group of students, especially in upper and middle grades, were provided the opportunity to give feedback on the LCAP. The students provided regular feedback throughout the year about what is working at the school and any suggestions they would like to see improved. This was done through ongoing feedback discussions and student surveys throughout the year.
TEACHERS	Teachers were provided the opportunity to give feedback about what is working at the school and any suggestions they would like to see improved. This was done through ongoing feedback discussions and teacher surveys throughout the year.
OTHER SCHOOL PERSONNEL	Personnel were provided the opportunity to give feedback about what is working at the school and any suggestions they would like to see improved. This was done through ongoing feedback discussions at staff meetings at the beginning and end of the year as well as staff surveys throughout the year.
ADMINISTRATION, INCLUDING PRINCIPAL	Linns Valley has one site administrator. Feedback about the LCAP was done with the Kern County Superintendent of Schools through training with Management Analysts several times per year. Feedback

Educational Partner(s)	Process for Engagement
	from the CO-OP and superintendent meetings is shared and considered.
LOCAL BARGAINING UNITS	LVSD does not have any Local Bargaining Units.
SELPA ADMINISTRATION	SELPA Administrator was consulted in the development of this LCAP (April 2026). Also, SELPA admin was consulted through a review and input on the Goals, Metrics, and Actions proposed to meet and monitor the needs of all students, including our Students with Disabilities (May 2026).
SCHOOL BOARD	Informational Reports to the School Board on LCAP goals, action steps, outcomes, and budget were presented: 2025-2026 Local Control Accountability Plan for Linns Valley School District: On June 25, 2026, A draft of the LCAP was taken to the school board meeting allowing an opportunity for questions, comments, and a public hearing. On June 26, 2026, the district presented the LCAP, Local Measures, and the Budget for board approval at a regularly scheduled meeting of the board of trustees.

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

The goals of the 2024-2027 LCAP are a direct reflection of educational partner input. Based on the educational feedback from 2023-24, 2024-25 and 2025-26, the aspects of the LCAP that were influenced were the following:

PARENT AND COMMUNITY Overall feedback from parents/community is positive. Linns Valley continues to focus on expanding collaborative partnerships with parents as outlined in Goal 2. Parents and the community wanted increased communication, more field trips/activities for the students and parent-involved activities. We feel that this is addressed in all actions of Goal 2 (Actions 1-4) 2024-2027 Local Control and Accountability Plan for Linns Valley-Poso Flat Union School District.

DISTRICT ADMINISTRATION/TEACHERS/STAFF/BOARD MEMBERS Overall feedback from Administration, Teachers, Staff, and Board Members is positive. Linns Valley continues to focus on providing a safe and positive environment by strengthening grade-level standards-based instruction and purposeful enrichment support as outlined in Goal 1. Administration, Teachers, Staff, and Board Members wanted more professional development as a tool to encourage school attendance. We feel that these concerns are addressed in Goal 1 (Actions 1-5).

STUDENTS Overall feedback from the advisory group of students is positive and they feel welcomed at school. Linns Valley continues to focus on providing a positive climate and healthy culture which is outlined in Goal 1. Students wanted more engaging activities during school. We feel that this is addressed in Goal 2 (Action 3 and 4).

LOCAL BARGAINING UNITS Linns Valley does not have any local bargaining units.

SELPA ADMINISTRATION Linns Valley is committed to providing communication to our parents including parents of students with disabilities. Feedback from SELPA admin was overwhelmingly positive as the goals, actions, and measurements proposed were aligned with best practices and focused on improving outcomes for students with disabilities and their families. Improving academics are addressed through all actions associated with Goal 1. All families of students with disabilities have access to communications from LVSD (Action 2.2) and we expect to increase input and participation of our families through Actions 2.1 and 2.3.

SCHOOL BOARD The goals for 2024-2027 - Goal 1: Linns Valley School is committed to advancing comprehensive educational excellence by ensuring all students have access to well-prepared and fully credentialed teachers, standards-aligned instructional materials, and well-maintained school facilities. We aim to effectively implement state board-adopted academic content and performance standards across all grades, enhancing academic and language proficiency. Goal 2: Linns Valley School is dedicated to enhancing family and community engagement and ensuring a supportive educational climate that promotes student involvement and success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Linns Valley School is committed to advancing comprehensive educational excellence by ensuring all students have access to well-prepared and fully credentialed teachers, standards-aligned instructional materials, and well-maintained school facilities. We aim to effectively implement state board-adopted academic content and performance standards across all grades, enhancing academic and language proficiency.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Linns Valley School has formulated Goal 1 to bolster academic excellence and create a nurturing, safe educational environment that meets the diverse needs of all students. Recognizing the foundational importance of robust, standards-based instruction, this goal underscores our commitment to improving both the quality and the scope of the educational experiences we offer. By focusing on the comprehensive implementation of state standards, we aim to equip our students with the necessary skills and knowledge to succeed in a rapidly evolving world.

This goal is driven by the recognition that high academic expectations, coupled with a supportive learning environment, significantly impact student achievement and school performance. We are committed to ensuring that every student has access to fully credentialed teachers, appropriate and sufficient instructional materials, and well-maintained school facilities. Moreover, Goal 1 addresses the critical need for targeted intervention and purposeful enrichment activities that are supported by accurate and actionable student data.

In developing this goal, Linns Valley School seeks to affirm its dedication to fostering an inclusive and dynamic learning community where each student is encouraged to explore their full potential. Our intent is to create a setting where educational activities are not only about meeting standards but also about inspiring students to reach beyond them, ensuring that all students, regardless of their background or circumstances, have the opportunity to pursue academic and personal excellence.

