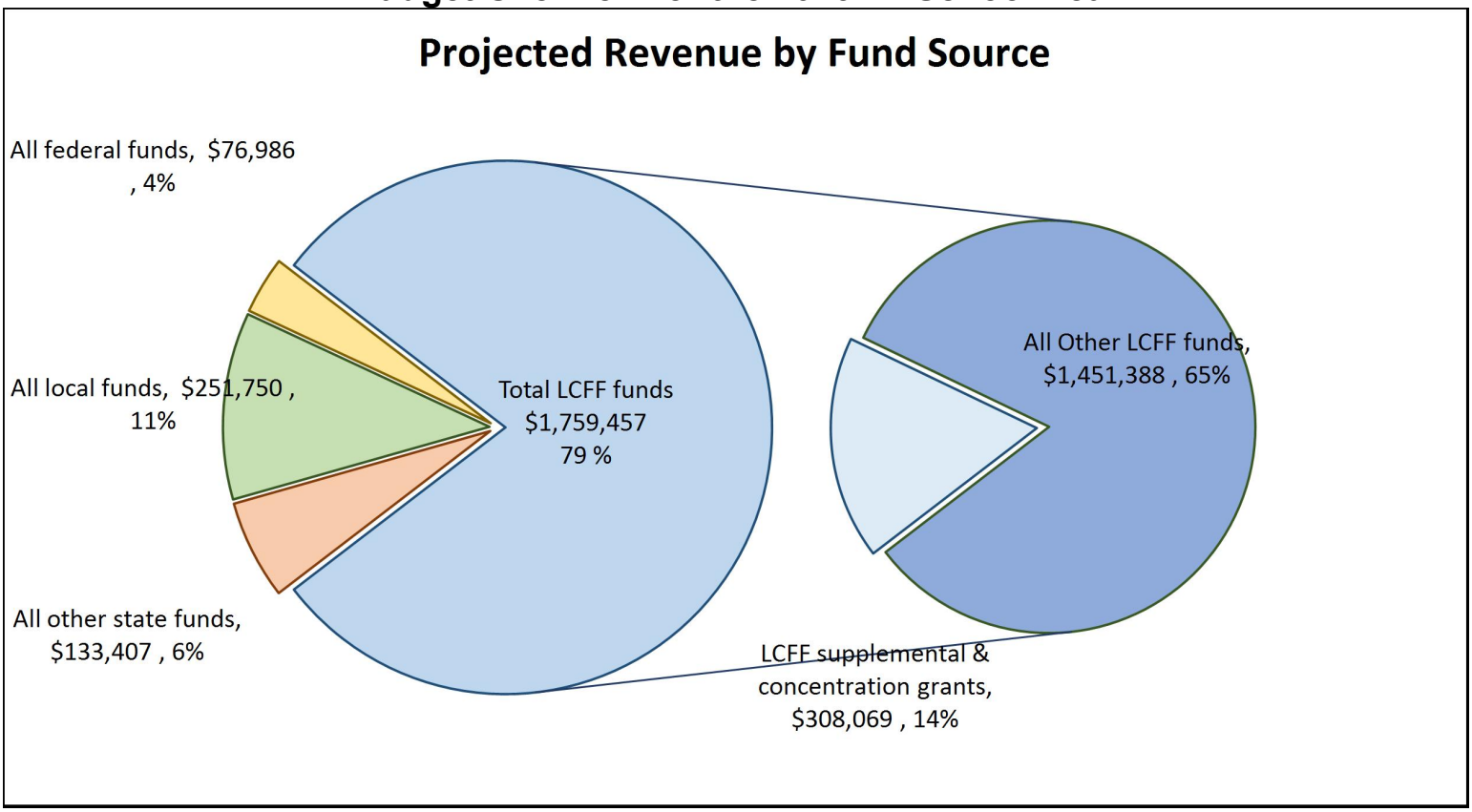
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Outside Creek Elementary School District
CDS Code: 54 72025 6054183
School Year: 2026-27
LEA contact information:
Derrick Bravo
Superintendent/Principal
dbravo@outsidecreek.org
(559) 747-0710

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

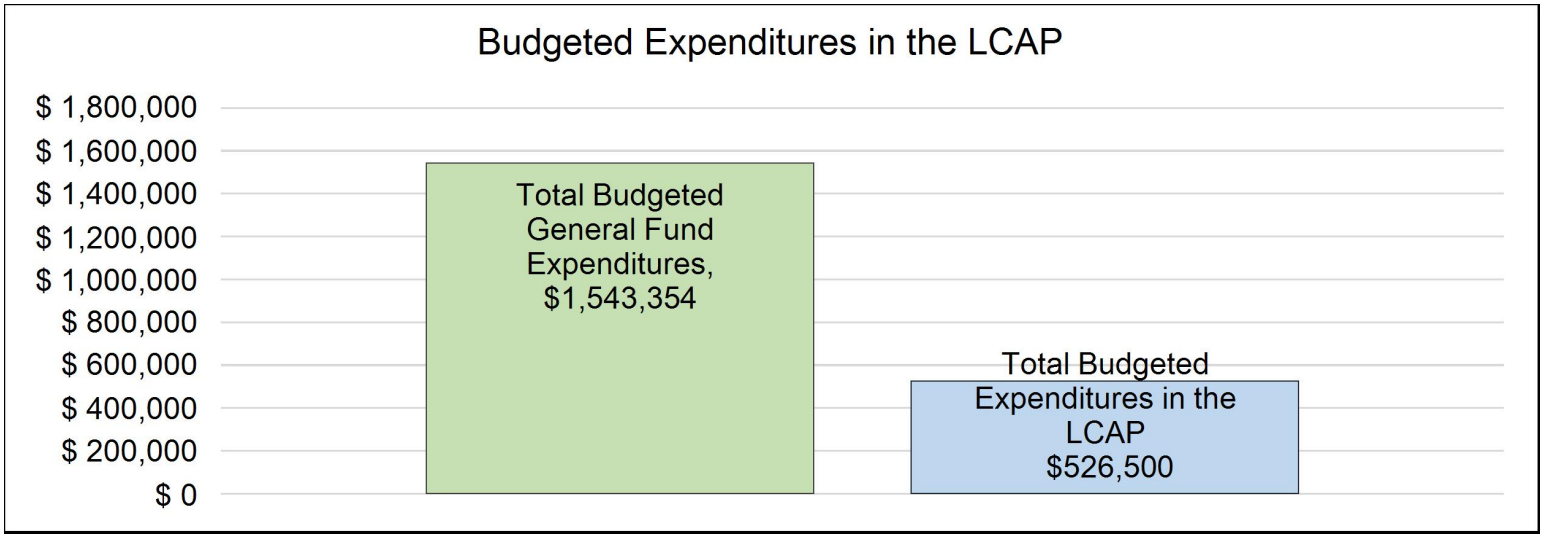


This chart shows the total general purpose revenue Outside Creek Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Outside Creek Elementary School District is $2,221,600, of which $1,759,457 is Local Control Funding Formula (LCFF), $133,407 is other state funds, $251,750 is local funds, and $76,986 is federal funds. Of the $1,759,457 in LCFF Funds, $308,069 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 Outside Creek Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Outside Creek Elementary School District plans to spend $1,543,354 for the 2026-27 school year. Of that amount, $526,500 is tied to actions/services in the LCAP and $1,016,854 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

