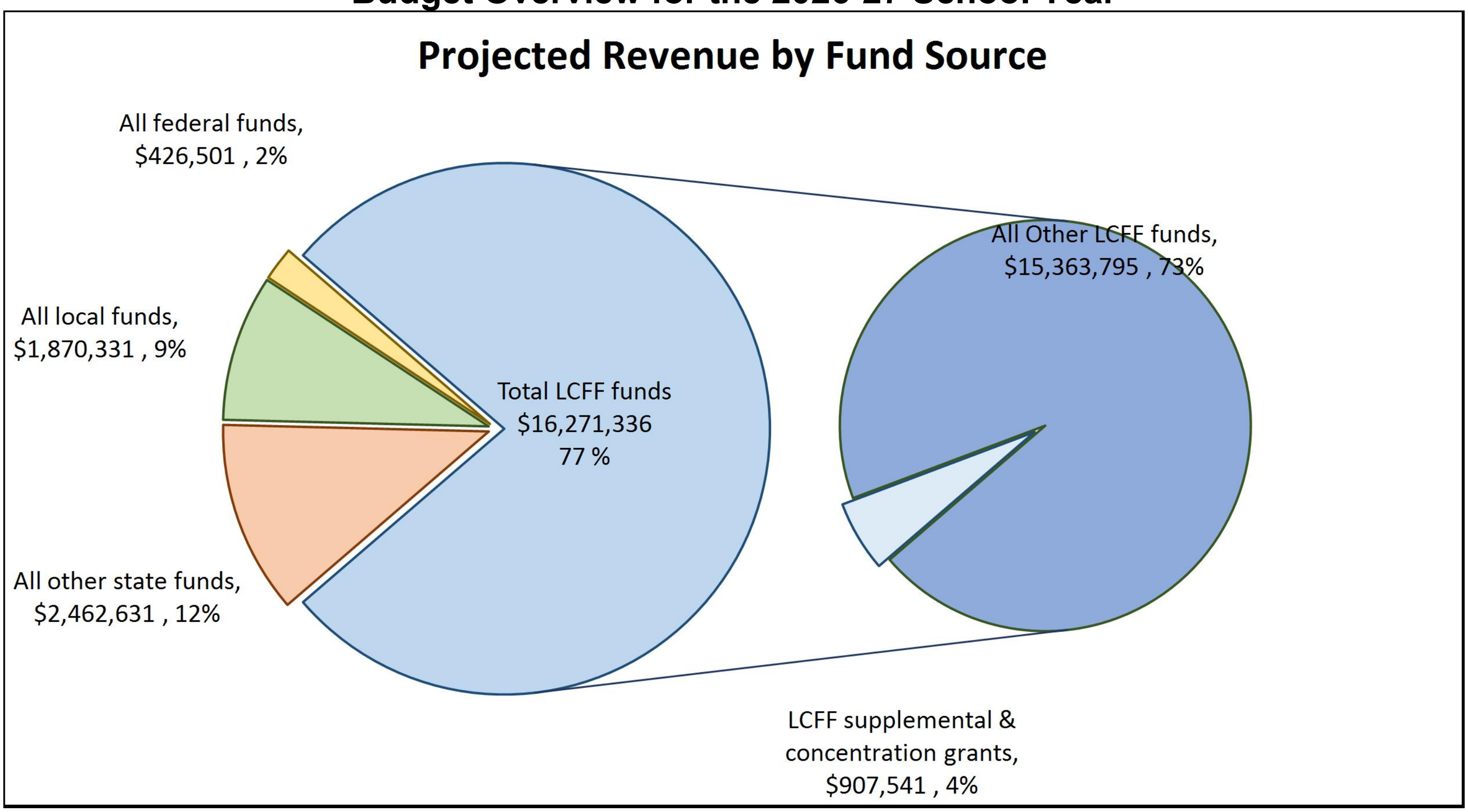
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Black Oak Mine Unified School District
CDS Code: 09-73783-00000
School Year: 2026-27
LEA contact information:
Carrie Arnett
Superintendent
carnett@bomusd.org
(530) 333-8300

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

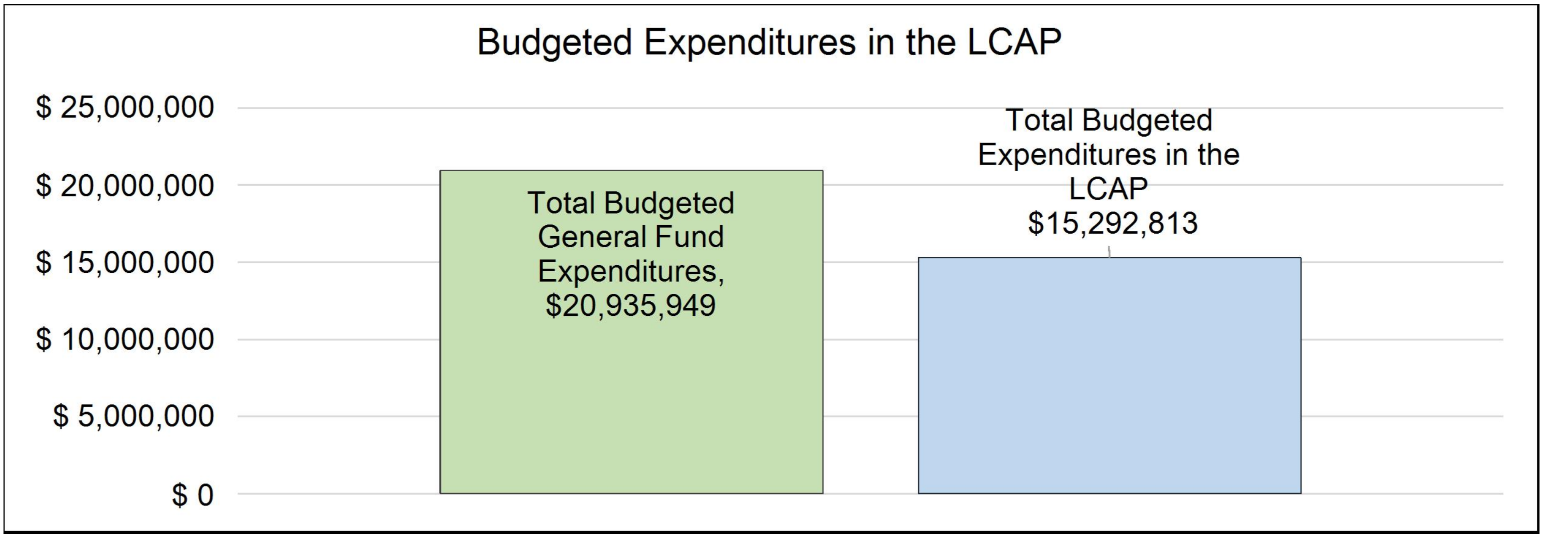


This chart shows the total general purpose revenue Black Oak Mine Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Black Oak Mine Unified School District is $21,030,799, of which $16,271,336 is Local Control Funding Formula (LCFF), $2,462,631 is other state funds, $1,870,331 is local funds, and $426,501 is federal funds. Of the $16,271,336 in LCFF Funds, $907,541 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 Black Oak Mine Unified 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: Black Oak Mine Unified School District plans to spend $20,935,949 for the 2026-27 school year. Of that amount, $15,292,813 is tied to actions/services in the LCAP and $5,643,136 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

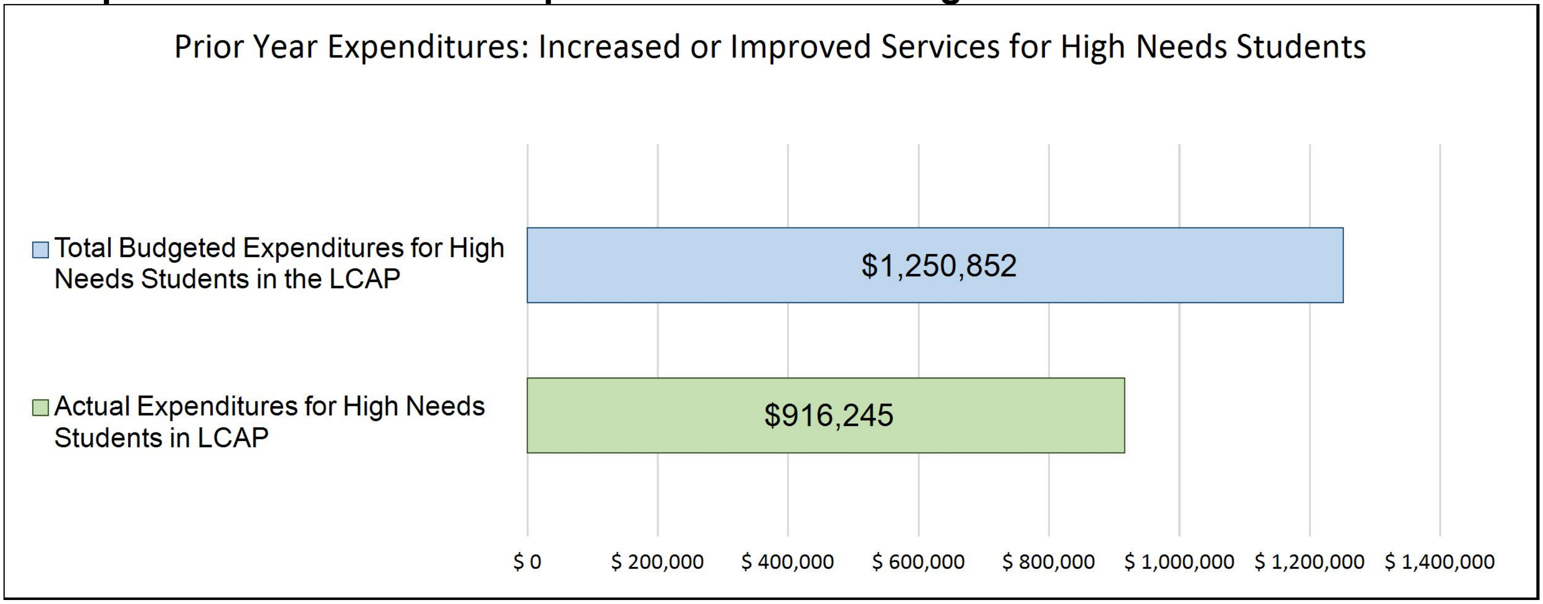
The following categories of expenditures are not included in the Local Control Accountability Plan: non-LCFF Funded Programs, Facilities and Capital Outlay, Debt Service, Enterprise Funds/ Self-Supporting Services, and Central Administrative costs.