Based on data from the 2024-25 to the 2025-26 school year, all students went down slightly in Language Arts, with achievement scores from 79% to 76%. We did also see a slight decrease in Math scores as they dropped forall students from 74% to 72%. Among our low-income students, scores in reading/ELA showed a slight decrease from 85% to 83%. For Math, our low-income students scores dropped from 69% to 58%. Data from the 2025-26 school year indicates a continued need to focus o.n the aspects described in this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Source: CA Dashboard (TAMO) Data LCFF Priority: 1A	Based on the CA Dashboard local indicators, 100% of Teachers are: appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.	2024-25 100% of teachers are appropriately assigned, fully credentialed in the subject areas taught, and for the pupils they are teaching.	2025-26 100% of teachers are appropriately assigned, fully credentialed in the subject areas taught, and for the pupils they are teaching.	Based on the CA Dashboard local indicator data, we will maintain 100% of Teachers appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching	No Difference from Baseline. Target met.
1.2	Percentage of pupils having access to standards-aligned materials Source: Local Indicator Self-Reflection Tool LCFF Priority: 1B	100% of pupils have access to standards-aligned materials	2024-25 100% of pupils have access to standards-aligned materials	2025-26 100% of pupils have access to standards-aligned materials	LVSD will maintain 100% of all pupils will have access to standards-aligned materials	No Difference from Baseline. Target met.
1.3	Percentage of school facilities listed in "Good Repair" Source: CDE's Facility Inspection Tool (FIT) LCFF Priority: 1C	100% of the LVSD facilities received a "Good" rating on the FIT report.	2024-25 100% of the LVSD facilities received a "Good" rating on the FIT report.	2025-26 100% of the LVSD facilities received a "Good" rating on the FIT report.	Maintain 100% of the LVSD facilities receiving a "Good" rating on the FIT report.	No Difference from Baseline. Target met.
1.4	Level of implementation of Academic Standards (ELA, Mathematics, NGSS, History/Social Science, etc.)	From CA Dashboard 2023 Local Indicators Professional Development: Level 5- Science	2024 Dashboard Local Indicators Professional Development: Level 5- Science	2025 Dashboard Local Indicators Professional Development:	From CA Dashboard 2026 Local Indicators Professional Development:	Professional Development: difference is -2 for Math and Science

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Indicator Self-Reflection Tool LCFF Priority: 2A	Level 5- ELA, ELD, Math and History Instructional Materials: Level 5- Science Level 5- ELA, ELD, Math, History Policy and Program Support: Level 5- Science Level 5- ELA, ELD, Math and History Implementation of Standards: Level 5- CTE, Heath, PE, VAPA, World Language School Leadership: Level 5- Professional Learning needs of teachers and staff as a whole Level 5- Professional Learning of individual teachers Level 5- Support for teachers on standards they have not yet mastered	Level 5- ELA, ELD, Math and History Instructional Materials: Level 5- Science Level 5- ELA, ELD, Math, History Policy and Program Support: Level 5- Science Level 5- ELA, ELD, Math and History Implementation of Standards: Level 5- CTE, Heath, PE, VAPA, World Language School Leadership: Level 5- Professional Learning needs of teachers and staff as a whole Level 5- Professional Learning of individual teachers Level 5- Support for teachers on standards they have not yet mastered	Level 3- Math & Science Level 5- ELA, ELD and History Instructional Materials: Level 3- Math & Science Level 5- ELA, ELD, History Policy and Program Support: Level 3- Math & Science Level 5- ELA, ELD, History Implementation of Standards: Level 2 - World Language Level 3 - CTE Level 4- PE, VAPA Level 5 -Heath School Leadership: Level 5- Professional Learning needs of teachers and staff as a whole Level 5- Professional	Level 5- Science Level 5- ELA, ELD, Math and History Instructional Materials: Level 5- Science Level 5- ELA, ELD, Math, History Policy and Program Support: Level 5- Science Level 5- ELA, ELD, Math and History Implementation of Standards: Level 5- CTE, Heath, PE, VAPA, World Language School Leadership: Level 5- Professional Learning needs of teachers and staff as a whole Level 5- Professional Learning of individual teachers Level 5- Support for teachers on standards they	Difference is 0 for ELA, ELD and History Instructional Materials: difference is -2 for Math and Science Difference is 0 for ELA, ELD and History Policy and Program Support: difference is -2 for Math and Science Difference is 0 for ELA, ELD and History Implementation of Standards: Difference is - 3 for World Language Difference is - 2 for CTE Difference is -1 for PE and VAPA Difference is 0 for Healh School Leadership: Difference is 0 for Professional Learning needs of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Learning of individual teachers Level 5- Support for teachers on standards they have not yet mastered	have not yet mastered	teachers and staff as a whole Difference is 0 for Professional Learning of individual teachers Difference is 0 for Support for teachers on standards they have not yet mastered
1.5	Level of implementation of ELD aligned to ELA Academic Standards Source: Local Indicators, Self-Reflect Tool LCFF Priority: 2B	From CA Dashboard 2023 Local Indicators, 100% of Linns Valley EL students have access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations.	CA Dashboard 2024 Local Indicators 100% of Linns Valley EL students have access to the core curriculum	CA Dashboard 2025 Local Indicators 100% of Linns Valley EL students have access to the core curriculum	On the CA Dashboard 2026 Local Indicators, LVSD will maintain 100% of EL students having access to the core curriculum that has CCSS and ELD standards embedded daily based on classroom observations.	No Difference from Baseline. Target met.
1.6	Distance for Standard on ELA and Math Source: Ca Dashboard LCFF Priority: 4A	2025 Ca Dashboard ELA All Students -31.7 points below standard Math All Students -69.9 points below standard	N/A	N/A	2026-2027 School Year from the Ca Dashboard Student proficiency standard: ELA - 21.7 points below standard Math- 59.9 points below standard	No Difference from Baseline (2025 established new baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	Percentage of students having access to and enrolled in broad course of study. Source: Local Indicator Self-Reflection Tool LCFF Priority: 7A	During the 2023-24 school year, 100% of students had access to and are enrolled in a broad course of study	During the 2024-25 school year, 100% of students had access to and are enrolled in a broad course of study	During the 2025-26 school year, 100% of students had access to and are enrolled in a broad course of study.	By the 2026-27 school year, 100% of students will continue to have access to and are enrolled in a broad course of study	No Difference from Baseline. Target met.
1.8	Percentage of unduplicated students enrolled able to access programs and services Source: Local Indicator Self-Reflection Tool LCFF Priority: 7B	2023 CA Dashboard Local Indicator: 100% of unduplicated (e.g., low-income) students enrolled have access to programs and services	2024 CA Dashboard Local Indicator: 100% of unduplicated (e.g., low-income) students enrolled have access to programs and services	2025 CA Dashboard Local Indicator: 100% of unduplicated (e.g., low-income) students enrolled have access to programs and services.	2026 CA Dashboard Local Indicator: 100% of unduplicated (e.g., low-income) students enrolled have access to programs and services	No Difference from Baseline. Target met.
1.9	Percentage of students with disabilities enrolled able to access programs and services Source: Local Data Review LCFF Priority: 7C	Based on 2023-24 local data review: 100% of students with disabilities have programs and services as detailed in student IEPs as evidenced by: Observational data Weekly consultant Academic scores Accommodations Frequent Check-ins Master-Schedule	Based on 2024-25 local data review: 100% of students with disabilities have programs and services as detailed in student IEPs as evidenced by: Observational data Weekly consultant Academic scores Accommodations Frequent Check-ins Master-Schedule	Based on 2025-26 local data review: 100% of students with disabilities have programs and services as detailed in student IEPs as evidenced by: Observational data Weekly consultant Academic scores Accommodations Frequent Check-ins Master-Schedule	Based on 2026-27 local data review: 100% of students with disabilities have programs and services as detailed in student IEPs as evidenced by: Observational data Weekly consultant Academic scores Accommodations Frequent Check-ins Master-Schedule	No Difference from Baseline. Target met.
1.10	Percentage of pupils meeting or nearly meeting grade level	2023-24 MobyMax	2024-25 MobyMax	2025-26 School Year	2026-27 School Year	Difference in ELA: All Students: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards on local school-wide assessments Source: Local Assessment Data (e.g., MobyMax) LCFF Priority: 8	Students meeting or nearly meeting grade-level standards in ELA: All Students: 75% Low-Income Students: 82% Students meeting or nearly meeting grade-level standards in Math: All Students: 75% Low-Income Students: 73%	Students meeting or nearly meeting grade-level standards in ELA: All Students: 79% Low-Income Students: 85% Students meeting or nearly meeting grade-level standards in Math: All Students: 74% Low-Income Students: 69%	Students meeting or nearly meeting grade-level standards in ELA: All Students:76% Low-Income Students: 83% Students meeting or nearly meeting grade-level standards in Math: All Students: 72% Low-Income Students: 58%	Students meeting or nearly meeting grade-level standards in ELA: All Students: 85% Low-Income Students: 85% Students meeting or nearly meeting grade-level standards in Math: All Students: 80% Low-Income Students: 80%	Low-Income Students: +1% Difference in Math: All Students: -3% Low-Income Students: -15%
1.11	4E- % of ELs who make progress toward English proficiency.	N/A- Linns Valley has no English Learners	N/A	N/A	N/A	N/A
1.12	4F- EL reclassification rate	N/A- Linns Valley has no English Learners	N/A	N/A	N/A	N/A