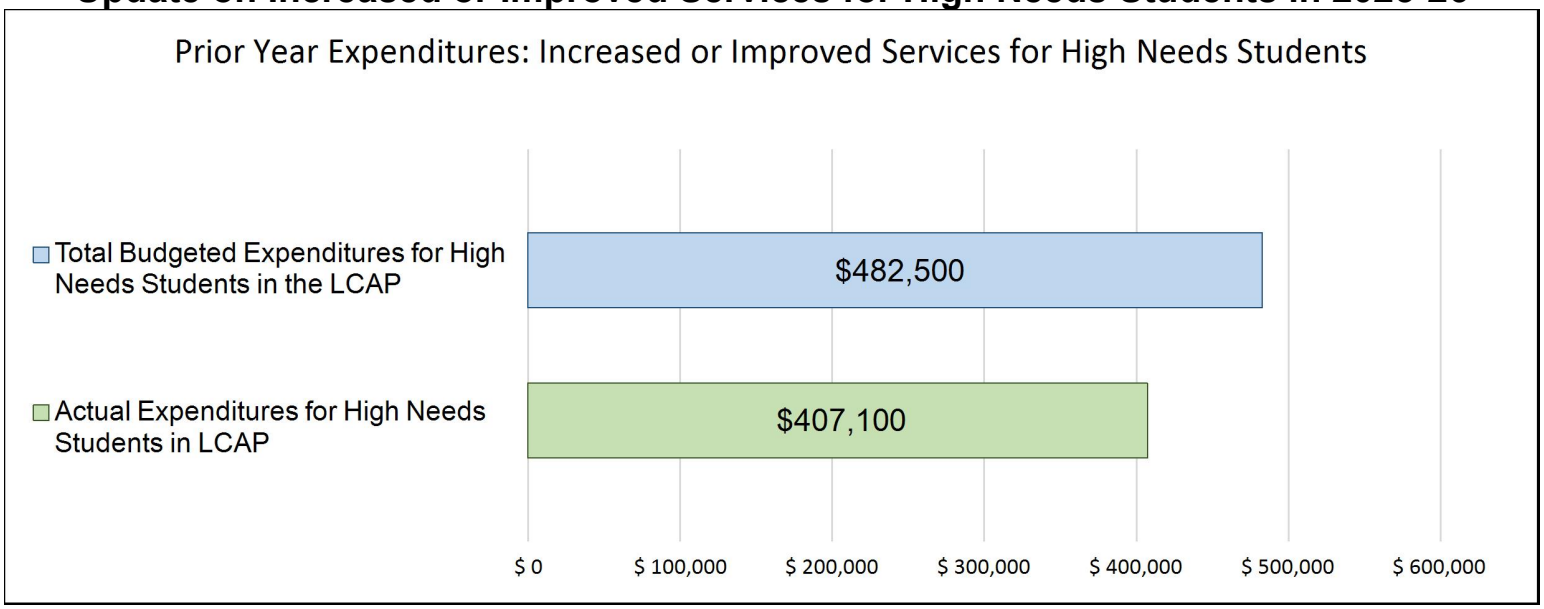
General Fund expenditures not in the LCAP will be used to cover costs of employee salary and benefits, utility costs, general maintenance, and overall expenses necessary to provide for operation of the school district.

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

In 2026-27, Outside Creek Elementary School District is projecting it will receive $308,069 based on the enrollment of Foster Youth, English learner, and low-income students. Outside Creek Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Outside Creek Elementary School District plans to spend $401,500 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 Outside Creek Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Outside Creek Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Outside Creek Elementary School District's LCAP budgeted $482,500 for planned actions to increase or improve services for high needs students. Outside Creek Elementary School District actually spent $407,100 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $75,400 had the following impact on Outside Creek Elementary School District's ability to increase or improve services for high needs students:

Other funding sources instead of LCFF were used for some Action costs, thus the reduction in LCFF spending. This did not impact the providing of planned services for high needs students.

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
Outside Creek Elementary School District	Derrick Bravo Superintendent/Principal	dbravo@outsidecreek.org (559) 747-0710

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.

Founded in 1864, as one of the oldest single-site school district in Tulare County, Outside Creek School continues to serve a rural K-8 community. Most of the students live in a rural setting, while some students live in the nearby towns of Farmersville and Exeter.

According to the 2025 Dashboard, 59.2% of students are economically disadvantaged, and 28.8% are English Learners. Ethnically, 79.2% are Hispanic and 20.0% White. Most students will be first-generation university students.

Outside Creek School has five classrooms: TK/K/1, 2/3, 4/5, 6/7, and 8. Each classroom has a teacher and shares three aides. The school offers a during-school sports program and an after-school program for 1st-3rd grades. The current ADA ranges from 115-130.

The level of parent education frequently ranges from some elementary school to a high school graduate. Approximately 10% of our parents have obtained a higher education degree. Many parents work in minimum wage jobs such as in agriculture, restaurants, and stores.

Reflections: Annual Performance

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

Reflections on successes and/or progress are based on most recent available state and local data, educational partner input, and any relevant 2025 Dashboard information still applicable to the maintenance of actions attributable to success outcomes. According to the Smarter Balance Reporting System of the 24-25 CAASPP scores, the ELA proficiency is 54% while the Math proficiency is 40%. The most

previous CAASPP data (23-24) revealed a 44% ELA proficiency and a 42% Math proficiency. With school closures five years ago, achieving a 54% ELA proficiency is commendable, and the Math proficiency continues to be 40% or above. For ELLs, 55.6% made progress of a level compared to 28.2% making progress in the previous year (23-24), but 22.2 % decreased a level compared to 28.2% in the previous year (23-24). In 22-23, 23-24, and 24-25 the district implemented Lexia English to assist in English Development although the results are mixed. 2023 Dashboard Red Indicators: Chronic Absenteeism - English Learners, Hispanic, and SED. In the 25-26 school year, Lexia English was used sparingly to a lesser extent than 24-25. The district plans to use the Lexia English speaking program more in the 26-27 school year and plans to maintain these proficiency levels by continuing to focus on daily reading assignments through Achieve3000 and literacy assignments through the Lexia program. The district continues to employ multiple instructional aides which focus on small group instruction. In regard to Chronic Absenteeism, 14.1% of students were chronically absent compared to 18.2% the previous year. The English Learners, Hispanic, Socioeconomically Disadvantaged groups were in the Yellow under Chronic Absenteeism, while in 24-25 English Learners were in the Orange, Hispanic were in the Yellow, and Socioeconomically Disadvantaged were in Red. The school district would like to lower this percentage. In regard to suspensions, 0% of students were suspended at least one day compared to 2.1% the previous year. On the upcoming 2026 Dashboard, it is expected to have a greater than 0% suspension rate. These percentages are in line with keeping a safe and ordered campus for all students. In 25-26, there were zero threats to students and the campus resulting in zero lockdowns. For local data, 85% of students made Honor Roll multiple quarters. The parents continue to attend school events with an estimated 89% attendance rate for Back-to-School Night. 100% of parents attended our Q1 conference as they did the previous year while for Q3 100% of the parents attended as well. The parents remain supportive and committed to building a safe learning atmosphere for the students. School safety, and student behavior and accountability will continue to be a focus for the overall effectiveness of the school along with lowering Chronic Absenteeism.

The district has unexpended Learning Recovery Emergency Block Grant (LREBG) funds. The intended use of these funds will support Action 1.4 in the 2026-27 LCAP. The district will expend these funds in providing The school will provide tutoring and an After-School Program along with equipment for grades K–3 and if possible, grades 4–8. $40,000 in LREBG funds will support additional instructional time and small-group assistance in ELA and mathematics. This action will be funded in part by LREBG until LREBG is fully expended. The rationale for using the LREBG for classroom instructional support is that these funds would directly impact student learning which is the intent of "learning recovery". This action addresses academic needs identified through the needs assessment, including below-standard ELA and mathematics performance among English learners and socioeconomically disadvantaged students. Local assessments will identify students needing accelerated progress and guide instruction. The action aligns with the allowable LREBG use of tutoring and one-to-one or small-group learning supports. Research supports targeted tutoring that provides additional instructional time, aligns with classroom learning, and uses assessment results to adjust instruction. Effectiveness will be monitored through Metric 1.1—ELA achievement, Metric 1.2—Mathematics achievement, and Metric 1.4—Lexile reading proficiency, supplemented by local progress-monitoring assessments.