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

In 2026-27, Black Oak Mine Unified School District is projecting it will receive $907,541 based on the enrollment of Foster Youth, English learner, and low-income students. Black Oak Mine Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Black Oak Mine Unified School District plans to spend $907,541 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 Black Oak Mine Unified 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 Black Oak Mine Unified 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, Black Oak Mine Unified School District's LCAP budgeted $1,250,852 for planned actions to increase or improve services for high needs students. Black Oak Mine Unified School District actually spent $916,245 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $334,607 had the following impact on Black Oak Mine Unified School District’s ability to increase or improve services for high needs students:

The difference created a shift in funding sources only, and did not impact the actions, services, and overall increased or improved services.

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
Black Oak Mine Unified School District	Carrie Arnett Superintendent	carnett@bomusd.org (530) 333-8300

Plan Summary [2026-27]

General Information

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

The mission of the District is to provide a safe learning environment that challenges all students to achieve academic excellence, develop their creative potential, and acquire marketable career, technical, and personal skills. Our vision is to provide the opportunity for all students to be healthy, responsible, productive citizens, skilled workers, lifelong learners, and contributors to their local and world communities.

The Black Oak Mine Unified School District is a public school district located in the foothills of Northern California. Black Oak Mine Unified School District serves the Georgetown Divide Community, a large geographically diverse area. This area, known as "The Divide," is a landmass dividing the north and south forks of the American River covering 412 square miles. The area is home to approximately 13,743 residents residing in several small towns including Georgetown, Garden Valley, Greenwood, Cool, Pilot Hill, Kelsey, Volcanoville and Quintette. Georgetown and the planned community of Auburn Lake Trails are the only Census-Designated Places (CDPs) located within the Divide; the remaining towns are considered unincorporated areas, leaving most residents living in densely forested remote areas, with elevations spanning 1,100 ft. to 3,000 ft. Our vast size and elevation variants make our district unique and creates a distinct set of challenges. The variation in elevation produces situations where inclement weather can make access to some school sites challenging. Being adjacent to National Forest land has made fire danger a realistic threat. The district was impacted in 2014 and 2022 by major forest fires which forced school closures and damage to one of our sites. The district employs approximately 180 total staff members at school sites, the central office, transportation, grounds, facilities/maintenance and food services. The school district is the largest employer in the community.

The enrollment for the 2024-25 school year was 1,213 students (including ARCS). Enrollment has remained steady, with a moderate increase since 2019. BOMUSD is projected to decline in enrollment by 1.05% (or 13 students) for the 2025-26 school year. The enrollment for the District has been projected to decline by approximately ten students each year for the next five years. The District has improved the interdistrict transfer process and anticipates reducing the number of transfers out of the District.The current student demographics identify as: 61% (580) White, 16% (153) Hispanic, 1.5% (14) American Indian, .1% (7) Asian, .2% (4) Black or African American, .3% (3) Filipino, .2% (2) Pacific Islander, and 17.6% (168) identify as two or more races. Our special group population is represented by .8% (8) Foster Youth (FY), 6.5% (62) Homeless, 1.2% (11) English Learners (EL), 42% (402) Low Income (LI) and 15% (143) Students with Disabilities (SWD). The most notable change is the 28% increase in our SWD over the past three years (120 students to 167 students). The ELL student population remains very low, and is under 15 students for mandated CA Dashboard reporting. BOM has seen a moderate increase in our identified EL students over the past 3 years (8-13). The LI student population has increased by 3% since 2023. Identification of LI status comes from families filling out the FRPM (free and reduced-price meal) application, which has likely decreased post COVID due to districts providing free meals to all students. BOMUSD has implemented strategies to capture a more realistic account of the number of LI that more accurately describe our population. Three schools in the district are identified as “Schoolwide” Title I programs: Georgetown Elementary, Otter Creek and Divide High.

BOMUSD is home to six schools: Golden Sierra Junior Senior High School (7-12), Northside STEAM School (TK-6), Georgetown School (TK-6), American River Charter School (TK-12), Divide Continuation High School (9-12), and the district's necessary small school, Otter Creek (TK-5).

Georgetown School (GT), located in the heart of Georgetown, includes the communities of Georgetown, Garden Valley, Kelsey and serves students in TK-6 with an enrollment of 231. This is a decrease from 244 students in 2023. Georgetown School, home of the “Cubs”, has proudly educated students for 170 years. The school was originally established in 1854 to serve children of gold miner families. Georgetown School is identified as a schoolwide Title I program, due to the high percentage of Low Income (LI) students (46%). Current demographics show that 78% of students identify as white, 18% are designated as students with disabilities, 3.2% are homeless and 2.8% are EL. The mission is to provide a safe learning environment that challenges all students to achieve academic excellence, develop their creative potential, and acquire marketable career, technical, and personal skills. Georgetown prides ourselves in providing high quality standards-based curriculum for students and maximizing our community resources. Students of Georgetown School have access to a 40-acre Nature preserve area as part of the campus. This property provides authentic outdoor educational opportunities tied to Next Generation Science Standards. Georgetown offers families before and after school enrichment through an onsite Boys and Girls Club.

Northside STEAM School (NSS), located in Cool, includes the communities of Cool, Greenwood, Pilot Hill and serves students in grades TK-6 with an enrollment of 291 students. This is an increase of 25 students from 2023. Current demographics show that 68% of students identify as white, 29% are designated Socioeconomically Disadvantaged, 18% are students with disabilities, and .4% are EL. Northside, home of the “Bears”, has a mission to enrich and engage students through a rigorous curriculum infused with Science, Technology, Engineering, Arts, and Mathematics. The motto, “Educating the Whole Child”, denotes the commitment to not only providing a rigorous and engaging curriculum, but a dedication to supporting the social-emotional well-being and growth of our students. The campus backs up to recreational BLM land and the Olmstead Loop, that offers students a unique opportunity for outdoor learning. Outdoor field trip experiences are located in our backyard. Our active PTA supports Northside through their extensive fundraising which supports many enrichment programs. Northside offers families before and after school enrichment through a newly opened Boys and Girls Club (2023).

Golden Sierra Junior/Senior High School (GSJSHS), located in Garden Valley, serves all the communities of the Divide and is a comprehensive 7-12 school with an enrollment of 415 students. This is a decrease of 73 students since 2023. Current demographics show that 79% of students identify as white, 40% are Low Income, 14% are designated as students with disabilities, 3.9% are homeless and 1% are EL. Golden Sierra, home of the “Grizzlies”, is committed to excellence, and maintaining a high level of achievement. Golden Sierra strives to create a learning environment that fosters curiosity, critical thinking, and a love for learning. Starting in 7th grade, our goal is to provide students with the tools and knowledge needed for success in the 21st century. Our unique 7-12 configuration offers a distinctive educational journey. Seventh and eighth grade students have the opportunity to access a broad spectrum of educational offerings, preparing them for the rigors of high school. By the time they enter the ninth grade, students are familiar with the challenges and expectations, setting a foundation for continued success. Golden Sierra emphasizes the balance of college and career readiness and understands the importance of preparing students for both pathways. Our diverse course offerings reflect this commitment, ensuring that every student receives a well-rounded education that aligns with their aspirations and future endeavors. Situated in a generous and supportive community, Golden Sierra has the privilege of drawing upon a vast network of community partnerships. This environment allows us to be creative and innovative, utilizing instructional technology, online learning, and flexible plans to offer a comprehensive educational experience. Golden Sierra anticipates new developments, including the introduction of dual enrollment courses, ongoing work on a Guaranteed Viable Curriculum, a WASC visit in March 2024, and the planned launch of FFA classes in the Fall of '24.

Otter Creek (OC) is a two-room schoolhouse located in Volcanoville, 6 miles northeast of Georgetown at an elevation of nearly 3000 feet. The school serves students in grades TK-5 with an enrollment of 13 students. In 1992, Otter Creek was established to make school more accessible for students who live in our remote “Up Country” location. In the event of inclement weather, Otter Creek students are welcomed at Georgetown School. Surrounded by forest, the school was damaged in the 2022 Mosquito Fire and had since been repaired. One teacher and an instructional aide meet the academic needs of the students. This multi-aged classroom environment is a unique educational experience where students are encouraged to discover and develop their unique talents to become knowledgeable, caring, lifelong learners who are self-confident and respectful citizens of their school, community, country and world.

Divide High School is an alternative education program located in Georgetown that serves students aged 16 and older in grades 10 through 12. Current demographics show that 71% of students are Low Income, and 14% are homeless. Due to this the school received additional Equity Multiplier Funding from the state. The program caters to students who are best served in a small school environment and are at risk of not graduating due to credit deficiency. Students are served by one teacher and an instructional aide. Enrollment varies throughout the year averaging around 13. Students are provided individualized instruction. Divide is a unique resource that has and will continue to serve our community.

American River Charter School (ARCS) is an independent study homeschool program offering an alternative learning model to a traditional seat based education for students in grades TK-12 with a current enrollment of 250 students. The school site is located in Georgetown and was opened in 2010. ARCS draws support from the community through its vendor options and wide variety of curricular choices. Due to ARCS being its own LEA, more specific information can be found in their LCAP.

*Demographic data excludes ARCS

Reflections: Annual Performance

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

District Dashboard Performance-
The California School Dashboard reports annual performance for school districts, individual schools and specific student groups within a LEA. Academic performance is based on the annual Smarter Balanced Summative Assessment. In addition to academic indicators, the Dashboard also reports data on student engagement and climate. Based on the 2023 CA Dashboard for academic indicators, the students in BOM declined in ELA by 11.2 points (orange). Math performance declined by 10.6 points (orange). Orange is considered low performance on the Dashboard. The percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator was 28.4% (low performance). Engagement indicators include performance in the areas of chronic absenteeism (K-8) and high school graduation rate. Students in BOM have a Chronic Absenteeism rate of 34.6% and increased by 1% (red) from the previous year. Red is considered very low performance. The graduation rate is 89% (green) and increased by 4.7%. Green is considered high performance. Climate is reported using the % of students suspended at least 1 day in the school year. The suspension rate maintained at 3.6% (yellow) and did not increase or decrease from the previous year. Yellow is considered medium performance. Additionally, BOM met all local dashboard indicators in the following areas: appropriately credentialed teachers, sufficient instructional materials, facilities in good repair, implementation of academic standards, student access to a broad course of study, and positive parent & family engagement.