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.

Following a comprehensive review and analysis of Goal 1, Linns Valley School District has determined that all planned actions were implemented with fidelity and achieved their intended purposes. Below is a summary of the implementation status and outcomes for each action:

Action 1.1 – Professional Development
This action was partially implemented. Teachers and paraprofessionals received targeted professional development aligned with the Universal TK Foundations. All training sessions and follow-up supports were delivered as planned, ensuring instructional staff were well-equipped to support student learning. In 2025-26, teachers and paraprofessionals attended the Teacher Ag Seminar to engage in real-world knowledge of the state's food systems. This allows them to integrate agriculture-based science and economics into their regular curriculum.

Action 1.2 – Well-Rounded Education
This action was fully implemented. Throughout the 2025–26 school year, students in grades TK–8 were provided access to fine arts, science, and career education opportunities within the classroom setting. All students (100%) participated in these activities. Foreign Language was offered to 4-8th Grade students via Duo Lingo a free online program. The district met its goal of expanding access to a well-rounded curriculum to enhance academic engagement and support students working toward grade-level mastery.

Action 1.3 – Supplementary Materials
This action was fully implemented. Intervention materials and online educational program subscriptions were procured and utilized to support student learning. All students participated in small group instruction sessions designed to address learning loss. The materials supported staff in providing targeted instruction, aligning with the district's goal of supporting students below grade level.

Action 1.4 – Academic Support
This action was fully implemented. The district continued to employ a paraprofessional who actively supported Response to Intervention (RtI) services and delivered instructional support across core subject areas. Every student received instruction in a setting that included paraprofessional support. The goal is to improve ELA and Math performance for low-income students through additional academic support. Student data fluctuates due to changes in enrollment each year, however the increase in math scores and the steady scores in ELA indicate the use of a paraprofessional is essential to student growth.

Action 1.5 – High Quality Teacher
This action was fully implemented. Our highly qualified teacher was continued during the 2025–26 school year to ensure smaller class sizes and targeted, grade-level instruction. All students received instruction from a highly qualified teacher, supporting the district's intent to strengthen foundational literacy and numeracy through small group, differentiated learning.

No substantive challenges were encountered during the implementation of Goal 1 actions in the 2025–26 school year. Most actions were executed as planned and contributed to advancing academic achievement and equitable access for all 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.

Linns Valley conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2024-25 LCAP Goal 1 was $92,050.00. The estimated actual expenditures for 2024-25 LCAP Goal 1 was $79,436.98. This is a difference of $12,613.02.

Despite minor variations, most actions had no significant material differences in budgeted expenditures versus estimated actual expenditures. Variations between budgeted and estimated actual expenditures were due to the following:

- Action 1.1 (Professional Development): Workshop training attended by teacher and paraprofessional did not cost as much as anticipated.
- Action 1.2 (Well-Rounded Education): Decreased expenditures due to use a free app for foreign language lessons.
- Action 1.3 (Supplemental Materials): Costs associated with purchased materials were lower than anticipated. The district began the fiscal year with $8,800.00 in action 1.3. Of that $8,800.00, $5,081.13 was spent on supplementary materials. An additional

$19,489.00 was allocated to the district in LREBG Funds. As of May of 2026, $16,098.03 has been spent on The Barton Reading and Spelling System and the 95% Group Program. The district has a remaining balance of $3,390.97.

- Action 1.4 (Academic Support): Cost of paraprofessionals was overestimated.

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

A review of state and local data (e.g., MobyMax) and implementation progress indicates that most actions under Goal 1 are contributing to improved academic achievement and access to quality instruction, though targeted areas for improvement remain.