By providing additional attention and support in ELA and Math, the goal of these actions is to achieve the intent for the LREBG funds.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Spring 2026 (May): Teachers were provided an LCAP survey in which they could provide input on the actions in the LCAP. The teachers were informally surveyed to provide input to the LCAP.
Principal/Superintendent	Spring 2026 (May): The principal/superintendent was provided an LCAP survey in which to provide input on the actions in the LCAP.
Other School Personnel	Spring 2026 (May): Other school personnel were provided an LCAP survey in which they could provide input on the actions in the LCAP. School personnel also conversed with principal providing input for the LCAP.
Local Bargaining Unit	There was no local bargaining unit present.
Parents	Spring 2026 (May) Parents were provided an LCAP survey in which they could provide input on the actions in the LCAP. Parents were informally surveyed at Spring parent conferences.
Students	Fall 2025 (September), Spring 2026 (February): Students were engaged in the Fall and in the Spring in a class discussion on the actions of the LCAP. Each respective teacher then advised the superintendent on student suggestions. The suggestions were maintaining of sports equipment, large experiential learning opportunities, and more swings on the playground. Students also had the opportunity to speak to their parents about the LCAP survey. In Fall 2025, a stand-alone Student Advisory Committee was created and the current LCAP was shared and discussed.
School Board	Spring 2026: School Board was provided an opportunity to provide LCAP input on the agenda. The School Board was content with the

Educational Partner(s)	Process for Engagement
	current actions and goals including the installation of the playground structure.

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

The 26-27 LCAP is an extension of the 25-26 LCAP actions and goals due to the 24-25 LCAP being a three-year LCAP plan. Educational partners that provided the feedback were in support of the continuance of the goals provided on the 26-27 LCAP. The after-school program and the summer program were funded by ELO-P, but for 26-27, both those programs are expected to be funded through the LCAP. For the 26-27 LCAP, the outcome from engaging students continues to be their continued support of experiential learning opportunities including on-campus learning opportunities, such as the scientific reptile show, but mainly interested in off-campus learning opportunities such as the zoo, the underground gardens, an aquarium, roller-skating, railroad experience, and other opportunities. The parents also supported the experiential learning opportunities with many commenting that their child would do not have the experiential learning opportunities if it was not for the school. Experiential learning opportunities are located in the Broad Course section of the LCAP, but in recent years some experiential learning opportunities has been funded through ELO-P. The parents also continued to support the after-school program, academic software, and the aides. Parents also support student performances involving music and drama. In the 25-26 school year, the school was able to add a Veteran's Day performance. The board provided interest in continuing with the goals provided on the 25-26 LCAP and the 26-27 LCAP. The board had already approved the purchase of a new bus, which was completed, as well as the purchase of a new playground structure, which was also completed. For the 26-27 LCAP, the board expressed continued support for the hiring of instructional aides and for providing experiential learning opportunities. The instructional staff also supported the continued hiring of instructional aides, providing the online literacy programs, and providing of experiential learning opportunities. The software purchases of Achieve 3000, Lexia and NextGen Math were of continued value to the instructional staff. The ELAC committee supported the assigned instructional staff member who will continue to focus on ELLs as well as the use of Wonders ELD and Lexia English. To the ELAC committee, the superintendent presented that the school would continue to use the English Language Development program in the Reading Wonders program. Furthermore, the district will continue to assign a staff member to instruct the ELLs in small group settings with the implement of the Lexia English program as needed. The SSC, serving as the PAC and ELAC and the SELPA support the experiential learning opportunities, the current academic software programs, and providing instructional aides to meet with small groups, meet one-on-one, and monitor the students. The SSC serving as the PAC and the SELPA also prioritized school safety. In May of 2026, the superintendent presented proposed LCAP for review and comment, and responded in writing to all comments and questions, including that the positive reinforcement system, the student accountability system, and the hiring of aides will assist in providing guidance and monitoring to maintain a safe school climate. The partners supported employing instructional aides to help monitor the students and keep the school safe. Due to the expiring nature of ELO-P funds, these funds will continue to be used for After-School Program and the Summer Session. There are unexpended LRBG Funds, which are planned to be expended in the 26-27 school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop and implement CCSS delivered to the students by appropriately qualified teachers, increase student achievement in CCSS ELA and Math, and provide access to a broad course of study, including experiential learning (field trips), music, art, STEM, and PE.	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 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district continues to work towards SBAC proficiency for all students including ELLs. The 22-23 SBAC data revealed 41.86% of our students were proficient in ELA while 24.42% of students were proficient in Math. The most current data is 23-24 which according to the SBAC, 43.62% of students were proficient in ELA and 41.49% of students were proficient in Math. The district determined to continue this goal to meet state expectations of increasing proficiency in ELA and Math on the SBAC. Further explanation of this goal is the school board and parents voiced their support for providing experiential learning opportunities for all kids. Through local data, about 3% of students have opportunities in music, dance, and/or drama. Thus 97% of students do not have some opportunities such as in music, dance, and/or drama. More than 50% of students do not have experiential learning experiences outside of the school setting. These experiences foster whole child growth and develop new talents.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Results of California Smarter Balance Assessment (SBAC) - ELA	All Students -16.4 points below standard English Learners - 64.9 points below standard	All Students -17.1 points below standard	All Students -1.8 points below standard	All Students - 15 points below standard	All Students : +14.6 pts ELs: +31.1 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 27 points below standard Hispanic - 21.3 points below standard Students with Disabilities - less than 11 students - data not displayed for privacy White - 6.4 points below standard (2023 Dashboard)	English Learners - 45.5 points below standard Socioeconomically Disadvantaged - 38.3 points below standard Hispanic - 25.2 points below standard Students with Disabilities - less than 11 students - data not displayed for privacy White - 19.2 points below standard (2024 Dashboard)	English Learners - 33.8 points below standard Socioeconomically Disadvantaged - 24 points below standard Hispanic - 4.3 points below standard Students with Disabilities - less than 11 students - data not displayed for privacy White - 10.4 points above standard (2025 Dashboard)	English Learners - 50 points below standard Socioeconomically Disadvantaged - 20 points below Hispanic - 15 points below Students with Disabilities - 50 points below White - 5 points below	Socioeconomically Disadvantaged: +3pts Hispanic: +17 pts Students with Disabilities: None White: +16.8 pts
1.2	Results of California Smarter Balance Assessment (SBAC) - Math	All Students - 46.5 points below standard English Learners - 88.1 points below standard Socioeconomically Disadvantaged - 57 points below standard Hispanic - 52 points below standard	All Students - 20.5 points below standard English Learners - 34.7 points below standard Socioeconomically Disadvantaged - 33.5 points below standard	All Students - 17.5 points below standard English Learners - 52.4 points below standard Socioeconomically Disadvantaged - 38.6 points below standard	All Students - 25 points below standard English Learners - 50 points below standard Socioeconomically Disadvantaged - 45 points below	All Students: +29 pts ELs: +35.7 pts Socioeconomically Disadvantaged: +18.4 pts Hispanic: +26.7 pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities - less than 11 students - data not displayed for privacy White - 30.6 points below standard (2023 Dashboard)	Hispanic - 19.5 points below standard Students with Disabilities - less than 11 students - data not displayed for privacy White - 25.1 points below standard (2024 Dashboard)	Hispanic - 25.3 points below standard Students with Disabilities - less than 11 students - data not displayed for privacy White - 17.1 points above standard (2025 Dashboard)	Hispanic - 25 points below standard Students with Disabilities - 50 points below standard White - 25 points below standard	Students with Disabilities: None White: +47.7 pts
1.3	8th grader students proficient/advanced on CCSS to be placed in Advanced English HS class and Advanced Math HS class.	100% of proficient students placed in Advanced English HS class and Advanced Math HS class (2020-2021)	100% of proficient students placed in Advanced English HS class and Advanced Math HS class (2023-2024)	100% of proficient students placed in Advanced English HS class and Advanced Math HS class (2025-2025)	100% of proficient students placed in Advanced English HS class and Advanced Math HS class	None
1.4	District Reading Assessment (Lexile Reading Level)	40% students on Lexile Proficiency Level (2023-24)	41% students on Lexile Proficiency (2024-25)	44% students on Lexile Proficiency	43% students on Lexile Proficiency Level	+4%
1.5	Reclassification rate	8% (Local Data 23-24)	10% (Local Data 24-25)	9% (Local Data 25-26)	10%	+1%
1.6	CCSS aligned curriculum/materials (Percent of students have access to Standards-Aligned instructional materials)	100% of students have access to Standards-Aligned instructional materials (2023-24)	100% of students have access to Standards-Aligned instructional materials (2024-25)	100% of students have access to Standards-Aligned instructional materials (2025-2026)	100% of students have access to Standards-Aligned Instructional materials	None
1.7	Number of teachers fully credentialed and appropriately assigned	3 of 6 teachers are fully credentialed and 3 of 6 teachers have intern	5 of 6 teachers are fully credentialed with 1 teaching	4 of 6 teachers are fully credentialed with 2 teaching	5 of 6 teachers are fully credential and 1 of 6 teachers	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		credentials. appropriately assigned to students. 100% teachers are appropriately assigned to students (2023-2024).	pursuing a preliminary credential. 100% teachers are appropriately assigned to students (2024-2025).	pursuing a preliminary credential. 100% teachers are appropriately assigned to students (2025-2026)	have intern credentials. 100% teachers are appropriately assigned to students.	
1.8	Provide each student, including Unduplicated and exceptional needs students, access to a field trip (experiential learning)	100% of all students had access to a field trip (2023-2024)	100% of all students had access to a field trip (2024-2025)	100% of all students had access to a field trip (2025-2026)	100% of all students have access to a field trip.	None
1.9	All staff will provided with CCSS/ELD professional development as needed to be competent and support academic performance standards for all students.	100% of instructional staff (2023-2024)	100% of instructional staff (2024-2025)	100% of instructional staff (2025-2026)	100% of instructional staff	None
1.10	% of ELs making progress towards proficiency using local measure and ELPAC results.	45.9% ELLs progressed one ELPI level or maintained Advanced level. 29.7% maintained ELPI levels other than Advanced.	28.2% ELLs progressed one ELPI level or maintained Advanced level. 43.6% maintained ELPI levels other than Advanced.	55.6% ELLs progressed one ELPI level or maintained Advanced level. 22.2% maintained ELPI levels other than Advanced.	40% ELLs progress one ELPI level or maintain Advanced level. 25% maintain ELPI levels other than Advanced.	+9.7%
1.11	Percentage of all students participating in programs constituting a Broad Course of Study, including Unduplicated Pupils, students with	100% of all students participated in programs constituting a Broad Course of Study (23-24).	100% of all students participated in programs constituting a Broad Course of Study (24-25)	100% of all students participated in programs constituting a Broad Course of Study (25-26)	100% of all students participate in programs constituting a Broad Course of Study.	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exceptional needs, and students with disabilities.					
1.12	Implementation of State Board adopted academic content and performance standards including ELD Standards	100% of lesson plans analyzed contain state standards (23-24)	100% of lesson plans analyzed contain state standards (24-25).	100% of lesson plans analyzed contain state standards (25-26).	100% of lesson plans analyzed contain state standards	None
1.13	All students will be on task during lessons as observed by administrator and instructional staff.	90% of students on task during lessons (2023-2024)	92% of students on task during lessons (2024-2025)	92% of students on task during lessons (2025-2026)	92% of students on task during lessons.	+2%
1.14	Percent of Unduplicated Pupils on Honor Roll	65% of Unduplicated Pupils	67% of Unduplicated Pupils (2024-2025)	69% of Unduplicated Pupils (2025-2026)	67% of Unduplicated Pupils and all Students on Honor Roll	+4%