Golden Sierra Junior/Senior High School 2023 Dashboard Summary -
ELA performance for all students declined by 17.6 points (red) including that of the targeted student groups, SWD (-28.9 pts.), LI (-16.7 pts.) and White students (-21.2 pts.). Math performance for all students declined by 17.9 points (orange). Target student groups LI (-19.3 pts.) and SWD (-57.4) declined significantly (red). Chronic absenteeism (7/8) is 34.7% and declined by 4% (orange). Suspension rate for all students was 6.5% and declined .5% (yellow). Suspension rate for LI students is 10.3% and increased by .7% (red). Academic performance indicators show that Golden Sierra requires specific actions to address low performance in ELA and Math for all students and targeted student groups.

Georgetown Elementary School 2023 Dashboard Summary -
ELA performance for all students declined by 12.9 points (orange) including that of the targeted student groups, LI (-19.2 pts.), White (-6.4 pts.). Students with Disabilities declined by 12.5 points (red). Math performance for all students declined by 7.1 points (orange). Target student groups LI (-14.6 pts.) declined (orange) and SWD (4.4 pts.) (orange) increased slightly. Chronic absenteeism rate is 40.7% and increased by 2% (red). Chronic absenteeism rate increased (red) for target student groups LI (+6.1%), SWD (+8.1%) Hispanic (-.1%) and white (+3%). Suspension rate for all students was very low (blue) .4% and was low for all target student groups. Academic performance indicators show that Georgetown School requires specific actions to address low performance in ELA for SWD and Chronic Absenteeism for all students including target student groups.

Northside Elementary School 2023 Dashboard Summary -
ELA performance for all students maintained (yellow) and the targeted student group, LI increased (+3.1 pts.). Math performance for all students declined by 6.2 points (yellow). Target student groups LI declined by 22.5 pts. (orange). Chronic absenteeism rate is 27.2% and increased by 3.9% (red). Chronic absenteeism rate increased (red) for target student groups LI (+10.5%), SWD (+7.2%) Hispanic (+6.8%) and white (+6.6%). Suspension rate for all students was 1.5% (orange) and increased by .8% and was the same for all target student groups. Dashboard indicators show that Northside Elementary requires specific actions to address Chronic Absenteeism for all students including target student groups LI, SWD, Hispanic and white.

Due to low enrollment at Divide High and Otter Creek schools, the CA Dashboard does not report on performance for these schools.

A review of the 2023 CA Dashboard has indicated that there are areas in our LEA and schools in need of attention due to generating “red” on the Dashboard. Actions have been developed in this LCAP to address these areas. The indicators that were red, the student groups involved, and the associated actions are listed below:
Black Oak Mine Unified - Pupil Achievement: Homeless and Students with Disabilities (Actions 2.3, 2.6 and 3.2); Chronic Absenteeism: Overall, Homeless and Students with Disabilities (Actions 1.6, 1.7 and 1.8)
Georgetown Elementary - Chronic Absenteeism: Low Income, Students with Disabilities, Hispanic and White (Actions 1.6, 1.7 and 1.8); Pupil Achievement: Students with Disabilities (Actions 2.3, 2.6 and 3.2)
Golden Sierra Jr./Sr. High - Suspension: Low Income (Actions 1.2, 1.11); Pupil Achievement: Low Income, Students with Disabilities, and white (Actions 2.3, 2.6 and 3.2)
Northside Elementary - Chronic Absenteeism: Low Income, Students with Disabilities, Hispanic and white (Actions 1.6, 1.7 and 1.8)
Both local data and the 2023 Dashboard results have been considered in the LCAP development process with goals and actions designed to improve in all areas of the Dashboard.

Learning Recovery and Emergency Block Grant -
BOMUSD conducted a LREBG Needs Assessment and analyzed data from the CA Dashboard and CAASPP. Although the District has made significant academic recovery and upward growth in ELA and Math (no school sites reporting a "Low" or "Very Low" on the CA Dashboard, overall ELA and math performance remains an area of concern based on state SBAC scores for 2025. Additionally, persistent equity gaps continue to require targeted intervention. Students experiencing homelessness performed 71.3 points below standard "red" in ELA and 137 points below standard "red" in math. Students with Disabilities performed 79 points below standard "orange" in ELA and 47 points below standard "orange" in math. To address the specific student groups sliding into the "Red" and "Orange" tiers for ELA and Math, the district is transitioning from the STAR Renaissance platform to i-Ready diagnostics and will utilize LREBG dollars to fund this programmatic change over the next two years. This purchase is allowed under section (E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. This shift will provide classroom teachers with highly granular, automated data to immediately target specific skill deficits during the newly protected, daily elementary Response to Intervention (RTI) blocks.
Another notable area of concern recognized through our needs assessment was in the area of behavior supports and intervention. Our elementary mental health support provider was in jeopardy for the 26-27 school year due to budget cuts. LREBG funding will allow for us to offset some of the cost and continue to fund this necessary resource on our elementary campuses. Our school-based mental health clinician directly supports students by removeing psychological and behavioral barriers to learning, shifting students out of stress responses and into active academic engagement. Funding this position will stabilize staff-to-pupil ratios for mental health interventions, reduce chronic absenteeism, and directly accelerate student learning recovery in core academic areas. mental health supports. This is an acceptable use for LREBG funding.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principals	Principals were engaged by participating in the following: Community Engagement Survey: 5/15/26 Superintendent in person LCAP annual review and engagement meetings: 12/11/25, 1/15/26, 2/12/26, 5/12/26 Attendance Task Force participation: 2/10/26, 4/21/26, 5/26/26 Conducted ongoing discussions in Cabinet meetings: 8/26/25, 9/5/25, 12/2/25, 2/17/26, 3/17/26, 4/14/26, 5/12/26 Feedback from educational partners was summarized and patterns of similar feedback was addressed and incorporated into LCAP goals and actions.
Teachers	Teachers were engaged by participating in the following: Community Engagement Survey: 5/15/26 CHKS Staff Survey: 5/13/26 Attendance Task Force/SSC participation: 2/10/26, 4/21/26, 5/26/26 LCAP Goals: Survey on draft goals: 4/17/26 Site Goals/Admin survery: 4/17/26
Other School Personnel	Other school personnel were engaged by participating in the following: Community Engagement Survey: 5/15/26 CHKS Staff: 5/13/26 Attendance Task Force/SSC participation: 2/10/26, 4/21/26, 5/26/26 LCAP Goals: Survey on draft goals: 4/7/26

Educational Partner(s)	Process for Engagement
	Feedback from educational partners was summarized and patterns of similar feedback was addressed and incorporated into LCAP goals and actions.
Students	Students were engaged by participating in the following: Community Engagement Survey: 4/7/25 LCAP Goals: Survey on draft goals: 4/7/25 CHKS student surveys: 4/22/26 Feedback from educational partners was summarized and patterns of similar feedback was addressed and incorporated into LCAP goals and actions.
Parents and Parent Advisory Committee	Parents were engaged by participating in the following: Community Engagement Survey: 4/7/25 Attendance Task Force/SSC participation: 2/10/26, 4/21/26, 5/26/26 LCAP Goals: Survey on draft goals: 4/7/26 Feedback from educational partners was summarized and patterns of similar feedback was addressed and incorporated into LCAP goals and actions.
Community Partners	Community partners were engaged by participating in the following: Community Engagement Survey: 4/7/25 Attendance Task Force/SSC participation: 2/10/26, 4/21/26, 5/26/26 LCAP Goals: Survey on draft goals: 4/7/26 Feedback from educational partners was summarized and patterns of similar feedback was addressed and incorporated into LCAP goals and actions.
Bargaining Units	Bargaining Units were engaged by participating in the following: CSEA Negotiation dates: 6/23/25, 9/29/25 BOMTA Negotiation dates: 1/9/26, 9/19/25 Community Engagement Survey: 5/15/26 Superintendent in person LCAP annual review and engagement meetings: 12/11/25, 1/15/26, 2/12/26, 5/12/26 LCAP Goals: Survey on draft goals: 4/7/26 Feedback from educational partners was summarized and patterns of similar feedback was addressed and incorporated into LCAP goals and actions.

Educational Partner(s)	Process for Engagement
English Learner Parent Advisory Committee	N/A: The District does not have a significant subgroup of these students. (under 15 students) Efforts were made to include English Learner parents in all parent meetings and advisory committees.
Special Education Local Plan Area Administrator	CAC Meetings: 10/28/25, 1/27/26, 4/28/26 SIP Coaching Meetings for Sped Dir: 8/20/25, 12/3/25, 3/18/26, 5/20/26 The District consulted with its special education local plan area administrator to determine that specific actions for individuals with exceptional needs were included in the LCAP and annual update. Additionally, a Special Education parent advisory panel met on 4/6/2026.

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

The District's LCAP goals and actions were shaped by multiple engagement surveys and committees as well as engagement sessions. Quantitative and qualitative data was disaggregated to look for patterns in responses and these patterns developed into edits to our broad goals and our specific actions. An example of this is parent education. When we determined that increased parent education was the most requested improvement for parent engagement, we developed that into an action related to increasing parent education events and opportunities at all schools.