Action 1.1 – Professional Development
This action is showing moderate effectiveness. Staff training on Universal TK foundations and other core instructional strategies was delivered as planned, and classroom observations and staff feedback suggest increased teacher confidence in early literacy instruction. However, end of year academic data (Metric 1.6) indicates a slight decrease in ELA achievement across all students (from 79% to 76% students meeting or nearly meeting grade-level standards) and low-income students (from 85% to 83% students meeting or nearly meeting grade-level standards). There has been a slight increase in ELA over the past 2 years with end of year local assessment scores increasing by +1% for all students and Low-Income students. In Math end of the year local assessment scores show a slight decline as well with all students (from 74% to 72% students meeting or nearly meeting grade-level standards) and Low-Income students (from 69% to 58% students meeting or nearly meeting grade-level standards). The district is in the reviewing/planning stages of professional development for the 2026-27 school year.

Metric 1.6 did not show any progress as Linns Valley did not have enough students to receive any state data until 2025. CA Dashboard data currently shows students at -31.7 DFS in ELA and -69.9 DFS in Math.

Action 1.2 – Well-Rounded Education
This action is effective in broadening student exposure to content areas beyond ELA and Math. All students participated in classroom-integrated fine arts, science, and career awareness activities, which helped sustain engagement and reinforce academic content. While not directly tied to state-tested subject growth, this action supports whole-child development and may contribute indirectly to sustained interest and attendance.

Action 1.3 – Supplementary Materials
This action is partially effective. Intervention materials and digital tools were widely used for targeted instruction. While small-group instruction occurred for all students, the anticipated gains in ELA were not realized, end of year academic data (Metric 1.6) indicates a slight decrease in ELA achievement across all students (from 79% to 76% students meeting or nearly meeting grade-level standards) and low-income students (from 85% to 83% students meeting or nearly meeting grade-level standards). There has been a slight increase in ELA over the past 2 years with end of year local assessment scores increasing by +1% for all students and Low-Income students. In Math end of the year local assessment scores show a slight decline as well with all students (from 74% to 72% students meeting or nearly meeting grade-level standards) and Low-Income students (from 69% to 58% students meeting or nearly meeting grade-level standards). Although these changes are expected as enrollment fluctuates in our small, rural school, they are still indicators of needs to be met through targeted instruction and intervention with MobyMax, 95%, and the Barton Reading and Spelling System.

Action 1.4 – Academic Support
This action appears moderately effective. The paraprofessional provided instructional support and RtI services throughout the school year, contributing to consistent implementation of small-group support. End of year academic data (Metric 1.10) indicates a slight decrease in ELA achievement across all students (from 79% to 76% students meeting or nearly meeting grade-level standards) and low-income students (from 85% to 83% students meeting or nearly meeting grade-level standards). There has been a slight increase in ELA over the past 2 years with end of year local assessment scores increasing by +1% for all students and Low-Income students. In Math end of the year local assessment scores show a slight decline as well with all students (from 74% to 72% students meeting or nearly meeting grade-level standards) and Low-Income students (from 69% to 58% students meeting or nearly meeting grade-level standards). This suggests that while the additional adult support is valuable, more targeted intervention strategies or progress monitoring systems may be necessary to enhance impact.

Action 1.5 – High Quality Teacher
This action is is partially effective. Maintaining smaller class sizes through an additional highly qualified teacher allowed for more individualized instruction. Student participation and engagement remain high, and while overall ELA performance dipped slightly, the more substantial drop in Math may be unrelated to teacher quality and instead linked to curriculum pacing or intervention alignment. This action continues to support equitable access to grade-level instruction.

Metric 1.6 did not show any progress as Linns Valley did not have enough students to receive any state data until 2025. CA Dashboard data currently shows students at -31.7 DFS in ELA and -69.9 DFS in Math.
Metric 2.5 chronic absenteeism rates decreased 7.3% last year and decreased 37.3% over the last 2 years.

Overall, Goal 1 actions are being implemented with fidelity and are having a positive but varied impact on student achievement. While professional development, small-group instruction, and high-quality staffing are strong foundations, benchmark data—particularly in Math—suggests the need for strategic refinement of intervention practices and materials. Continued monitoring and instructional adjustments will be key to reversing the current downward trend in performance before year-end benchmarks.

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.

Metric 1.6 has been changed to update the most current CA Dashboard Data. The previous 2 years Linns Valley did not have any available state data due the number of students tested was below the threshold to receive any reportable LEA data.
Metric 1.10 has been added to Action 1.5.

Based on analysis of the 2025-26 implementation data and local assessment outcomes, Linns Valley School District will maintain all five actions in Goal 1 for the 2025–26 school year. However, one modification will be made to the description of Action 1.1 – Professional Development to enhance responsiveness to staff needs and student performance trends.

While Action 1.1 was not implemented as planned in 2025–26: refinement to this Action will ensure that Linns Valley can align professional development with emerging needs while sustaining a strong foundation for teaching and learning across grade levels. To address this and

allow for more adaptive professional learning, the action description will be revised to allow for flexibility in the type and focus of professional development opportunities provided to teachers and support staff. Future offerings may include workshops and/or coaching on a variety of topics, such as: early literacy, math intervention strategies, differentiated instruction, or social-emotional learning, based on ongoing data review and staff input. The budget for this action was reduced from previous year to align it more to actual expenses.

Actions 1.2 and 1.3 has a slight increase in budget from previous year to allow for more flexibility with elective opportunities and purchasing of supplemental material for students.

Actions 1.4 and 1.5 will remain unchanged, as each was implemented with fidelity and continues to support the district's academic and instructional goals.