Goal Analysis [2025-26]

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

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

In the 25-26 school year, there were no substantive differences in the planned actions and actual implementation of these actions. There was a notable success of having an increase from baseline of the Lexile Level proficiency (1.4) increasing to 44%. There were not any notable challenges in the implementation of these actions. The LEA continues to assign an ELL instructor to focus on ELL progress and support the implementation of action 1.9 although there was not a notable change in the reclassification rate as of yet.

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

There were material differences in 1.1. 1.2, 1.3, 1.8, 1.9. 1.10, and 1.11. The actual expenditures of these actions were less than expected. For 1.2 the same Reading/Math Curriculum was purchased except the purchase price had been previously overestimated. For 1.3, the necessary furniture upgrades were made, and thus there was a less than expected expenditure.1.8, 1.9, and 1.10 were all over budgeted. All necessary actions were provided to all students using a lower amount of funds than previously estimated. For 1.11 there was a material difference because originally the school was considering purchasing a new small bus to transport students. The new bus purchase ended up costing a considerable amount beyond budget, so the school used a charter company to transport students on experiential learning

opportunities.For 1.1, higher personnel costs than expected out of SC funding, 1.5, 1.6 less costs than anticipated due to lower attendance, 1.7, other funding sources covered the costs.

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

Per the 2025 Dashboard, Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, and 1.11 were effective in supporting progress toward Goal 1. Based on 2025 outcome data, students demonstrated improvement in both ELA and Mathematics. In ELA, All Students improved from 16.4 points below standard at baseline to 1.8 points below standard, English Learners improved from 64.9 points below standard to 33.8 points below standard, Hispanic students improved from 21.3 points below standard to 4.3 points below standard, and White students improved from 6.4 points below standard to 10.4 points above standard. In Mathematics, All Students improved from 46.5 points below standard to 17.5 points below standard, English Learners improved from 88.1 points below standard to 52.4 points below standard, Hispanic students improved from 52 points below standard to 25.3 points below standard, and White students improved from 30.6 points below standard to 17.1 points above standard. These results indicate that the actions collectively contributed to improved academic outcomes through instructional support, curriculum software, tutoring, summer learning, supplemental curriculum, broad course opportunities, and transportation for experiential learning. Action 1.5 was effective in maintaining access to professional development for CCSS and ELD implementation, with 100% of instructional staff receiving professional development as needed. Action 1.10 showed improved effectiveness for English Learner progress, as 55.6% of English Learners progressed one ELPI level or maintained the Advanced level, compared with 45.9% at baseline. The district will continue to monitor reclassification and English Learner progress to ensure that professional development and ELD supports continue to result in improved outcomes for English Learners.

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.

The district did not make changes to the planned goals, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Aides	The district will provide 2-4 instructional aides to support all students, including ELLs, to ensure state-adopted standards are met. This action will include maintaining and improving the reclassification rate (LCFF S/C, TITLE I, TITLE V, LCFF CONCENTRATION ADD-ON).	$144,000.00	Yes
1.2	Reading/Math Curriculum Software	The school will provide Reading and Math CCSS curriculum software.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Class Furniture/Desks	The school will provide furniture and modern desks for each student.	$3,000.00	Yes
1.4	Tutoring/After-School Program	The school will provide tutoring and an After-School Program along with equipment for grades K-3, and if possible, for grades 4-8. LREBG Funded Action $40,000.	$50,000.00	Yes
1.5	PD for CCSS Implementation	The school will provide professional development for CCSS implementation as needed depending on the experience and competency of the instructional staff. (LCFF S/C; TITLE II: TITLE V)	$8,000.00	Yes
1.6	Summer School	The school will provide summer school for all students including unduplicated students.	$19,000.00	Yes
1.7	Broad Course of Study	The school will provide a broad course of study to all students including unduplicated students by providing core subjects and Music instruction, Visual and Performing Arts, Physical Education, and Experiential Learning Experiences with integrate multiple courses of study including STEM experiences (LCFF S/C; Title IV; Title V, Prop 28)	$71,000.00	Yes
1.8	CCSS Supplementary Curriculum	The school will provide the instructional staff with supplemental curriculum that support the Common Core standards.	$20,000.00	Yes
1.9	Supplemental Materials for English Learners	The LEA will provide each and every English Learner (EL) and Long-Term English Learner (LTEL) with effective structured English Immersion instruction under the guidance of the certificated teacher and the instructional staff trained in the effective use of supplemental English Language Development materials. Additional supplemental materials will be used to provide additional supports during ELD instruction.	$9,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	ELD Professional Development	Specific professional development for all instructional staff related to addressing the needs of English Learners (ELs) and Long-Term English Learners (LTELs) will be provided. This will focus on the utilization of best strategies and practices for us in ELD instruction. (LCFF S/C; Title V).	$2,500.00	Yes
1.11	Broad Course of Study Transportation	The school will provide reliable transportation to increase daily attendance to access the CCSS curriculum and field trips under the Broad Course of Study for all students including Unduplicated Pupils.	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The school facilities will be maintained in good repair and all students will have modern technology including reliable internet connection throughout the school.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