Divide High School receives Equity Multiplier Funds. Consultation with these students and parents and a needs assessment influenced the development of the LCAP goal #4 which is specific to this site and these funds. Parent round table conversations and consultations resulted in identifying the needs for expanded career and technical courses and certifications for Divide High students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all school sites and departments create safe and supportive environments where students, staff, families, and community-based partners feel engaged and invested in working together for the achievement of all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

A positive school climate is essential to support our students, staff, and community. When these stakeholders feel engaged in our District and its schools, we can work collaboratively to improve student learning for all students. The three components of school climate are engagement, safety, and environment. Engagement includes relationships, respect for diversity, and active school participation. Safety is critical and includes emotional and physical safety as well as mitigating risk factors and behaviors. Finally, the environment of our schools speaks to the physical and academic environments as well as student and staff wellness and school rules and procedures.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School Facilities in Good Repair - Annual FIT Reporting	2023 GT - 73.41% Poor GS - 76.23% Fair NS - 80.28% Fair DH - 95.31% Good OC - 89.76% Fair	2024 GT - 72.6% Poor GS - 80.29% Fair NS - 77.12% Fair DH -86% Fair OC - 82.8% Fair	2025 GT - 93.6% Good GS - 92.9% Good NS - 81.7% Fair DH -86% Fair OC - 93.4% Good	GT - Good rating or higher GS - Good rating or higher NS - Good rating or higher DH - Good rating or higher OC- Good rating or higher	GT - 21% increase GS - 13% increase NS - 4.5% increase DH - maintained OC - 11% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Chronic Absenteeism Rate K-8 CA Dashboard, Aeries	2023 BOM - 34.6 ,"Red" GT - 40.7, "Red" GS- 34.7, "Yellow" NS - 27.2, "Red" Target Student Groups SWD - 41.8%, "Red" LI - 46.8%, "Red" Hispanic - 42.3%,"Red" Homeless - 55.3% ,"Red"	2024 BOM - 24.2 ,"Yellow" GT - 29.5, "Yellow" GS- 23.6, "Yellow" NS - 16.8, "Yellow" Target Student Groups SWD - 22.6%, "Yellow" LI - 32.6%, "Yellow" Hispanic - 26.8%,"Orange" Homeless - 44% ,"Orange"	2025 BOM - 20.8 ,"Yellow" GT - 30.8, "Red" GS- 26.6, "Red" NS - 8.8, "Green" Target Student Groups SWD - 21.4%, "Orange" LI - 28%, "Yellow" Hispanic - 23.5%,"Orange" Homeless - 43.5% ,"Orange"	BOM - 14% or less GT - 25% or less GS- 20% or less NS - 18% or less Target Student Groups SWD - 30% or less LI - 35% or less Hispanic - 32% or less Homeless - 45% or less	BOM - 3.4% decrease GT - 1.3% increase GS- 3% increase NS - 8% decrease Target Student Groups SWD - 1.2% decrease LI - 4.6% decrease Hispanic - 3.3% decrease Homeless - .5% decrease
1.3	Attendance Rate % (P2) CALPADS	2023 BOM - 91% GT - 89% GS - 92% NS - 93%	2024 BOM - 91.99% GT - 91.4% GS - 89.38% NS - 94.89%	2025 BOM - 92.81% GT - 93.55% GS - 91.78% NS - 94.39%	BOM - 94% or higher GT - 92% or higher GS - 95% or higher NS - 95% or higher	BOM - .99% increase GT - 2.4%. increase GS - 2.62%. decrease NS - 1.89%. increase
1.4	Pupil Suspension Rate - CA Dashboard	2023 BOM - 3.6%, "Yellow" GT - .4%, "Blue" GS - 6.5%, "Yellow" NS - 1.5%, "Orange" Target Student Groups SWD - 4.8%, "Orange" LI - 5.2%, "Orange" Homeless - 7.9%, "Yellow"	2024 BOM - 3%, "Green" GT - 1%, "Yellow" GS - 4.7%, "Green" NS - 1.1%, "Green" Target Student Groups SWD - 2.3%, "Blue" LI - 4.8%, "Yellow"	2025 BOM - 6.5%, "Red" GT - 6.4%, "Red" GS - 9.3%, "Red" NS - 3.3%, "Red" Target Student Groups SWD - 10.3%, "Red" LI - 8.6%, "Red" Homeless - 14.6%, "Red"	BOM - 2.0% or less, "Green" or higher GT - 2.0% or less, "Green" or higher GS - 2.0% or less, "Green" or higher NS - 1.0% or less, "Green" or higher Target Student Groups	BOM - 3.5% increase GT - 5.4% increase GS - 4.6% decrease NS - 2.2% increase Target Student Groups SWD - 8% increase LI - 3.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless - 7.3%, "Yellow"		SWD - 2.0% or less, "Green" or higher LI - 2.0% or less, "Green" or higher Homeless - 3.0% or less, "Green" or higher	Homeless - 7.3% increase
1.5	Pupil Expulsion Rate - DataQuest	2023 BOM - .1% 1 student	2024 BOM - .5% 5 students	2025 BOM - 0%	BOM - 0%	.5% decrease
1.6	High School Dropout Rate 4 Yr. Cohort - DataQuest	2023 GS - 5.26% DH - 18.18%	2024 GS - 2.56% DH - 0%	2025 GS - 5.88% DH - 11.11%	0	GS - 3.32 % increase DH - 11% increase (1 student)
1.7	Middle School Dropout Rate - LEA Data Source	0	0	0	0	0
1.8	Annual Graduation Rate - CA Dashboard	2023 BOM - 89% GS - 92.3% DH - 75%	2024 BOM - 94.2% "Green" GS - 94.9% "Green" DH - < 11 students	2025 BOM - 91.5% "Yellow" GS - 94.9% "Green" DH - < 11 students	BOM - 92% or higher GS - 95.3% or higher DH - 78% or higher	BOM - 2.7% decrease GS - no change DH - < 11 students
1.9	High School Graduation Rate 4 Yr. Cohort - Data Quest	2023 BOM w/DH - 81.5% BOM (no DH) - 83.7%	2024 BOM w/DH - 95% BOM (no DH) - 94.87%	2025 BOM w/DH - 91.49% BOM (no DH) - 91.76%	BOM w/DH 90% or higher BOM (no DH) 92% or higher	2.7% decrease 11% increase
1.10	Percent of Positive Parent Engagement in the IEP Process	2023 98.47%	2024 100%	2025 100%	100%	1.53% increase
1.11	Annual Student Surveys (Connectedness, Safety & Academic Motivation) - CHKS, Kelvin, District	2023 CHKS Survey Data -School Connectedness 6th 63% (#38)	2024 CHKS Survey Data -School Connectedness	2025 CHKS Survey Data -School Connectedness	2026 CHKS Survey Data -School Connectedness	-School Connectedness 6th 3% decrease 7/8 3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7/8 42% (#131) 9-12 46% (#192) -School Safety 6th 50% 7/8 41% 9-12 55% -Academic Motivation 6th 64% 7/8 51% 9-12 52%	6th 42% (#36) 7/8 34% (#110) 9-12 47% (#175) -School Safety 6th 49% 7/8 31% 9-12 52% -Academic Motivation 6th 64% 7/8 43% 9-12 61%	6th 39% 7/8 37% 9-12 48% -School Safety 6th 48% 7/8 38% 9-12 54% -Academic Motivation 6th 59% 7/8 50% 9-12 48%	6th 75% or higher 7/8 51% or higher 9-12 55% or higher -School Safety 6th 74% or higher 7/8 50% or higher 9-12 64% or higher -Academic Motivation 6th 74% or higher 7/8 62% or higher 9-12 61% or higher	9-12 1% increase -School Safety 6th 1% decrease 7/8 7% increase 9-12 2% increase -Academic Motivation 6th 5% decrease 7/8 7% increase 9-12 13% decrease
1.12	Annual Staff Surveys (Safety, Connectedness) - CHKS, Kelvin, District	2023 63 participants 82.5% staff satisfaction 89% feel safe 79% feel connected	2024 93 participants 82.5% staff satisfaction 86% feel safe 85% feel connected	2025 57 participants 87.8% staff satisfaction 94.8% feel safe 89.5% feel connected	75 participants 90% or higher staff satisfaction 90% or higher feel safe 90% or higher feel connected	36 fewer participants - decrease 5.3% staff satisfaction - increase 8.8% feel safe - increase 4% feel connected - increase
1.13	Annual Parent Participation in LCAP Surveys	2023 106 parent responses	2024 124 parent responses	2025 112 parent responses	150 parent responses or higher	decrease of 12 responders
1.14	Parent Participation on district advisory committees	2023 18	2024 6	2025 8	25 or higher	increased by 2
1.15	Annual SART referrals Annual SARB referrals	2023 56 referrals 17 referrals	2024 SART referrals 42 SARB referrals 9	2025 SART referrals 45 SARB referrals 4	38 referrals or less (6% decline per year)	SART decrease by 14 SARB decrease by 8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					14 referrals or less (5% decline per year)	
1.16	FAST Referrals to Local Services	2023 144 referrals	2024 377 referrals	2025 300 referrals	5% increase annually	increase by 233 referrals

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.

Goal #1 focuses on creating safe, supportive and engaging school environments. Actions were implemented as planned during year two, showing strong alignment between our planned activities and actual practices. All 12 actions to support goal #1 were implemented to a high degree. A notable success in our action implementation during year two was the continued investment in campus safety and infrastructure (metric 1.2). The district successfully expanded its security camera network by adding three new cameras at Georgetown, four at Northside, and one at Otter Creek. These targeted upgrades enhance our ability to monitor campus perimeters effectively, ensuring safe and secure learning environments across our school sites. Action 1.6 (Parent & Community Engagement) continues to be an area of concern and will require further implementation in the 26-27 school year. The transportation tracking system for all district buses (1.9) was implemented in 25-26, but did not prove to be effective. Ongoing technology issues are proving to be insurmountable. The 2025–26 school year also saw the approval and initial implementation of several critical facilities and infrastructure upgrades funded by Measure A bonds. Key projects aimed at improving student environments and modernization include the replacement of aging playground structures at Northside, Georgetown, and Otter Creek. Additionally, indoor air quality and climate control will be significantly improved with first-ever HVAC installations in the multi-purpose rooms at Georgetown and Northside, alongside a complete track and field replacement at Golden Sierra to support athletic and community wellness programs. Continuing the implementation and expansion of SEL (1.4) can also be noted as a success with the addition of Wellness coaches at three schools supported by EDCOE and our implementation of a successful CYBHI billing system. The expansion of Community Nights Out (Action 1.6) to Northside School during the 2025–26 school year proved highly successful. This program continues to serve as a vital mechanism for increasing parent and community engagement, maintaining strong positive momentum and success at both Georgetown and Golden Sierra as well. The district's continued focus on attendance support through standardized attendance reporting procedures, timely parent notifications via attendance letters, and the active utilization of district School Attendance Review Team (SART) meetings have proven highly effective. These systematic interventions remain a critical factor in driving continuous improvement across our overall Average Daily Attendance (ADA) metrics and successfully reducing chronic absenteeism rates district-wide. The expansion of student enrichment opportunities (1.11) must be acknowledged as a success. The implementation of enrichment and athletic coordinators at the elementary sites allowed for increased opportunities for our students. Overall, the implementation of the actions for goal #1 will be a contributing factor to the effectiveness and progress toward reaching the objectives intended in the goal.