Additional New Action 1.6 After School Program - This action is funded by the Expanded Learning Opportunities Program and is designed to create a hands on learning experience for students outside of the classroom.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional Development Training and/or on-site coaching will be offered based on the current needs of the teaching and administrative staff to best serve the needs of our students, including our low-income pupils. Cost include: training support and materials and supplies.	$1,000.00	Yes
1.2	Well-Rounded Education-Electives around Fine Arts, Foreign Language, and Career Tech	To provide a well-rounded education, including fine arts, foreign language, science, and career tech. An online program will be used for students in 6th-8th grade. All students will have the availability to take the courses provided per California Ed Code. Title IV Dollars will be used for this action.	$7,000.00	No
1.3	Supplementary Materials	Due to the diverse needs of our low-income students, we will purchase supplementary materials for struggling students. The supplemental materials will help meet grade-level mastery of standards for students who may be behind in academic achievement. Teachers will utilize supplemental material before, during, and after school, and within their	$12,390.97	Yes

Action #	Title	Description	Total Funds	Contributing
		classroom for small group instruction to focus on any gaps in learning targets. Materials will include technology software, hardware, and materials and supplies. Title IV Dollars and LCFF funds will be used for this action. Action will be using LREBG funds in the amount of $3,390.97 - Remaining balance of LREBG being used for the 2026-27 LREBG funds are being used to provide supplemental instructional materials, technology software, and classroom supplies to support students who continue to experience learning gaps resulting from disruptions to instruction. Teachers will utilize these resources before school, during the instructional day, after school, and during small-group intervention settings to provide targeted support aligned to individual student learning needs. Research supports the use of evidence-based supplemental instructional materials and targeted intervention programs to accelerate learning recovery and address unfinished learning. The Barton Reading and Spelling System is based on the Orton-Gillingham approach and has demonstrated effectiveness in improving phonemic awareness, decoding, fluency, and reading comprehension for struggling readers. Similarly, the 95% Group literacy resources utilize structured literacy practices supported by the science of reading and are designed to strengthen foundational literacy skills through explicit, systematic instruction. The effectiveness of this action will be monitored through Metric 1.6: CA Dashboard ELA and Math Metric 1.10: Local assessment results in Reading and Mathematics (MobyMax) This action aligns with the allowable uses of Learning Recovery Emergency Block Grant funds by providing academic interventions, supplemental instructional materials, and evidence-based supports designed to address learning loss and accelerate academic recovery. The action directly addresses needs identified through the district's needs		

Action #	Title	Description	Total Funds	Contributing
		assessment, including declining academic performance in reading and mathematics among low-income students and the need for updated science instructional materials to support mastery of grade-level standards. Through the implementation of supplemental literacy programs, intervention materials, technology resources, and the district expects to increase student achievement, close learning gaps, and improve outcomes for students most impacted by unfinished learning.		
1.4	Academic Support	Paraprofessional to help provide support services, skill development, and academic intervention. This is a multi-funded position. LCFF Funding. Provide support services and academic intervention for low-income students by using a paraprofessional to support academic achievement in grade-level standards for ELA and Math. The paraprofessional will assist with Response to Intervention before, during, and after school as needed. Title II Funding. Support services by using a paraprofessional to help all students develop the skills essential for learning and academic success by providing small group instruction and 1 on 1 support.	$21,371.00	Yes
1.5	High Quality (HQ) Teacher	In order to accommodate multiple grade levels in a rural community, we will retain our fully credentialed teacher who will provide opportunities for students to learn to read through small class sizes and similar abilities. LCFF and Title I will be used for this action.	$49,013.00	Yes
1.6	After-School Program	Linn Valley offers an after-school program Monday through Thursday from 2:30–4:00 p.m., running annually from September through April. During the program, students participate in a variety of enriching activities, including tutoring, sports, crafts, art, and gardening. ELOP Funds will be used for this action.	$125,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Linns Valley School is dedicated to enhancing family and community engagement and ensuring a supportive educational climate that promotes student involvement and success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Linns Valley School has developed Goal 2 to deepen family and community involvement and enhance our educational environment, recognizing the pivotal role that engaged families play in the academic and social-emotional development of our students. This goal responds to the need for parental involvement in decision-making processes and program participation, particularly for our low-income families, and, as applicable, our English learners, foster youth, and students with disabilities.

Our district is committed to fostering an inclusive atmosphere where parents are not just visitors but active participants in the education of their children. By focusing on parent involvement, we aim to strengthen the support networks that fuel student success and well-being. Goal 2 also targets improvements in student engagement and school climate—key indicators of a healthy and productive learning environment. By focusing on reducing absenteeism and dropout rates while improving graduation rates, we strive to ensure that every student not only attends school but is also genuinely engaged in their learning experience.

Additionally, the goal aims to create a safer and more connected school community. Through targeted strategies to lower suspension and expulsion rates and through regular surveys of students, parents, and teachers, we plan to enhance everyone's sense of safety and belonging at school. This comprehensive approach supports our vision of an educational setting where students thrive academically and socially, making Linns Valley a model of successful rural education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of parents reporting input in making decisions at the school and percentage of	2023-24 School Year: 30% of all surveys received back from	2024-25 School Year:	2025-26 School Year:	2026-27 School Year:	+39% Surveys received

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	attendance for in-person meetings. Source: Parent Survey Results, Self-Reflection Tool, Attendance Meeting Log LCFF Priority: 3A	parents regarding input in making decisions at the school 90% in person meetings for parent input were attended by parents 100% of all parents at receive 2-way communication for all school events, transportation, grades, behavior, and school updates.	55% of all surveys received back from parents regarding input in making decisions at the school 91% in person meetings for parent input were attended by parents 100% of all parents at receive 2-way communication for all school events, transportation, grades, behavior, and school updates.	69% of all surveys received back from parents regarding input in making decisions at the school. 100% in person meetings for parent input were attended by parents 100% of all parents receive 2-way communication for all school events, transportation, grades, behavior, and school updates.	60% of all surveys received back from parents regarding input in making decisions at the school 100% in person meetings for parent input 100% of all parents receive 2-way communication for all school events, transportation, grades, behavior, and school	+10% parent meeting attendance No Difference from Baseline (maintained/ no change) of parents connected to communication system
2.2	Percentage of parents of unduplicated pupils reporting input in making decisions at the school and percentage of attendance for in-person meetings. Source: Parent Survey Results, Self-Reflection Tool, Attendance Meeting Log LCFF Priority: 3B	2023-24 School Year: 50% of all surveys received back from parents of unduplicated pupils regarding input in making decisions at the school 50% of parents for unduplicated students attended in-person meetings with parent input	2024-25 School Year: 63% of all surveys received back from parents of unduplicated pupils regarding input in making decisions at the school 63% of parents for unduplicated	2025-26 School Year: 100% of all surveys received back from parents of unduplicated pupils regarding input in making decisions at the school	2026-27 School Year: 60% of all surveys back from parents of unduplicated pupils regarding input in making decisions at the school 75% in person meetings for parent input were	+50% of all surveys received back from parents of unduplicated pupils regarding input in making decisions at the school +50% of parents for unduplicated students attended