It is essential to maintain school facilities and technology is in good repair and technology for all students considering that the students complete the state testing online. Because education has partially moved to online, reliable internet and modern technology are essential and vital. With 35 Chromebook becoming obsolete for the upcoming 2025-2026 school year, there is a need to continuously replace the technology for to keep up with state assessments, enhance student instruction, lesson design/delivery, and provide students with increased learning opportunities. Using LCAP parental input, 100% of the parents labeled modern Chromebooks/Laptops are a "Most Important" priority. Although the FIT survey shows facilities still in good condition, the school buildings are aged (built in 1960s and 1970s), and therefore there can also be unforeseeable maintenance and repairs throughout the year including foreseeable repairs in the plumbing, irrigation, lighting, and air conditioning. With the 24-25 state data showing the average ELA proficiency below standard and the average Math proficiency below standard, it is vital for facilities to be in good repair which contributes to the school providing a safe learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Modern laptops/Chromebooks for students to complete online assessments: 130 modern laptops	There are currently 130 modern laptops (2023-2024)	There are currently 135 modern laptops (2024-2025)	There are currently 155 modern laptops (2025-2026; 25 after-school program)	135 modern laptops	+25
2.2	Technological capacity: 100% capacity for online testing	100% capacity (2023-2024)	100% capacity (2024-2025)	100% capacity (2025-2026)	100% capacity	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Internet access and upload speed: Consistent	100% internet access with minor glitches. Upload speed- 25 mbps (2023-2024)	100% internet access with minor glitches. Upload speed- 25 mbps (2024-2025)	100% internet access with minor glitches. Upload speed- 25 mbps (2025-2026)	100% internet access with minor glitches. Upload speed- 25 mbps	0
2.4	Facilities maintained in "good" repair according to district FIT report: Maintain "good" in all categories	All facilities maintained in "good" repair (2023-2024)	All facilities maintained in "good" repair (2024-2025)	All facilities maintained in "good" repair (2024-2025)	All facilities maintained in "good" repair (2025-2026)	0

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.

There were no substantive differences in planned actions and actual implementation of these actions. The LEA did encounter technological issues for CAASPP testing. The LEA contracted with a technology company in order to fix the issues. There were no other particular successes or challenges with the implementation process.

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

There were material differences in actions 2.1.,2.2. 2.3. In each of these actions, the estimated actuals for all actions were below planned expenditures. All services were provided as stated, but at a lower than planned amount. All students had access to modern laptops, reliable internet, and facilities in "good" repair. The laptops cost less than planned, but the amount of laptops purchased permitted all students to have modern laptops. 2.4 spent $3000 more, due to higher than anticipated costs to upgrade campus beautification.

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

Actions 2.1 through 2.4 were effective in making progress toward Goal 2. The district maintained 100% technological capacity for online testing, 100% internet access with 25 mbps upload speed, and all facilities in “good” repair. The district also increased the number of modern laptops from 130 at baseline to 155 in 2025-26, including 25 laptops for the after-school program. These outcomes show that students had reliable access to technology, online instructional programs, and safe facilities. Action 2.1 supported internet and network infrastructure, Action 2.2 provided technology maintenance and troubleshooting, Action 2.3 increased student access to modern laptops and headphones, and Action 2.4 maintained facilities and campus conditions that support student engagement and learning. Therefore, all Goal 2 actions were effective and will continue to be monitored through Metrics 2.1, 2.2, 2.3, and 2.4.

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.

There are no changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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	Internet and Technology	The school will keep updated network infrastructure, and internet service and connections, including a modern ASA, routers, and switches.	$5,000.00	Yes
2.2	Technology maintenance	The school will provide technology maintenance support as needed, including personnel, to troubleshoot network and computers to all students and staff.	$5,000.00	Yes
2.3	Laptops	The school will purchase 25 more laptops, software, and new headphones as needed for student access to the internet	$30,000.00	Yes
2.4	Facilities and Campus	The school will maintain safe, secure, and updated facilities, a beautiful campus, and transportation to the best extent possible, in order to provide students with an engaging environment conducive to learning that many do not experience at home.	$100,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Through a positive and safe school climate, Outside Creek will provide students and their families support and opportunities to participate positively in a variety of school activities	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.

Outside Creek believes student achievement is influenced by a student's attendance, behavior, and positive parent participation. Therefore, the school will focus efforts to maintain or increase student attendance, and a positive and safe school climate. Chronic Absenteeism is currently at 19.4% with ELLs being at 25.5%, Socioeconomically Disadvantaged at 20.2%, and Hispanic at 22%. Normally, there is a direct correlation between attendance and proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent conferences attendance, including parents of Unduplicated and special needs students	Parent attendance Q1 100%, Q3 85% (2023-2024)	Parent attendance Q1 100%, Q3 95% (2024-2025)	Parent attendance Q1 100%, Q3 100% (2025-2026)	Parent attendance 96% for both Q1 attendance and Q3 attendance	0 Q1, +15% Q3
3.2	Percentage of visitor sign-ins for policy compliance	98% of visitors were signed in by staff (2023-2024)	98% of visitors were signed in by staff (2024-2025)	98% of visitors were signed in by staff (2025-2026)	99% of visitors signed in by staff	0
3.3	Attendance rate	93.8% (2023-24)	92.9% (2024-25)	93.0% (2025-26)	95%	-0.8%
3.4	Chronic Absenteeism Rate	All Students - 19.4% English Learners - 25.5%	All Students - 18.2% English Learners - 23.3%	All Students - 14.1% English Learners - 18.4%	All Students - 13% English Learners - 15%	All Students -5.3% English Learners - 7.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 20.2% Hispanic - 22% Students with Disabilities - 8.3% White - 9.1% (2023 Dashboard)	Socioeconomically Disadvantaged - 20.4% Hispanic - 17.5% Students with Disabilities - 15.4% White - 21.7% (2024 Dashboard)	Socioeconomically Disadvantaged - 15.1% Hispanic - 14.8% Students with Disabilities - 25% White - 8% (2025 Dashboard)	Socioeconomically Disadvantaged - 15% Hispanic - 15% Students with Disabilities - 5% White - 8%	Socioeconomically Disadvantaged - 5.1% Hispanic - 7.2% Students with Disabilities +16.7% White -1.1% *- (decrease) is positive trend.
3.5	Middle School Dropout Rate	0% (2023-2024)	0% (2024-2025)	0% (2025-2026)	0%	0%
3.6	Suspension Rate	All Students - 2.2% English Learners - 2.1% Socioeconomically Disadvantaged - 3.4% Hispanic - 2.8% Students with Disabilities - 7.7% White - 0% (2023 Dashboard)	All Students - 2.1% English Learners - 0.0% Socioeconomically Disadvantaged - 2.7% Hispanic - 1.7% Students with Disabilities - 15.4% White - 4.3% (2024 Dashboard)	All Students - 0% English Learners - 0% Socioeconomically Disadvantaged - 0% Hispanic - 0% Students with Disabilities - 0% White - 0% (2025 Dashboard)	All Students - 2% English Learners - 2% Socioeconomically Disadvantaged - 2% Hispanic - 2% Students with Disabilities - 2% White - 2%	All Students -2.2% English Learners - 2.1% Socioeconomically Disadvantaged - 3.4% Hispanic -2.8% Students with Disabilities -7.7% White +0%
3.7	Expulsion Rate	0% (2023-2024)	0% (2024-2025)	0% (2025-2026)	0%	0%
3.8	Pupils, Parents, and Staff sense of school	91% of pupils feel safe "most of the time" or "all of the time". 100% of	95% of pupils feel safe "most of the time" or "all of the	96% of pupils feel safe "most of the time" or "all of the	93% of pupils feel safe "most of the time" or "all of the	+5% of pupils feel safe "most of the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	safety and connectedness	parents feel safe "most of the time" or "all of the time". 100% of staff feel safe "all of the time". (2023-24)	time". 100% of parents feel safe "most of the time" or "all of the time". 100% of staff feel safe "all of the time". (2024-25)	time". 100% of parents feel safe "most of the time" or "all of the time". 100% of staff feel safe "all of the time". (2025-26)	time". 100% of parents feel safe "most of the time" or "all of the time". 100% of staff feel safe "all of the time".	time" or "all of the time"
3.9	Percent of families involved in school family events.	81% of families (2023-2024)	82% of families (2024-2025)	83% of families (2025-2026)	82% of families attend events	+2%
3.10	Parents will participate in the decision-making process of the district through opportunities to be members on the school board, on school-level committees, and to be participants in school events and surveys.	80% of board members are parents. 80% parents participated in school surveys. (2023-2024)	80% of board members are parents. 80% parents participated in school surveys. (2024-2025)	100% of board members are parents/former parents. 80% parents participated in school surveys. (2025-2026)	80% parents/former parents on school board. 85% of parent participation in school surveys, events, and committees.	Board members +20% Parents +0%