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.

The only material difference in budgeted expeditures and actual is for action 1.11 Student Enrichment. The increase in expnditures comes from the hiring of a full-time music teacher for the district. This will be an ongoing expense funded by Prop. 28.

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

Many actions in goal #1 were effective in making progress toward improving student engagement, and providing safe and supportive environments where all students can achieve. An analysis of the data (metric 1.2) shows a continued decline year after year in our Chronic Absenteeism rate. The district saw an overall decrease in absenteeism by 3.4%. Georgetown School and Golden Sierra saw modest increases, however all other sites and targeted student groups decreased by 1 to 8%. It should be noted that both Georgetown and Golden Sierra serve students in areas that receive a significant amount of snow which contributes to increased attendance challenges. All actions in goal #1 have collectively contributed to the progress toward lowering our chronic absenteeism. However, specific actions, such as the Attendance Task force and SART, (action 1.7) likely continue to have the most impact. The Student Attendance Review Team (SART) process continues to be a key intervention, with targeted communication and follow-up led by site administrators. To support improved student attendance and engagement, the District has implemented a multi-tiered system of supports that includes both proactive and responsive strategies. Annual SARB referrals declined by 56% from 2023. Due to all the efforts mentioned above, and the continued support from EDCOE, we continue to not qualify for DA for Chronic Absenteeism. Actions in this LCAP to target the improvement and safety of site facilities were also effective. Using annual FIT reporting (metric 1.1) is a useful tool to identify our needs and track progress. Our goal is to have all sites in the district receiving a “Good” or higher rating on the annual FIT report. The district's commitment to maintaining high-quality learning environments is evidenced by the significant improvements in our ratings. Most notably, GT saw a 21% increase in its facility rating, followed by GS with a 13% increase and OC with an 11% increase. NS also demonstrated steady progress with a 4.5% increase. The district continues to meet or exceed state standards for facility conditions.
The overall pupil suspension rate increased by 3.5%, in 2025. The observed increase in suspension rates is an expected outcome of the district’s renewed commitment to rigorous behavioral standards. This shift in implementation was deemed necessary to stabilize school environments and ensure the safety of all students. While the CA Dashboard's calculation views any increase as a decline, we categorize this as a strategic correction required to facilitate a more orderly and productive learning culture, which will ultimately lead to improved behavioral outcomes in future cycles. Most notable is our 8% increase for SWD. This trend is a direct reflection of the district’s commitment to consistent implementation of behavioral expectations across all student groups and is a result of a rise in high-intensity, 'extreme' behavioral incidents that required immediate intervention to maintain a safe learning environment. To ensure a safe and orderly learning environment for everyone, it was necessary to apply high-level accountability measures uniformly. The district continues to incorporate alternatives to suspension when appropriate (1.12).
The graduation rate decreased by 2.7%. The graduation rate calculation does not account for students who received a certificate. All enrolled 12th grade students graduated in 2025. This reflects the effectiveness of academic support and increased monitoring of students nearing completion. Parent participation in surveys dropped from 124 to 112 and this continues to be an area of focus for the district. This decline in response volume limits our ability to gather comprehensive, statistically diverse input from all stakeholder groups. To address this, we will look for more effective outreach tools, leverage localized school site events, and implement targeted engagement strategies to lower barriers to participation and ensure more robust community representation in future planning cycles. Together, all these actions reflect what we believe is an effective, whole-child approach to student success and demonstrate the District’s commitment to building strong relationships, improving school climate, and increasing student attendance and engagement.

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, or target outcomes for the coming year. However, based on reflections from prior practice and to maximize stakeholder capacity, a structural change has been made to our attendance actions.The Superintendent's Attendance Task Force has been successfully combined with each school's Site Council. By embedding the specific focus of attendance improvement directly into local Site Councils, we can better streamline communication, leverage existing community partnerships, and ensure that attendance action plans are deeply integrated into the unique fabric and decision-making processes of individual school communities.

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	Facilities and Maintenance	1. Facilities will be maintained and in good repair. 2. Maintenance will work with site and District administration to develop scheduled ongoing maintenance projects and repairs to all sites include kitchen upgrades.	$1,778,618.00	No
1.2	School Safety	1. Continue to improve site safety through the installation of video surveillance devices and other facility safety measures to improve safety on campus. (now funded by Measure A bond) 2. Purchase and maintain campus communication devices. 3. Maintain the use of an emergency response system for communication in the event of an emergency. 4. Employ campus supervisors at Georgetown, Golden Sierra and Northside to monitor student behavior and safety protocols.	$154,018.00	Yes
1.3	Mental Health Supports	LREBG Action Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs,	$360,859.00	Yes

Action #	Title	Description	Total Funds	Contributing
		before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Supports student learning by removing psychological and emotional barriers that prevent academic engagement Metrics being used to monitor the actions: 1.2, 1.3, 1.6, 1.11 LREBG funds supporting this action: $36,700 per year through 27-28. 1. Continue to provide a minimum of one district psychologist to conduct special education assessments, serve as members of the Student Success Teams (SST) and Individualized Education rogram (IEP) Teams. 2. Maintain elementary school mental health providers to provide individual and small group therapy. 3.Employ a .4 BCBA (Behavior Specialist) (removing 25-26)		
1.4	Social Emotional Learning	LREBG Action Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. Support students by removing critical barriers to learning by directly teaching students how to manage emotions, resolve conflicts, and build meaningful relationships. Prioritizing social-emotional skills, significantly reduce classroom disruptions, anxiety, and feelings of isolation. This proactive approach creates a safe, predictable environment where students feel a strong sense of belonging. Ultimately, by stabilizing students' emotional well-being, you create the mental space required for academic focus and success. CharacterStrong merges social-emotional learning (SEL) with character education to improve school culture, reduce behavioral issues, and boost academic engagement.	$5,997.00	No

Action #	Title	Description	Total Funds	Contributing
		Metrics being used to monitor the actions: 1.2, 1.3, 1.6, 1.11 LREBG funds supporting this action: $6,000 per year through 27-28. 1. SEL practices will be clearly recognizable throughout the district starting at the central office down to the sites. 2. All sites will implement a character education curriculum in their classrooms and incorporate SEL skills into their instructional practices. 3. Each school site will develop a staff code of conduct with a commitment to modeling character traits and education.		
1.5	Student Health & Wellness Services	1. Maintain the employment of a 1.0 FTE District RN. 2. Support student health needs by providing health aides at Georgetown, Golden Sierra and Northside. 3. Add 3 Wellness Coaches at GS, GT & NS for the 25-26 school year - funded through EDCOE for 1 year. (New)	$107,581.00	Yes
1.6	Increased Parent & Community Engagement	1. Maintain a district-wide FAST (Family and Schools Together) program. 2. Continue Community Resource Centers at GS and GT schools to connect families with community resources and assistance. 3. Establish parent education opportunities at our school sites to increase parent input in decision making with special consideration for our unduplicated and special population families. 4. Continue to utilize communication platforms such as Blackboard, Dojo, Aeries Parent Portal to increase engagement. 5. Survey all families annually to elicit feedback on district goals and priorities.	$127,666.00	Yes
1.7	Attendance Improvement - all students	1. Establish an Attendance Task Force to study and develop action plans to address chronic absenteeism in the district 2. GT, GS and NS establish school attendance improvement programs to lower chronic absenteeism and increase daily attendance. Program to include target student group emphasis. 3. Expand district SART (Student Attendance Review Team) to support families experiencing chronic absenteeism.	$1,037.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Targeted Attendance Support for our Unduplicated Pupils	1. Provide free PE uniform packages to all unduplicated pupils. 2. Provide access to after-school tutoring to unduplicated pupils in grades 1-6 3. District pays for exam fees for unduplicated pupils (AP, SAT/ACT etc.)	$2,857.00	Yes
1.9	Transportation - All Students	1. Provide free transportation for all students. 2. Purchase transportation tracking systems and install in all district buses.	$861,478.00	No
1.10	Transportation - Unduplicated Students	1. Continue to provide free transportation services for all unduplicated students.	$608,654.00	Yes
1.11	Student Enrichment	1. Continue to expand Art & Music enrichment opportunities for students at all school sites. 2. Promote elementary athletic participation through Athletic Coordinator stipends and programmatic costs. 3. Continue orientation bridge activities between elementary and junior high students. 4. Promote student engagement by providing comprehensive school sponsored athletic activities and other extra curriculars to include clubs. 5. Offer Maker Lab enrichment opportunities at GT and NS schools.	$122,197.00	No
1.12	School Climate and Culture	1. Establish positive behavior interventions and supports at all sites. 2. Each school will develop and implement a school wide behavior management plan that includes consistent responses across each school site to behaviors. 3. Each school will develop and implement alternatives to suspension for all students, including targeted special groups.	$4,150.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The district will establish a culture of universal achievement for all students by focusing staff time and training to 1) implement evidence-based instructional practices, 2) align essential content standards to these practices, and 3) use assessment data to inform instruction and intervention.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to ensure the development of a culture of universal achievement at all of our school sites. We believe all students can and will learn at high levels and it is our collective responsibility as a school district to ensure that every student is successful. Instructional practices must be driven by the most impactful classroom instruction. Classroom strategies should be purposeful and based on student data and formative evidence. We will focus on the essential skills in all core subjects that are essential for student learning and college or career preparedness. Assessments will demonstrate a summary of student learning for specific marking periods while formative progress checks require instructional adjustments for a range of learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Appropriately Assigned and Fully Credentialed Teachers	2023 % Clear - 79.5% % Out of Field - 2.8% % Misassignment - 1.3% % Intern - 0%	2024 % Clear - 72.9% % Out of Field - 3.6% % Misassignment - 2.7% % Intern - 1.8%	2025 % Clear - 70% % Out of Field - 1% % Misassignment - 3% % Intern - 6%	% Clear - 90% or higher % Out of Field - 2.0% or less % Misassignment - 1.0% or less % Intern - 0%	% Clear - 2.9% decrease % Out of Field - 2.6% decrease % Misassignment - .3% increase % Intern - 4.2% increase
2.2	William's Act Complaints	0	0	0	0	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Analysis of Student Schedules to Determine Access to a Broad Course of Study	84%	85%	87%	100%	1% increase
2.4	Classroom Environment Observation Checklist Indicates Academic Standards are Posted and/or Clearly Identified	0 observations	0 observations	0 observations	100%	0%
2.5	Analysis of district & site level agendas alignment to the 6 Systems.	2023 District - 0% GT - 0% GS - 0% NS - 0%	2024 District - 100% GT - 50% GS - 100% NS - 75%	2025 District - 100% GT - 100% GS - 100% NS- 100%	80% of agendas contain content aligned with the 6 Systems.	100%
2.6	Staff participating in PD outside of the PLC	2023 Certificated -53 teacher Classified - 17 Admin - 5	2024 Certificated - 31 Classified - 10 Admin - 5	2025 Certificated - 35 Classified - 14 Admin - 3	Certificated -57 teachers or higher Classified - 25 or higher Admin - 5 or higher	Certificated - decreased by 22 Classified - decreased by 7 Admin - 5

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.