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of all parents at receive 2-way communication for all school events, transportation, grades, behavior, and school activities.	students attended in-person meetings with parent input 100% of all parents at receive 2-way communication for all school events, transportation, grades, behavior, and school activities.	100% of parents for unduplicated students attended in-person meetings with parent input 100% of all parents at receive 2-way communication for all school events, transportation, grades, behavior, and school activities.	attended by parents of unduplicated pupils 100% of all parents at receive 2-way communication for all school events, transportation, grades, behavior, and school activities.	in-person meetings with parent input Maintained at 100% (no change) of all parents at receive 2-way communication for all school events, transportation, grades, behavior, and school activities.
2.3	Percentage of parents of students with disabilities reporting input in making decisions at the school and percentage of attendance for in-person meetings. Source: Parent Survey Results, Self-Reflection Tool, Attendance Meeting Log LCFF Priority: 3C	2023-24 School Year 50% of all surveys were received from parents or students with disabilities regarding input in making decisions at the school 100% of parents of pupils with exceptional needs attended in-person meetings to provide input.	2024-25 School Year 33% of all surveys were received from parents or students with disabilities regarding input in making decisions at the school 100% of parents of pupils with exceptional needs attended in-person meetings to provide input.	2025-26 School Year 100% of all surveys were received from parents or students with disabilities regarding input in making decisions at the school 100% of parents of pupils with exceptional needs attended in-person meetings to provide input.	2026-27 School Year 60% of all surveys to be received from parents or students with disabilities regarding input in making decisions at the school 100% of parents of pupils with exceptional needs attended in-person meetings to provide input.	+50% of all surveys were received from parents or students with disabilities regarding input in making decisions at the school Maintained at 100% (no change) of parents of pupils with exceptional needs attended in-person meetings to provide input.
2.4	School attendance rates (percentage)	2023-24 Attendance Rates	2024-25 Attendance Rates as of May1, 2025	2025-26 Attendance Rates as of May1, 2026	2026-27 Attendance Rates	+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local SIS data, CA School Dashboard LCFF Priority: 5A	All Students - 90%	All Students - 91%	All Students - 92%	All Students - 92%	
2.5	Chronic absenteeism rates (percentage) Source: Local SIS data LCFF Priority: 5B	2023-24 Chronic Absenteeism Rates All Students - 30% Low Income - 45%	2024-25 Chronic Absenteeism Rates as of May1, 2025 All Students - 23% Low Income - 31%	2025-26 Chronic Absenteeism Rates as of May1, 2026 All Students - 17.8% Low Income - 26.6%	2026-27 Chronic Absenteeism Rates All Students - 15% Low Income - 22%	All Students: decrease of 12.2% Low Income: decrease of 18.4%
2.6	Middle School dropout rates (percentage) Source: Local SIS data, CA School Dashboard LCFF Priority: 5C	2023-24 Middle School Dropout Rates All Students - 0% Low Income - 0%	2024-25 Middle School Dropout Rates All Students - 0% Low Income - 0%	2025-26 Middle School Dropout Rates All Students - 0% Low Income - 0%	2026-27 Middle School Dropout Rates All Students - 0% Low Income - 0%	All Students: 0% (no change) Low Income: 0% (no change)
2.7	Suspension rates (percentage) Source: Local SIS data LCFF Priority: 6A	2023-24 Suspension Rates All Students - 21.1% Low Income - 18.2%	2024-25 Suspension Rates All Students - 0% Low Income - 0%	2025-26 Suspension Rates All Students - 0% Low Income - 0%	2026-27 Suspension Rates All Students - 5% Low Income - 5%	All Students: Decrease of 21.1%(no change) Low Income: Decrease of 18.2%
2.8	Expulsion rates (percentage) Source: Local SIS data, CA School Dashboard LCFF Priority: 6B	2023-24 Expulsion Rates All Students - 0% Low Income - 0%	2024-25 Expulsion Rates All Students - 0% Low Income - 0%	2025-26 Expulsion Rates All Students - 0% Low Income - 0%	2026-27 Expulsion Rates All Students - 0% Low Income - 0%	All Students: 0% (no change) Low Income: 0% (no change)
2.9	Percentage of students feeling safe and connected at school Source: Local Survey Data LCFF Priority: 6C	2023-24 School Connected Survey Results All Students - 95% Low Income - 91%	2024-25 School Connected Survey Results All Students - 96% Low Income - 94%	2025-26 School Connected Survey Results All Students - 100%	2026-27 School Connected Survey Results All Students - 95% Low Income - 95%	All Students: +5% Low Income: +9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Low Income - 100%		
2.10	Chronic absenteeism rates (percentage) Source: CA Dashboard LCFF Priority: 5B	2023-24 Chronic Absenteeism Rate All Students was 60%	2024-25 Chronic Absenteeism Rate All Students was 30%	2025-26 Chronic Absenteeism Rate All Students was 22.7%	2026-2027 Ca Dashboard Target for Chronic Absenteeism Rate of 18%	Decrease of 37.3%
2.11	Suspension rates (percentage) Source: CA Dashboard LCFF Priority: 6A	2024-2025 Suspension Rate All Students- 15% Baseline established in 2024-2025	N/A- Baseline established	2025-26 Suspension Rate All- Students 0%	2026-2027 Ca Dashboard Target for Suspension Rate 0%	Decrease of 15%

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.

All planned actions under Goal 2 were fully implemented as described in the 2025–26 LCAP. The actions focused on strengthening family-school communication, expanding opportunities for input and engagement, and fostering a supportive and inclusive school climate.

Action 2.1 – Educational Partner Input
LVSD engaged educational partners several times during the school year through meetings, surveys, and questionnaires to gather input on school decisions and priorities. This ensured that the voices of all educational partners, particularly parents of unduplicated pupils, were included in the district's planning process.

Action 2.2 – Family-School Communication (Bobcat Newsletter)
The Bobcat Newsletter was consistently used to share timely and relevant school information with families. Communications through print and digital (e.g., ParentSquare) mediums included updates on school events, transportation, grades, behavior, and other essential topics. This action supported ongoing two-way communication with all families.