Goal Analysis [2025-26]

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

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

The attendance rate was steady, although there was no substantial difference in implementation of actions. Overall, the chronic absenteeism (3.4) decreased significantly, although the chronic absenteeism for students with disabilities increased significantly. For Action 3.2, the district used to contract with the COE for a family services worker. The position was no longer hired at COE. Due to continued lack of qualified candidates beyond COE, a family services worker was not hired. There were no other substantive differences in the planned actions and actual implementation of these actions. There appears to be a need for a family services worker who had worked with truancy. Parents conference rate was in-line with expected results. A challenge is the student attendance rate 3.3.

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.

In action 3.2, the district had planned to spend $5,000 on a part-time Family Services Worker, but our previous Family Services Worker was laid off through the county. We were unable to find a qualified candidate and no funds were expended. Action 3.1 had lower expenditures

than planned due to an overestimation of planned expenditures. All planned services were expected. 3.3 expenditures were lower than planned due to teachers not needing as much positive reinforcement materials as previously planned. The school will continue to implement the positive reinforcement system for the 26-27 school year.

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

Actions 3.1 and 3.3 were effective in supporting progress toward Goal 3. Parent conference attendance increased to 100% for Q1 and Q3, visitor sign-in compliance remained at 98%, student attendance remained steady at 93.0%, suspensions decreased to 0%, and 96% of students reported feeling safe most or all of the time. Family involvement also increased from 81% to 83%, and 100% of board members were parents or former parents. Chronic absenteeism improved overall from the baseline and from the prior year, but it remains an area of need, and the district will continue to monitor student groups, especially Students with Disabilities, whose chronic absenteeism increased. Action 3.2 was not fully implemented as planned because the district was unable to hire a Family Services Worker due to the lack of qualified candidates. As a result, this action was not fully effective as originally designed. However, the district continued attendance monitoring, family communication, and school climate supports through existing staff. The district will continue to seek ways to strengthen attendance outreach and reduce chronic absenteeism in the coming 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.

There are no changes to planned goal, metric, target outcomes, or actions for the coming year. The school district will increase efforts through the administrative assistant, teachers, and staff on the lessening of chronic absenteeism. The district will further research why the students with disabilities chronic absenteeism increased. Due to the low number of students in this category, each student makes a significant impact on the percentages.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent-Students Events	To improve school-wide attendance, we will provide parent-student events and improve student data tracking	$5,000.00	Yes
3.2	Family Services Worker/Attendance	The school will provide a family services worker who will identify truant students, handle the truancy reporting process, and communicate to parents regarding school learning, educational support, and home visits. This action addresses the Red 2023 Dashboard Indicator results for	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Chronic Absenteeism for the following student groups: English Learners, Hispanic, and Socioeconomically Disadvantaged.		
3.3	Positive Reinforcement System for Effort and Attendance	To emphasize positive effort and good attendance, the school will provide incentives such as trinkets, snacks, prizes, and experiential learning opportunities. This action addresses the Red 2023 Dashboard Indicator results for Chronic Absenteeism for the following student groups: English Learners, Hispanic, and Socioeconomically Disadvantaged.	$10,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$308,069	$27,233

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
21.683%	6.347%	$87,078.22	28.030%

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:** Instructional Aides **Need:** As 2023 Dashboard performance indicates ELA 1.8 pts below standard, Math 46.5 pts below standard with the Socioeconomically Disadvantaged group being ELA 27 pts below standard and Math 57 pts below standard, Unduplicated Pupils exhibit high academic need in ELA and Math. This necessitates the	Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students as many other students exhibited similar needs. Teachers determine groups of students based on instructional need to work with the instructional aide. All students, including unduplicated students are provided small group instruction. Thus, on a practical basis, the action is schoolwide.	Local and State Assessments. Metric 1.1, 1.2, 1.4, 1.14

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need to provide instructional aides who assist Unduplicated Pupils in their academic and social growth by providing small group instruction and interaction. Metric 1.1 - SBAC ELA Metric 1.2 - SBAC Math Metric 3.4 - Chronic Absenteeism Metric 3.6 - Suspension Metric 1.10 - English Learner Progress Indicator (ELPI) **Scope:** LEA-wide		
1.2	**Action:** Reading/Math Curriculum Software **Need:** Math and English development needed. ELA 16.4 pts below standard, Math 46.5 pts below standard with the Socioeconomically Disadvantaged group being ELA 27 pts below standard and Math 57 pts below standard, Unduplicated Pupils exhibit high academic need in ELA and Math. This necessitates the need to for academic Reading and Math software in order to familiarize students with academic learning through the computer as well as to individualize instruction with leveled reading passages and leveled Math concepts. **Scope:** LEA-wide	Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students as many other students exhibited similar needs. Teachers use the Reading and Math curriculum software to provide individualized instruction base on their reading levels and/or math concepts. All students, including unduplicated students, use the programs.	Local and state assessments Metric 1.1, 1.2, 1.4.

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
1.3	**Action:** Class Furniture/Desks **Need:** ELA 16.4 pts below standard, Math 46.5 pts below standard with the Socioeconomically Disadvantaged group being ELA 27 pts below standard and Math 57 pts below standard, Unduplicated Pupils exhibit high academic need in ELA and Math. Safe and clean equipment is needed for maximum academic growth by creating a safe and organized learning environment that enables focus. **Scope:** LEA-wide	Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students as the classrooms are designed in a manner in which all students benefit from the class desks and furniture. Classrooms will have furniture and modern desks to provide effective instruction in a safe and organized learning environment. This will increase focus, engagement and interaction during instruction for unduplicated students.	Local assessment. Metric 1.1 and 1.2.
1.4	**Action:** Tutoring/After-School Program **Need:** The Unduplicated Pupils need academic opportunities beyond the regular school day hours. ELA 16.4 pts below standard, Math 46.5 pts below standard with the Socioeconomically Disadvantaged group being ELA 27 pts below standard and Math 57 pts below standard, Unduplicated Pupils exhibit high academic need in ELA and Math. Tutoring and the After-School Program provide learning assistance beyond the regular school day hours. **Scope:**	The action addresses the need of providing academic opportunities beyond the regular school day hours. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students with similar needs. Tutoring and After-School Program are offered to provide additional instructional support to address the high academic needs in ELA and Math for unduplicated students as well as provide learning assistance beyond the regular school day.	The number of days the school provides after-school program. Metric 1.1, 1.2, 1.4.