Goal #2 successfully integrated the 6 Systems of Universal Achievement into all district actions, resulting in measurable progress across nearly every initiative. An analysis of planned activities indicates sustained progress and notable implementation across all strategic actions. While staffing challenges temporarily hindered the rollout of the new grades 4–6 science curriculum, the district is proactively reverting to its successful 2023–24 model to ensure instructional fidelity moving forward. Our collaborative efforts with CalEd Partners and EDCOE remain a cornerstone of our success. This partnership has been instrumental in advancing student achievement in mathematics through refined instructional practices (2.3), standards alignment (2.4), and rigorous assessment (2.5). Furthermore, the district expanded its professional development scope through EDCOE by participating in the "Getting Reading Right" training, a critical initiative designed to strengthen foundational literacy and ensure evidence-based reading instruction across school sites. The 2025–26 school year also marked the beginning of a new collaboration with Studer Education. Supported by EDCOE, the district provided professional development centered on PDSA (Plan-Do-Study-Act) cycles for a cohort of ten teachers representing all school sites. Participating teachers were compensated for their time through Educator Effectiveness stipends. Simultaneously, high school administration and counselors prioritized increasing A-G

preparedness (2.7) and College & Career Readiness (2.9), marking a successful second year of implementation. Due to necessary budget reductions and a lack of available funding, the district will be discontinuing the AVID program at the elementary level (Action 2.9) for the upcoming school year. While this was a difficult decision, the district remains committed to embedding college and career readiness and high expectations within our core instructional program to ensure all students continue to receive a preparatory, high-quality education. Based on the positive growth metrics demonstrated in recent California School Dashboard releases, the district has met its growth targets and no longer qualifies for Comprehensive Support and Improvement (CSI/CIM) or Differentiated Assistance (DA). Consequently, actions previously mandated or structured around these external technical assistance frameworks will be absorbed into our local Universal Systems of Support.
Despite these programmatic achievements, our small, rural district continues to navigate significant external pressures. Securing highly qualified credentialed staff (2.1) remains a persistent challenge, compounded by teacher retirements in specialized positions, rising healthcare costs, and declining enrollment—all of which continue to impact the district's long-term fiscal health.

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.

No substantive differences between budgeted and actual expenditures.

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

Numerous actions within Goal #2 effectively advanced our Culture of Universal Achievement. Despite ongoing challenges in recruiting appropriately assigned and fully credentialed teachers, the district maintained a broad course of study and successfully expanded access to A-G courses (Action 2.7).
Central to this progress is Golden Sierra's 4x4 block schedule, which provides students the flexibility to complete up to eight courses annually, significantly increasing opportunities to meet A-G requirements. All students retain equitable access to college-preparatory coursework, and our staff proactively encourages enrollment in rigorous paths aligned with individual student goals. Furthermore, counselors provide targeted course planning to ensure students remain on track for graduation and post-secondary eligibility. However, workforce trends impacted our staffing metrics this year; the percentage of "clear" credentialed teachers shifted from 72.9% to 70%, while the number of teachers designated as "interns" rose from 1% to 6% (3 teachers).

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.

An analysis of our progress indicates that the foundational goals and metrics for this priority remain effective; therefore, no significant changes have been made to the overarching goals or established performance targets. However, based on targeted reflections and our intensive work in mathematics with CalEd Partners, the district has identified a strategic need to refine our diagnostic tools. To better align with the rigorous instructional shifts in our math program, the district will transition from the Renaissance STAR platform to i-Ready for district-wide diagnostic assessments. This shift is justified by i-Ready's ability to provide more granular, actionable data that identifies specific learning gaps and prescribes targeted instructional pathways. This level of detail is essential for the continued success of our implementation of the 6 Systems of Universal Achievement, allowing for more precise student intervention and progress monitoring. Furthermore, the district must address significant external fiscal pressures. Due to necessary budget reductions, we will be discontinuing the AVID program (Action 2.9) for the upcoming school year. While this was a difficult decision, the district remains committed to embedding college and career

readiness and high expectations within our core instructional program to ensure all students continue to receive a high-quality, preparatory education. No other substantive changes to actions or services are anticipated at this time.