Action 2.3 – Educational Partner Activities
LVSD held all planned educational partner events, including school-wide and grade-level celebrations. Providing all the listed events helped build a strong sense of community and belonging.

Action 2.4 – Extra-Curricular Activities
Through the Small School Consortia and other avenues, the district provided opportunities for students to participate in activities such as athletic competitions, academic competitions, and social events.

All actions were executed as intended and contributed to the broader goals of promoting collaboration, transparency, and a welcoming educational environment. No substantive challenges were encountered during implementation for Goal 2 in the 2025-26 school year

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.

Linns Valley conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2024-25 LCAP Goal 2 was $6,900. The estimated actual expenditures for 2025-26 LCAP Goal 2 was $6,538.12. This is a difference of $361.88 less.

Despite minor variations, most actions had no significant material differences in budgeted expenditures versus estimated actual expenditures. Variations between budgeted and estimated actual expenditures were due to the following:

- Action 2.2 (Family-School Communication): No Material Difference.
- Action 2.3 (Educational Partner Activities): No Material Difference.
- Action 2.4 (Extra-Curricular Activities): Additional expenditures due to increased student participation in extra-curricular activities.

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

Analysis of mid-year implementation data suggests that the actions within Goal 2 are contributing meaningfully to increased educational partner engagement, improved communication, and a stronger school-community connection. While there is evidence of overall effectiveness, continued refinement may further enhance outcomes.

Action 2.1 – Educational Partner Input
This action was effective. Educational partners were surveyed and engaged multiple times during the first half of the school year, resulting in meaningful feedback that informed school decisions. Staff report confirms that three engagement sessions were held, including a Winter Engagement that directly contributed to adjustments in classroom instructional supports and after-school opportunities. The use of surveys and engagements have also promoted transparency and inclusion, particularly among families of unduplicated students.

Action 2.2 – Family-School Communication (Bobcat Newsletter)
This action was effective. The Bobcat Newsletter was regularly distributed to all families and contained relevant updates on academics, student behavior, and events. Feedback from families reflected a high level of satisfaction with the frequency and content of communication. Staff reported that this consistent communication tool helped set clear expectations and kept families engaged in their students' education.

Action 2.3 – Educational Partner Activities
This action was effective, with all planned events executed as scheduled. School-wide celebrations such as the Winter Showcase and classroom-level activities were well attended and well received by families and staff. Ceremonies held demonstrate a continued commitment to inclusive celebration of student milestones.

Action 2.4 – Extra-Curricular Activities
This action is effective in promoting student engagement, social development, and school connectedness. Despite fiscal limitations that prevent LVSD from offering traditional on-site organized sports, the district ensured that students participated in Small School Consortia events throughout the school year. These included inter-school athletic competitions, academic challenges, and regional social activities. Solid participation rates and positive feedback from students and families, particularly regarding the opportunities to interact with peers from other small schools. These activities have proven valuable in enhancing school climate and fostering a sense of belonging among students.

Collectively, Goal 2 actions have had a positive impact on fostering educational partner engagement and improving school-home connections. Continued support for digital access, as well as expanding event opportunities based on family input, will further strengthen the effectiveness of these actions going into the school year.

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.

Added Metric 2.10 (CA Dashboard Chronic Absenteeism Rates) and 2.11 (CA Dashboard Suspension Rates) as there was not enough data to display any reportable metrics due to Linns Valley low student enrollment.

Following the analysis of implementation and outcome data, Linns Valley School District does not anticipate any changes to the actions, metrics, or target outcomes for Goal 2 in the 2025–26 LCAP. All four actions—Educational Partner Input, Family-School Communication, Educational Partner Activities, and Extra-Curricular Activities—were fully implemented and have demonstrated effectiveness in supporting educational partner engagement and strengthening school-community relationships.

As such, the district will continue to implement these actions as currently designed, maintaining its commitment to inclusive communication practices, regular opportunities for input, and meaningful student and family engagement activities that promote connectedness and a positive school climate.

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	Educational Partner Input	In order to ensure the voice of our unduplicated parents, we will continue to get educational partner feedback throughout the school year by having educational partner meetings, surveys, and questionnaires.	$200.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Family-School Communication	To address our need for parent communication we will maintain the Bobcat Newsletter and ParentSquare. This will allow teachers and administration to communicate with parents and provide informational notices on a regular basis.	$1,500.00	No
2.3	Educational Partner Activities	To increase parent and community involvement, LVSD provides: • A meet and greet social hour between school staff, teachers, administration, board members, and parents. • Back-to-School Night • Parent/Community BBQ • Grandparent Picnic • Awards Ceremony • Kindergarten Graduation • 8th Grade Graduation • Winter Program • Movie Night • Water Day	$2,400.00	No
2.4	Extra-Curricular Activities	Due to Fiscal demands on our school, organized sports activities are limited. In order to create social awareness and school connectedness, students will continue to participate in Small School Consortia activities such as athletic competitions, academic competitions, and social events.	$2,800.00	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
$38248	$1161

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
10.330%	0.000%	$0.00	10.330%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 17% of low-income students not meeting or nearly meeting grade-level standards in English Language Arts . Also, 42% of low-income students are not meeting or nearly meeting grade-level standards in	Professional development will provide training for staff focused on current, specific student and staff needs as a comprehensive strategy to address foundational skills needed to be a successful learner. This action will be an improvement in service for low-income students as it will provide strategies that promote academic achievement and students will want to attend school more regularly. The teachers and administration will meet as a group throughout the year to review strategies and implementation.	CA State Assessment Data (See Metric 1.6) Local Assessment Data (see Metric 1.10)