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		
1.5	**Action:** PD for CCSS Implementation **Need:** ELA 16.4 pts below standard, Math 46.5 pts below standard with the Socioeconomically Disadvantaged group being ELA 27 pts below standard and Math 57 pts below standard, Unduplicated Pupils exhibit high academic need in ELA and Math. Qualified instructors help unduplicated pupils increase academic achievement which is a need according to CAASPP. **Scope:** LEA-wide	The action addresses the need of competent instructors to provide comprehensive standard instruction to Unduplicated Pupils. CCCS Professional development is offered to ensure that all staff to have skills and knowledge to provide high quality instruction for unduplicated students to address the high academic needs in ELA and Math. This action also supports the need for high qualified instructors for unduplicated students and other students that exhibit similar needs to improve academic performance.	All teachers will have access to CCSS professional development. Metric 1.9.
1.6	**Action:** Summer School **Need:** ELA 16.4 pts below standard, Math 46.5 pts below standard with the Socioeconomically Disadvantaged group being ELA 27 pts below standard and Math 57 pts below standard, Unduplicated Pupils exhibit high academic need in ELA and Math. Unduplicated Pupils need academic opportunities throughout the summer. **Scope:** LEA-wide	Summer program provides academic and enrichment activities to the unduplicated pupils to address the academic needs in ELA and Math and provide intervention and enrichment opportunities beyond the regular school year. Summer program is provided LEA-wide in order to most effectively and efficiently implement the action to maximize the impact to unduplicated students and other students who also exhibit the need for these services.	Percent of students offered summer program. Metric 1.11.

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
1.7	**Action:** Broad Course of Study **Need:** Based on rural location and/or limited financial resources of unduplicated students at Outside Creek, many students do not have opportunities offered by a Broad Course of Study outside of school. A Broad Course of Study provides academic and enrichment activities for unduplicated pupils who are in continuous need for academic development according to local and state data. ELA 16.4 pts below standard, Math 46.5 pts below standard with the Socioeconomically Disadvantaged group being ELA 27 pts below standard and Math 57 pts below standard, Unduplicated Pupils exhibit high academic need in ELA and Math. **Scope:** LEA-wide	A Broad Course of Study provides academic and enrichment activities principally to the Unduplicated Pupils. Unduplicated students benefit from a Broad Course of Study by providing academic opportunities, through varied instructional content, that support t in the areas of ELA and Math. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Percent of students offered a Broad Course of Study. Metric 1.11.
1.8	**Action:** CCSS Supplementary Curriculum **Need:** Unduplicated Pupils need to increase academic achievement according the CAASPP. ELA 16.4 pts below standard, Math 46.5 pts below standard with the Socioeconomically Disadvantaged group being ELA 27 pts below standard and Math 57 pts below standard, Unduplicated Pupils exhibit high academic need in ELA and Math.	Comprehensive CCSS curriculum that includes supplemental materials to further engage Unduplicated Pupils provides opportunities for continued academic growth. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students with similar needs.	100% of curriculum aligned with CCSS. Metric 1.6.

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
	Scope: LEA-wide		
1.11	**Action:** Broad Course of Study Transportation **Need:** Based on rural location and/or limited financial resources of unduplicated students at Outside Creek, unduplicated students need to have experiential learning opportunities beyond the school campus. Many students do not have opportunities offered by a Broad Course of Study outside of school. A Broad Course of Study provides academic and enrichment activities for unduplicated pupils who are in continuous need for academic development according to local and state data. ELA 16.4 pts below standard, Math 46.5 pts below standard with the Socioeconomically Disadvantaged group being ELA 27 pts below standard and Math 57 pts below standard, Unduplicated Pupils exhibit high academic need in ELA and Math. **Scope:** LEA-wide	This action will provide transportation for experiential learning opportunities such as field trips, to provide academic and enrichment activities to unduplicated students to improve academic performance. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students with similar needs. This action will address Metric 1.11 Chronic Absenteeism.	The percent of unduplicated pupils who receive an experiential learning opportunity. Metric 1.11.
2.1	**Action:** Internet and Technology **Need:** 65% unduplicated pupils have limited financial resources and limited connection in the rural	This action ensures reliable internet access so unduplicated students are able to fully access and use instructional materials and assessment that are web based to ensure the use of instructional, intervention and enrichment activities. By offering internet and technology district-wide, the district	Number of modern functioning laptops. Metric 2.1

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
	setting to access reliable internet at home. The CAASPP and ELPAC are currently administered through the internet making reliable internet essential in the school setting. **Scope:** LEA-wide	ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	
2.2	**Action:** Technology maintenance **Need:** 65% unduplicated pupils have limited financial resources and limited connection in the rural setting to access reliable internet at home. UPs need to have reliable laptops to access academic programs that the district offers. Furthermore, the CAASPP and ELPAC are currently administered through the internet making reliable internet essential in the school setting. **Scope:** LEA-wide	This action ensures reliable internet access so unduplicated students are able to fully access and use instructional materials and assessment that are web based to ensure the use of instructional, intervention and enrichment activities. By offering internet and technology district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	Number of reliable functioning laptops. Metric 2.1. 2.2.
2.3	**Action:** Laptops **Need:** 65% unduplicated pupils have limited financial resources and limited connection in the rural setting to access reliable internet at home. UPs need access to modern technology to access academic programs that the district offers. Furthermore, the CAASPP and ELPAC	This action ensures reliable internet access so unduplicated students are able to fully access and use instructional materials and assessment that are web based to ensure the use of instructional, intervention and enrichment activities. By offering internet and technology district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	Number of laptops. Metric 2.1.

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
	are currently administered through the internet making reliable internet essential in the school setting. **Scope:** LEA-wide	The action will be implemented LEA-wide to benefit all students with similar needs and it would be difficult to have certain pupils have access to modern laptops while other students do not have access.	
2.4	**Action:** Facilities and Campus **Need:** 100% of parents on the LCAP Survey identified "Facilities" as a "Most Important" priority to academic engagement. Many of our district Unduplicated Pupils live in environments not optimally conducive to learning, thus hindering their opportunities to grow academically and socially at appropriate rates. All district facility buildings are over 50 years of age. Learning cannot be optimized for these students who already live in non-optimized environments where engagement in learning is a challenge, unless the district ensures that these conditions are provided at school. Many of the districts Unduplicated Pupils rely on district-provided transportation to get to and from school. Parent job schedules and unreliable vehicle challenges provide a barrier to Unduplicated Pupil school attendance. 2023 Dashboard ELA SBAC Results: English Learners - 64.9 points below standard	This action will contribute to providing an environment conducive to learning, thus ensuring that Unduplicated Pupils can comfortably engage in school and learning. The district will address any site facility safety issues and provide Unduplicated students, staff, and families buildings in good repair, so that engagement can be maximized. District-provided transportation will ensure Unduplicated Pupils are for learning and can engage in after school activities. Providing transportation will also increase overall attendance and decrease students being designated as chronically absent. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	FIT assessment. Metric 2.4.

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
	Socioeconomically Disadvantaged - 27 points below standard 2023 Dashboard ELA SBAC Results: English Learners - 88.1 points below standard Socioeconomically Disadvantaged - 57 points below standard **Scope:** LEA-wide		
3.1	**Action:** Parent-Students Events **Need:** Consistent school culture involving student. parent, and school integration needed to foster the social and academic growth of the UPs. 56.38% of students are below proficiency in ELA. 58.51% of students are below proficiency in Math (23-24). Chronic Absenteeism on the 2023 Dashboard being 19.4% for all students, 20.2% for Socioeconomically Disadvantages students, and 25.5% for English Learners. An engaged parent and school integration can foster higher attendance rate. Attendance is a leading indicator in academic achievement. **Scope:** LEA-wide	The focus on implementing parent-student events will lead to stronger school culture for Unduplicated Pupils. The action is school-wide since the parent-student events are offered to every child and family, ensuring that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity.	Percent parent and student attendance. Metric 3.1, 3.2, 3.5, 3.8, 3.9. 3.10.
3.2	**Action:** Family Services Worker/Attendance **Need:**	The Family Services Work will build relationships with families of unduplicated students by identifying truant students,	Percent attendance. Metric 3.3, 3.4, 3.5, 3.6, 3.7, 3.8.