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	High Quality and Appropriately Credentialed Staff	1. Employ highly qualified teachers. 2. Employ highly qualified administrative staff. 3. Employ highly qualified support staff (classified).	$9,604,990.00	No
2.2	Curriculum and Instructional Materials	1. Every pupil has sufficient access to standards-aligned instructional materials. 2. Adopt standard aligned curricula during adoption cycles.	$91,466.00	No
2.3	Instructional Practice	1. Implementation of the academic content and performance standards adopted by the state. 2. Utilize professional development days and PLCs to train and support staff in implementing researched-based instructional practices to support all students and targeted student groups (SWD,SED, EL, FY, Homeless) 3. Provide staff with designated PLC time and/or professional development to support English Learner access to core curriculum and ELD. 4. Teachers will be trained on accommodations and modifications for access to curriculum for students with disabilities. 5. Release time for coaching and mentoring.	$80,655.00	No
2.4	Standards Alignment	1. Utilize professional development days and PLCs to train and support staff in standards alignment. 2. Participate in EDCOE sponsored standards alignment offerings in core subject areas.	$10,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Assessment & Data Analysis	LREBG Action Support student learning by implementing a district wide diagnostic platform to assess and progress monitor learning in ELA and math. iReady Diagnostic can provide teachers with precise, actionable data to effectively target intervention and focus instruction to close proficiency gaps and increase student achievement. Metrics being used to monitor the actions: 3.1-3.4 LREBG funds supporting this action: $28,000 per year through 27-28. 1. Purchase iReady Diagnostic platform to replace Renaissance STAR (using LREBG funding) 2. Establish district formative and summative assessments in reading and math. 3. Use data to inform a district response to intervention (RTI) program.	$28,000.00	No
2.6	Professional Development	1. Provide on-going professional development opportunities to all staff promoting significant growth in core academic areas as well as college and career readiness. 2. Restructure site-based professional learning communities to focus on the 6 systems of support for Turnaround Schools/No Excuses University. 3. In connection with Compliance Monitoring (CIM and DA), the District will provide training and support to move the District out of these program monitoring categories. 4. Provide targeted coaching supports for classroom management.	$13,414.00	No
2.7	Secondary A- G Preparedness	1. Provide diverse program offerings to students with increased access to A-G courses. 2. Provide students with increased access to a wide array of career and technical education courses and pathways. 3. Provide students with increased access to elective courses.	$145,527.00	No
2.8	Student Access to Technology	1. All students will be provided access to age-appropriate technology for accessing standards aligned materials. 2. Students will practice state testing protocols and interim assessments using District technology.	$93,808.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	College and Careers Readiness	1. Purchase resources to promote college readiness and symbolism at all sites. 2. Promote college readiness at elementary sites with a focus on promoting awareness about college and learning college vocabulary. 3. Implement incentives for short term student goals 3X a year for all students to include unduplicated students. 4. Maintain secondary AVID courses and program development. 5. Implement AVID Elementary in grades 4-6 to include staff training and implementation support.	$32,151.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students, including targeted student groups, will improve achievement as demonstrated by increased proficiency on state and local assessments, ensuring all will be prepared for college or career pathways by graduation.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Targeted subgroups in our District include students with disabilities, socioeconomically disadvantaged students, and homeless students. In our culture of universal achievement, all students can and will learn at high levels. These students require whole and small group differentiation and multiple tiers of support. All measures to include local and state assessments will give our District the ability to make adjustments throughout each school year for subgroups to grow academically and meet essential standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	SBAC ELA % Meets or Exceeds Standard - CAASPP Website	2023 LEA - 38.67% -SWD 17.39% -LI 29.75% • Homeless 29.75% GT - 30.2% GS - 34.06% NS- 56.8%	2024 LEA - 39.36% -SWD 15.86% -LI 31.87% • Homeless 35.49% GT - 21.98% GS - 43.18% NS- 56.06%	2025 LEA - 45.85% -SWD 14.7% -LI 40.39% • Homeless 38.46% GT - 40.48% GS - 45.17% NS- 53.67%	LEA - 47% or higher -SWD 24% or higher -LI 38% or higher • Homeless 39% or higher GT - 39% or higher GS - 43% or higher NS- 65% or higher	2025 LEA - 6.49% increase -SWD 1.16% decrease -LI 8.52% increase • Homeless 2.97% increase GT - 18.5% increase GS - 1.99% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						NS- 2.39% decrease
3.2	SBAC Math % Meets or Exceeds Standard - CAASPP Website	2023 LEA - 30.28% -SWD 8.70% -LI 24.68% • Homeless 24.68% GT - 31.54% GS - 29.69% NS- 45.6%	2024 LEA - 29.81% -SWD 15.66% -LI 20.95% • Homeless 29.03% GT - 22.69% GS - 27.19% NS- 54.54%	2025 LEA - 33.55% -SWD 14.29% -LI 23.9% • Homeless 14.82% GT - 29.13% GS - 23.12% NS- 51.83%	LEA - 39% or higher -SWD 18% or higher -LI 33% or higher • Homeless 34% or higher GT - 40% or higher GS - 39% or higher NS- 54% or higher	2025 LEA - 3.74% increase -SWD 1.37% decrease -LI 2.95% increase • Homeless 14.21% decrease GT - 6.44% increase GS - 4.07% decrease NS- 2.71% decrease
3.3	IReady % of Student on or above grade level in Reading (replacing STAR in 26-27) STAR Reading Proficiency Rate (State Benchmark) 2-6th Spring 2024	2023 LEA - 51.4% GT - 39% NS- 64.6%	2024 LEA - 48% GT - 40.7% NS- 50%	2025 LEA - 48% GT - 39% NS-54 %	LEA - 60% or higher GT - 48% or higher NS- 70% or higher	LEA - no change GT - 1.% decrease NS- 4% increase
3.4	IReady % of Student on or above grade level in math (replacing STAR in 26-27) STAR Math Proficiency Rate (State Benchmark) 2-6th Spring 2024	2023 LEA - 36.8% GT -25.3% NS- 51.6%	2024 LEA - 31% GT -31% NS- 41%	2025 LEA - 46% GT -37% NS- 53%	LEA - 45% or higher GT -34% or higher NS- 60% or higher	LEA - 15% increase GT - 6% increase NS- 12% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	SBAC CAST % Meets or Exceeds Standard - CAASPP Website	2023 LEA - 23.05% GT - 19.04% GS - 21.05% NS - 45.83%	2024 LEA - 26.18% GT - 20.69% GS - 25.44% NS - 34.62%	2025 LEA - 33% GT - 50% GS -24 % NS - 46%	LEA - 33% or higher GT - 29% or higher GS - 31% or higher NS - 50% or higher	LEA - 6.82% increase GT - 29.31% increase GS - 1.44% decrease NS - 11.38% increase
3.6	A- G Completion % (UC/CSU) - CA Dashboard Reports	2023 18.7% 17 students out of 91	2024 15.1% 13 students out of 86	2025 41% 32 students out of 78	24% or higher	26% increase
3.7	CTE Pathway Completion % - CA Dashboard Reports	2023 13.2% 12 students	2024 12.8% 11 students	2025 15.2% 5 students	19% or higher	2.4% increase
3.8	A-G + CTE % - CA Dashboard Reports	2023 2.2% 2 students	2024 1.2% 1 student	2025 5.3% 5 students	5% or higher	4.1% increase
3.9	AP Exam 3+ % - CA Dashboard Reports	2023 20%	2024 16.7%	2025 42.4% 14 students	49% or higher	25.7% increase
3.10	EAP Participation CA Dashboard Reports	2023 ELA - 88% Math - 86%	2024 ELA - 97.6% Math - 96%	2025 ELA - 97% Math - 97%	ELA - 95% or higher Math - 95% or higher	ELA - Math -
3.11	ELPI Making Progress or Scoring 4 - CA Dashboard	2023 16.67% (12 students tested)	2024 27.3% (11 students tested)	2025 100% (9 students tested)	20% or higher	All 9 students maintained or increased
3.12	ELPAC Results	2023 Level 4 - 16.67% Level 3 - 50.00% Level 2 - 25.00% Level 1 - 8.33%	2024 Level 4 - 20% Level 3 - 30% Level 2 - 20% Level 1 - 30%	2025 Level 4 - 15.38% Level 3 - 23.08% Level 2 - 23.08% Level 1 - 38.46%	2027 Level 4 - 50.00% or higher Level 3 - 50.00% or higher Level 2 - 0% Level 1 - 0%	2025 Level 4 - 4.62% decrease Level 3 - 6.92% decrease Level 2 - 3% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Level 1 - 8.46% increase
3.13	EL Reclassification Rate - CALPADS	1 student	2 students	0 students	4 students or higher	no increase
3.14	3rd Grade Reading Proficiency Assessment (STAR)	% Passed BOM - 61% (56) GT - 48% (23) NS - 68% (31) OC - 100% (2)	N/A	N/A	% Passed BOM - 70% or higher GT - 57% or higher NS - 77% or higher OC - 100% (2) or higher	N/A
3.15	College & Career Preparedness CA Dashboard	2023 28.4%	2024 21.2%	2025 35.1%	34% or higher	14% increase
3.16	Graduation Rate CA Dashboard	2023 89%	2024 94.2%	2025 91.5%	100%	2.7% decrease
3.17	Number of Instructional Aides at Elementary School Sites	2023 GT - 2 NS - 1	2024 GT - 4 NS - 1	2025 GT -5 NS -3	GT - 4 or higher NS - 3 or higher	GT - increase by 1 NS increased by 2
3.18	Average Unduplicated Student GPA 9-12 (semester)	2023 9th - 3.00 10th - 2.75 11th - 2.66 12th - 3.36	2024 9th - 3.08 10th - 2.95 11th - 3.13 12th - 3.25	2025 9th - 3.22 10th - 2.38 11th - 2.79 12th - 3.11	9th - 3.00 or higher 10th - 2.75 or higher 11th - 2.66 or higher 12th - 3.36 or higher	9th - .14 increase 10th - .57 decrease 11th - .34 decrease 12th - .14 decrease
3.19	Student participation in Extended Learning Opportunities	2023 25 students	2024 90 students	2025 175 students	75 students or higher	85 more students
3.20	Percent of SWD accessing the general education setting 80% of the day.	2023 65.75% 23-24 target was 64%	2024 61.9%	2025 67.07%	70% or higher	5.17% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.21	Multitudes K-2 Literacy Screener % On Target	New in 2025 GT - 55% 108 students tested NS - 82% 119 students tested OC - 26% 7 students tested			GT - 60% NS - 85% OC - 31%	

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.

Goal #3 prioritizes strategic actions to improve academic achievement for all students, with a specific emphasis on our targeted student populations. An analysis of planned activities reveals a significant increase in implementation during this second year of the LCAP, most notably within our Intervention Supports (Action 3.1). At Northside School, the district effectively addressed the loss of a reading intervention specialist by transitioning to a dynamic “Walk to Learn” model. Utilizing the SIPPS curriculum for students in grades 1–3, all five classroom teachers collaborated to assess and level students, providing 30 minutes of direct, targeted instruction five days per week. This model ensures that students receive foundational literacy support tailored specifically to their current mastery level. Similarly, Georgetown School bolstered its literacy framework by hiring three additional Reading Support Aides funded through Title I. These aides are trained in the SIPPS curriculum to provide essential Tier 2 reading interventions. Furthermore, despite the logistical complexities of several split-grade classes, Georgetown successfully restructured its schedule to ensure single-grade math instruction and an uninterrupted daily math block. To further support a robust Multi-Tiered System of Supports (MTSS), every class now includes a dedicated daily intervention period, allowing teachers to provide timely academic reinforcement and personalized support. The district has made significant strides in standardizing the Student Study Team (SST) process (Action 3.1) across all school sites. This initiative ensures consistent identification, documentation, and response to both the academic and behavioral needs of our students. To further enhance this process, Northside School piloted Multi-Tiered System of Supports (MTSS) data rounds. These sessions provide teachers with structured, regular opportunities to review student performance data, discuss students of concern, and directly connect them with the appropriate services and supports. This systematic approach fosters a proactive culture of intervention and ensures that no student’s needs go unrecognized. Golden Sierra shifted its focus toward the use of IXL as a diagnostic and intervention tool. This transition has allowed for more precise identification of student learning gaps across subject areas and has provided structured, individualized remediation on a daily basis. The use of IXL has also strengthened goal setting by providing clear, measurable benchmarks for student progress. As a result, the school has seen increased student engagement and measurable improvement in academic performance. Golden Sierra saw the biggest challenge in implementation. While Golden Sierra has made meaningful progress in implementing the actions outlined in Goal #3, several challenges have emerged that have required ongoing refinement and adjustment. One of the primary challenges has been ensuring that the RTI (Response to Intervention) period is consistently focused on targeted student needs. While the RTI structure has provided valuable time during the school day for intervention, in practice, some RTI periods have been utilized as general make-up time rather than for intentional, data-driven support. This has limited the overall effectiveness of the intervention model. In response, the school has identified the need for more structured instruction aligned to specific student learning gaps, particularly for targeted student populations. To address this, an RTI subcommittee has been established and is actively working during PLC time to refine practices, strengthen alignment, and ensure RTI is used as intended. Another challenge has been the implementation of the Grizz Tracker (Action 3.2). While the tool was designed to support student self-monitoring, goal setting, and reflection, its effectiveness was limited by the need for a more robust technological infrastructure. The system required a student application and a centralized database to generate meaningful reports and track progress over time. Without these supports fully in place, the tool was difficult to scale and sustain in a way that provided actionable insights. In response to this challenge, Golden Sierra shifted its focus toward the use of IXL as a diagnostic and intervention tool. This transition has allowed for more precise identification of student learning gaps across subject areas and has provided structured, individualized remediation on a daily basis. The use of IXL has also strengthened goal setting by providing clear, measurable benchmarks for student progress. As a result, the school has seen increased student engagement and measurable improvement in academic performance. Despite these challenges, Golden Sierra continues to demonstrate strong outcomes in areas related to school connectedness and early parent engagement (Action 3.3). The school is recognized at the county level for its commitment in these areas. The FAST (Families and School Together) Coordinator plays a critical role in supporting families as students transition into 7th grade, helping to build relationships and address barriers to success. Additionally, the school hosts a monthly resource fair to provide ongoing outreach and support to families. Overall, while challenges have required adjustments to implementation, Golden Sierra has remained responsive and committed to continuous improvement, ensuring that actions under Goal #3 increasingly align with student needs and produce meaningful outcomes.

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.

No substantive differences between budgeted and actual expenditures.