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
	Math. Although LVSD has seen some improvements in math for all students, there are still some discrepancies between all students and low income students in ELA. Feedback from our educational partners indicate a current need for early learning opportunities and strategies to build foundational skills. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis and we expect and will set goals that all students working below grade level in ELA and math will benefit from. However, because of the identified academic achievement in ELA and Math of low-income students, we expect that all low-income students will make good progress towards the three-year desired outcomes.	
1.3	**Action:** Supplementary Materials **Need:** Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 17% of low-income students not meeting or nearly meeting grade-level standards in English Language Arts . Also, 42% of low-income students are not meeting or nearly meeting grade-level standards in Math. Although LVSD has seen some improvements in math for all students, there are still some discrepancies between all students and low income students in ELA. Our low-income students have also shown to be chronically absent more than all students. Feedback from our educational partners indicate a continued need for supplemental materials for struggling and at-risk pupils. **Scope:**	This action will be an improvement in service for low-income students as it will provide an additional targeted intervention with grade-level standards for students who struggle with what is provided with the core curriculum. By offering this to students who struggle, they will be able to meet grade-level standards and improve in academic performance, feel successful at school, and may attend more frequently. This action is being provided on an LEA-wide basis and we expect and will set goals that all students working below grade level in ELA and math will benefit from. However, because of the identified academic achievement in ELA and Math of low-income students, we expect that all low-income students will make good progress towards the three-year desired outcomes.	Local Assessment Data (see Metric 1.6) Access programs and services (see Metric 1.10)

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
	LEA-wide		
1.4	**Action:** Academic Support **Need:** Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 17% of low-income students not meeting or nearly meeting grade-level standards in English Language Arts . Also, 42% of low-income students are not meeting or nearly meeting grade-level standards in Math. Although LVSD has seen some improvements in math for all students, there are still some discrepancies between all students and low income students in ELA. . Our low-income students have also shown to be chronically absent more than all students. Feedback from our educational partners indicate a continued need for additional academic support and intervention services for struggling and at-risk pupils. **Scope:** LEA-wide	The action of retaining our paraprofessional will prioritize our students with the greatest academic need first by providing additional academic engagement and instructional time to our low-income students. Through increased engagement, connectedness, and feelings of success, our low-income students may attend school more regularly. This action is being provided on an LEA-wide basis and we expect and will set goals that all students working below grade level in ELA and math will benefit from. However, because of the identified academic achievement in ELA and Math of low-income students, we expect that all low-income students will make good progress towards the three-year desired outcomes.	Local Benchmark Data (see Metric 1.10)
1.5	**Action:** High Quality (HQ) Teacher **Need:** Using data from local assessments (MobyMax: Language Arts and Math), the district has identified 17% of low-income students not meeting or nearly meeting grade-level	The retention of a second fully credentialed teacher for academic and engagement opportunities will prioritize our students with the greatest academic need first by providing a more targeted classroom experience, increased academic engagement and effective use of instructional time to our low-income students. With this additional teacher engagement time,	State Assessment Data (see Metric 1.6) Local Assessment Data (see Metric 1.10) Chronic Absenteeism Data (see Metric 2.5)

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
	standards in English Language Arts . Also, 42% of low-income students are not meeting or nearly meeting grade-level standards in Math. Although LVSD has seen some improvements in math for all students, there are still some discrepancies between all students and low income students in ELA. Feedback from our educational partners indicate a continued desire to retain a second fully credentialed teacher for academic and engagement opportunities in an effort to excel growth for our most struggling and at-risk pupils. **Scope:** LEA-wide	connectedness, and feelings of success, our low-income students are likely to attend school more regularly. This action is being provided on an LEA-wide basis and we expect and will set goals that all students working below grade level in ELA and math will benefit from. However, because of the identified academic achievement in ELA and Math of low-income students, we expect that all low-income students will make good progress towards the three-year desired outcomes.	

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.

LVSD does not have any actions that are limited to a particular student group. All contributing actions are provided on an LEA-wide basis. See Actions 1.1, 1.3, 1.4, and 1.5.

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.

Linns Valley does not receive sufficient enough concentration grant add-on funding to increase the number of staff providing direct services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:11
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:11

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	370244	38248	10.330%	0.000%	10.330%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$63,900.00	$128,390.97	$0.00	$30,384.00	$222,674.97	$70,384.00	$152,290.97

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:		$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.2	Well-Rounded Education-Electives around Fine Arts, Foreign Language, and Career Tech	All	No			All Schools		$0.00	$7,000.00				$7,000.00	$7,000.00	
1	1.3	Supplementary Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$12,390.97	$6,000.00	$3,390.97		$3,000.00	$12,390.97	
1	1.4	Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$21,371.00	$0.00	$20,000.00			$1,371.00	$21,371.00	
1	1.5	High Quality (HQ) Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$49,013.00	$0.00	$30,000.00			$19,013.00	$49,013.00	
1	1.6	After-School Program	All	No			All Schools	2026-2027	$0.00	$125,000.00		$125,000.00			$125,000.00	
2	2.1	Educational Partner Input	All	No			All Schools		$0.00	$200.00	$200.00				$200.00	
2	2.2	Family-School Communication	All	No			All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	
2	2.3	Educational Partner Activities	All	No			All Schools		$0.00	$2,400.00	$2,400.00				$2,400.00	
2	2.4	Extra-Curricular Activities	All	No			All Schools		$0.00	$2,800.00	$2,800.00				$2,800.00	

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
370244	38248	10.330%	0.000%	10.330%	$57,000.00	0.000%	15.395 %	**Total:**	$57,000.00
								LEA-wide Total:	$57,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools:	$1,000.00	
1	**1.3**	Supplementary Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
1	**1.4**	Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	**1.5**	High Quality (HQ) Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$98,950.00	$85,975.10

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$6,000.00	$150.00
1	**1.2**	Well-Rounded Education-Electives around Fine Arts, Foreign Language, and Career Tech	No	$5,000.00	$3,892.75
1	**1.3**	Supplementary Materials	Yes	$8,800.00	$5,081.13
1	**1.4**	Academic Support	Yes	$22,250.00	$20,313.10
1	**1.5**	High Quality (HQ) Teacher	Yes	$50,000.00	$50,000.00
2	**2.1**	Educational Partner Input	No	$200.00	$179.00
2	**2.2**	Family-School Communication	No	$1,500.00	$1,216.00
2	**2.3**	Educational Partner Activities	No	$2,400.00	$2,253.40
2	**2.4**	Extra-Curricular Activities	No	$2,800.00	$2,889.72

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)
44127	$57,000.00	$75,544.13	($18,544.13)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$6,000.00	$150		
1	1.3	Supplementary Materials	Yes	$6,000.00	$5081.13		
1	1.4	Academic Support	Yes	$20,000.00	$20,313		
1	1.5	High Quality (HQ) Teacher	Yes	$25,000.00	$50,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
346780	44127	0	12.725%	$75,544.13	0.000%	21.784%	$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).

California Department of Education
November 2024