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
	With Chronic Absenteeism on the 2023 Dashboard was 20.2% for Socioeconomically Disadvantages students, and 25.5% for English Learners, Chronic Absenteeism needs to decrease. A leading indicator of academic achievement is attending school. The overall attendance percentage needs to improve to at least 95%. **Scope:** LEA-wide	communicating with parents and conducting home visits to provide educational supports. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, the Family Service Worker will monitor LEA-wide to benefit all students, as many other students exhibited similar needs.	
3.3	**Action:** Positive Reinforcement System for Effort and Attendance **Need:** With Chronic Absenteeism on the 2023 Dashboard being 19.4% for all students, 20.2% for Socioeconomically Disadvantages students, and 25.5% for English Learners, Chronic Absenteeism needs to decrease. A leading indicator of academic achievement is attending school. **Scope:** LEA-wide	Unduplicated Pupils need to decrease Chronic Absenteeism. The action will seek to emphasize good attendance by providing rewards for good attendance. Unduplicated Pupils are more likely to attend school and put in effort when school is engaging and rewarding. Even though the action is principally directed to Unduplicated Pupils, rewards for positive effort and good attendance will benefit all students with positive effort and good attendance.	Metric 3.3, 3.4, 3.8. 1.14

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** ELD Professional Development **Need:** ELs and LTELs need effective English Language Development instructors. 45.9% of ELs made progress of one level (2023 Dashboard), but 24.3% ELs decreased a level on the ELPAC. 2023 Dashboard ELA SBAC Results: English Learners - 64.9 points below standard 2023 Dashboard ELA SBAC Results: English Learners - 88.1 points below standard **Scope:** Limited to Unduplicated Student Group(s)	This action will develop instructors' skill and knowledge to provide a high quality Structured English Immersion language program to all ELs and LTELS. The professional development will provide teaching strategies and techniques to support and accelerate English language acquisition.	Percent of teachers attending ELD professional development. Metric 1.10 (ELPI)

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

N/A

Additional Concentration Grant Funding

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

The Concentration Add-on Grant funding will be utilized to hire an additional instructional aide to provide academic support to Unduplicated Pupils to assist in accelerating their rate of academic growth. As the student data reflects, students are also in need of additional academic intervention, and the addition of this personnel will enable more students to receive this support. Use of these funds is reflected in Goal 1, Action 1.

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	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:23

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	1,420,817	308,069	21.683%	6.347%	28.030%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$408,500.00	$40,000.00	$0.00	$78,000.00	$526,500.00	$235,500.00	$291,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$144,000.00	$0.00	$100,000.00			$44,000.00	$144,000.00	
1	1.2	Reading/Math Curriculum Software	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.3	Class Furniture/Desks	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.4	Tutoring/After-School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$45,000.00	$5,000.00	$5,000.00	$40,000.00		$5,000.00	$50,000.00	
1	1.5	PD for CCSS Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$3,000.00	$5,000.00	$3,000.00			$5,000.00	$8,000.00	
1	1.6	Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$15,000.00	$4,000.00	$19,000.00				$19,000.00	
1	1.7	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$19,000.00	$52,000.00	$50,000.00			$21,000.00	$71,000.00	
1	1.8	CCSS Supplementary Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.9	Supplemental Materials for English Learners	English Learners	No			All Schools	Ongoing	$0.00	$9,000.00	$7,000.00			$2,000.00	$9,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	ELD Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$2,500.00	$0.00	$1,500.00			$1,000.00	$2,500.00	
1	1.11	Broad Course of Study Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
2	2.1	Internet and Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.2	Technology maintenance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,000.00	$3,000.00	$5,000.00				$5,000.00	
2	2.3	Laptops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	2.4	Facilities and Campus	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.1	Parent-Students Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.2	Family Services Worker/Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,000.00	$0.00	$5,000.00				$5,000.00	
3	3.3	Positive Reinforcement System for Effort and Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,420,817	308,069	21.683%	6.347%	28.030%	$401,500.00	0.000%	28.258 %	**Total:**	$401,500.00
								LEA-wide Total:	$400,000.00
								Limited Total:	$1,500.00
								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**	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	**1.2**	Reading/Math Curriculum Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
1	**1.3**	Class Furniture/Desks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
1	**1.4**	Tutoring/After-School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
1	**1.5**	PD for CCSS Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
1	**1.6**	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
1	**1.7**	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth	All Schools	$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	CCSS Supplementary Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.10	ELD Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,500.00	
1	1.11	Broad Course of Study Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
2	2.1	Internet and Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.2	Technology maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.3	Laptops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
2	2.4	Facilities and Campus	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.1	Parent-Students Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.2	Family Services Worker/Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.3	Positive Reinforcement System for Effort and Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$704,751.39	$460,100.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Aides	Yes	$155,000.00	115,000
1	**1.2**	Reading/Math Curriculum Software	Yes	$20,000.00	14,500
1	**1.3**	Class Furniture/Desks	Yes	$10,000.00	3,900
1	**1.4**	Tutoring/After-School Program	Yes	$60,000.00	55,000
1	**1.5**	PD for CCSS Implementation	Yes	$12,910.00	2,500
1	**1.6**	Summer School	Yes	$24,000.00	18,000
1	**1.7**	Broad Course of Study	Yes	$115,341.39	40,500
1	**1.8**	CCSS Supplementary Curriculum	Yes	$20,000.00	10,500
1	**1.9**	Supplemental Materials for English Learners	No	$9,000.00	3,000
1	**1.10**	ELD Professional Development	Yes	$2,500.00	1,500
1	**1.11**	Broad Course of Study Transportation	Yes	$65,000.00	15,000

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)
2	**2.1**	Internet and Technology	Yes	$5,000.00	3,200
2	**2.2**	Technology maintenance	Yes	$6,000.00	3,400
2	**2.3**	Laptops	Yes	$30,000.00	22,300
2	**2.4**	Facilities and Campus	Yes	$140,000.00	143,000
3	**3.1**	Parent-Students Events	Yes	$10,000.00	7,000
3	**3.2**	Family Services Worker	Yes	$5,000.00	0.00
3	**3.3**	Positive Reinforcement System for Effort and Attendance	Yes	$15,000.00	1,800

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)
$305,773	$482,500.00	$407,100.00	$75,400.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Aides	Yes	$110,000.00	115,000		
1	1.2	Reading/Math Curriculum Software	Yes	$20,000.00	14,500		
1	1.3	Class Furniture/Desks	Yes	$10,000.00	3,900		
1	1.4	Tutoring/After-School Program	Yes	$5,000.00	5,000		
1	1.5	PD for CCSS Implementation	Yes	$6,000.00	2,500		
1	1.6	Summer School	Yes	$24,000.00	18,000		
1	1.7	Broad Course of Study	Yes	$80,000.00	40,500		
1	1.8	CCSS Supplementary Curriculum	Yes	$20,000.00	10,500		
1	1.10	ELD Professional Development	Yes	$1,500.00	1,500		
1	1.11	Broad Course of Study Transportation	Yes	$15,000.00	15,000		
2	2.1	Internet and Technology	Yes	$5,000.00	3,200		
2	2.2	Technology maintenance	Yes	$6,000.00	3,400		
2	2.3	Laptops	Yes	$30,000.00	22,300		

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)
2	**2.4**	Facilities and Campus	Yes	$120,000.00	143,000		
3	**3.1**	Parent-Students Events	Yes	$10,000.00	7,000		
3	**3.2**	Family Services Worker	Yes	$5,000.00	0		
3	**3.3**	Positive Reinforcement System for Effort and Attendance	Yes	$15,000.00	1,800		

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)
$1,371,916	$305,773	13.733%	36.021%	$407,100.00	0.000%	29.674%	$87,078.22	6.347%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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