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

The district’s commitment to refining instructional practices and intervention models has yielded a significant overall increase of 6.49% in ELA proficiency across the District. This upward trend suggests that the core curriculum, intervention tools and the standardization of the Student Study Team (SST) processes are beginning to stabilize and improve student outcomes at a systemic level. The effectiveness of our programs for unduplicated pupils showed encouraging progress, particularly for Socioeconomically Disadvantaged (LI) students, who realized a robust 8.52% increase, and Homeless students, who saw a 2.97% increase. These gains validate the impact of our expanded instructional aide support and the "Walk to Learn" intervention models. Conversely, the data reveals a critical need for continued refinement in our support for Students with Disabilities (SWD), who experienced a 1.16% decrease. This indicates that while general interventions are gaining traction, specialized academic support and the integration of inclusive practices within the general education setting require more intensive focus and professional development in the coming year. Site-specific outcomes do show a variance in implementation effectiveness. Georgetown School demonstrated exceptional growth with an 18.5% increase in ELA, likely attributed to the successful implementation of the SIPPS curriculum and the strategic use of Title I-funded Reading Support Aides. Golden Sierra maintained a steady trajectory with a 1.99% increase. Northside experienced a 2.39% decrease. While Northside has historically performed at high levels, this dip underscores the challenge of maintaining growth following the loss of specialized intervention staff. The site's transition to the "Walk to Learn" model and MTSS data rounds are expected to mitigate this trend as those practices mature. While the overall ELA growth is a testament to the hard work of our staff, the "effectiveness" of our current actions is categorized as developing. Moving forward, the district will prioritize narrowing the achievement gap for SWD and stabilizing performance at Northside by scaling the successful literacy intervention strategies observed at Georgetown.

The district's strategic focus on mathematics bolstered by our partnership with CalEd Partners and the transition toward data-driven PDSA cycles has resulted in a positive overall District increase of 3.74% in math proficiency. This growth indicates that our efforts to align instruction with essential standards and protect instructional blocks are beginning to yield results. An analysis of our targeted student groups presents a mixed landscape regarding our unduplicated student populations. We observed a steady 2.95% increase among Socioeconomically Disadvantaged (LI) students, suggesting that our increased instructional aide support and targeted interventions are moving the needle for this group. However, two specific areas require urgent attention and refined strategy. Homeless Students experienced a significant 14.21% decrease. This sharp decline highlights the profound impact of housing instability on cumulative subjects like mathematics and signals a need for more intensive, mobile, or flexible intervention support for these students. Similar to the trends seen in ELA, Students with Disabilities (SWD) saw a 1.37% decrease, further emphasizing the need for specialized professional development for staff on multi-tiered math interventions and differentiated core instruction. Site specific outcomes show that Georgetown noted a strong 6.44% increase. This success is largely attributed to the school's ability to establish an uninterrupted daily math hour and maintain single-grade instruction despite the challenges of split-grade classrooms. Golden Sierra experienced a 4.07% decrease. This decline suggests a need to evaluate the secondary RTI period's effectiveness and ensure that upper-grade math supports are as robust as those found in the foundational elementary blocks. Northside saw a 2.71% decrease. While the site continues to implement "Walk to Learn" and data rounds, the transition in staffing has created a temporary plateau in math growth that the district aims to address through upcoming training in targeted academic assistance. The significant drop in proficiency for our homeless population and the slight decline for SWD indicate that our universal systems must be supplemented with more aggressive, individualized academic monitoring. In the coming year, the district will prioritize training instructional aides to provide more specialized math support and will utilize i-Ready diagnostics to identify and close specific learning gaps more rapidly.

This academic year marked a period of exceptional growth for Golden Sierra Junior-Senior High School, particularly in metrics defining post-secondary readiness. Through the concerted efforts of administration, guidance counselors, and teaching staff to prioritize A-G preparedness (Action 2.7) and College & Career Readiness (Action 2.9), the site has realized transformative results in key performance indicators. Golden Sierra achieved a remarkable 26% increase in the number of students meeting UC/CSU entrance requirements. This surge reflects the successful "second year of implementation" for targeted counseling interventions and closer monitoring of student course sequences. The rigor of the academic program is evidenced by a 25.7% increase in students scoring a 3 or higher on AP examinations. This indicates not only higher participation but a significant improvement in the quality of student performance and mastery of college-level content. College & Career Preparedness as measured by the California Dashboard criteria, rose by 14%. This holistic growth is supported by a 4% increase in CTE Pathway Completion, demonstrating that our students are graduating with both the academic credentials and the technical skills necessary for diverse career trajectories. These gains validate the district's decision to prioritize high school guidance resources. By aligning master schedules with student needs and fostering a culture of high expectations, Golden Sierra has established a robust pipeline for student success. Moving forward, the district will focus on sustaining this momentum while seeking to replicate these high-engagement strategies across all secondary support structures. While fiscal constraints have necessitated the removal of the AVID program, the Golden Sierra Model demonstrates that core instructional shifts and proactive counseling can maintain, and even accelerate, college readiness outcomes.

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.

Renaissance STAR will be replaced with iReady Diagnostic platform beginning in the 2026-27 school 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
3.1	Intervention Supports	1. Train teachers on the use of intervention materials provided in our adopted reading and math curricula. 2. Purchase additional academic intervention resources to support all students including students with disabilities. 3. Each school site will develop a pyramid of Tier 1,2 and 3 interventions and implement them with fidelity. 4. Standardize the SST process in the district to support learner variability through appropriate accommodations in the general education setting. 5. Golden Sierra will create an RTI period to support students in grades 7-12.	$7,500.00	No
3.2	Targeted Academic Support for Unduplicated Pupils	1. Increase instructional aide support at elementary sites to support intervention in reading and math. 2. Provide training for classified staff to support our unduplicated population. 3. Golden Sierra will facilitate weekly student Grizz Tracker to increase academic achievement for our unduplicated pupils.	$177,107.00	Yes
3.3	Early Childhood Development and School Readiness	1. Expand Early Childhood Development and School Readiness staff programs to include the following: Early Childhood Coordinator Release time for training and student or family support Parent outreach Materials and supplies for early childhood education, orientations, and programs.	$10,345.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Extended Learning Opportunities	1. Operate Extended Learning Opportunity programs in grades 1-6 emphasizing intervention in reading and math. 2. Continue to partner with Boys and Girls Club to provide extended learning programs to unduplicated students.	$346,078.00	No
3.5	Academic Program Support	1. Fund a minimum of one library technician position to support student access to curriculum, technology and educational resources. 2. Fund guidance counselors at GSJSHS to support the preparation and readiness for college or career.	$465,160.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students attending the District's Alternative Education Program will have increased access to career and technical education courses and will receive targeted support for drug and alcohol awareness. Each student will take at least one course in career or technical education by December of 2026. This will be measured by course completion verifications. Each student will complete at least one industry certification by May of 2027. This will be measured by certification certificates for each student and assessment of proficiency towards course objectives.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed based on these students' eligibility for Equity Multiplier funding using the Local Control Funding Formula. Divide High is our District's continuation high school program where 70% of students qualify for free and reduced lunch and an average attendance rate of 60%. This at risk population needs additional support and resources to target risk factors including drug and alcohol use and attendance. In the past, this population has not had adequate access to career and technical education courses to adequately prepare them for career pathways after graduation. By adding additional CTE courses and industry certifications, our alternative education students will be better prepared to enter the workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Divide High Graduation Rate	2023 75%	2024 100% 6 students	2025 89%	80% or higher	25% increase
4.2	Divide High Suspension Rate	2023 5.6%	2024 0%	2025 0%	3.6% or less	no change
4.3	Attendance Rate % (P2)	2023 59%	2024 66.38%	2025 66.38%	75% or higher	7.38% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	LCAP Student Survey Results (Divide High Only)	0%	0%		70% score or higher related to school connectedness, school safety, and academic motivation	
4.5	Student Risk Factor Survey	0 participants	0 required	0 required	0 required	no change
4.6	Career/Technical Education industry certifications	0% of students enrolled	0%	0%	75% of students or higher obtain at least one certification	no difference

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.

Goal #4 required significant efforts to pivot and reimagine actions and services due to no longer qualifying for Equity Multiplier funding. In alignment with our tier-one stabilization efforts (community School Grant), the district actively monitored regional safety indicators and recorded zero suicide risk assessments at the site this year. Daily and weekly student connectivity was systematically reinforced through structured partnerships with the school counselor and the Family and Schools Together (FAST) coordinator. Every student participated in weekly self-assessments, community-building meetings focused on peer connection, and practical, real-world social-emotional skill development. Additionally, the implementation of post-secondary site excursions successfully expanded student vision regarding regional career and vocational certificate pathways. Divide High School students participated in two targeted, career-focused field trips: a visit to the Charles A. Jones Career and Education Center to explore adult vocational certificate and workforce development pipelines, and a tour of Lake Tahoe Community College to evaluate campus facilities, investigate student housing options, and explore associate degree and technical certification tracks.

Campus engagement was further enhanced by targeted industry guest speakers, including representatives from the U.S. Marines and the El Dorado County Office of Education (EDCOE) Summer Employment Internship program. Following these presentations, 100% of enrolled students were provided with actionable resume-building workshops, interview preparation, and direct opportunities to complete summer employment applications.To foster long-term student independence and eliminate commuting barriers to local employment, all students were granted access to formal Driver’s Education courses. Furthermore, eligible students successfully accessed specialized, localized support through the Department of Rehabilitation (DOR) via the Workability program, matching high-needs pupils with active teen job postings. A defining success of the 2025–26 implementation at Divide High School was its student-driven framework. By utilizing community meetings to explicitly discuss and practice successful work habits and professional soft skills necessary for graduation, student voice actively led and shaped campus activities, ensuring maximum engagement and program buy-in.

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.

Divide High did not receive Equity Multiplier Funding for the 2025-26 school year.

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

An analysis of implementation data demonstrates that the actions executed under Goal #4 have been highly effective in stabilizing student behavior and expanding career exposure, though systemic challenges remain regarding academic infrastructure and data collection. The implementation of specialized, tier-one stabilization efforts—including weekly individualized sessions with an Alcohol and Other Drug Counselor and structured self-assessments with the school counselor and FAST coordinator—has yielded exceptional results. This is objectively validated by Metric 4.2, which shows that the Divide High Suspension Rate has maintained a 0% baseline for two consecutive years (2024 and 2025), outperforming the target threshold of 3.6% or less. Furthermore, these proactive wellness interventions successfully resulted in zero suicide risk assessments across the entire student cohort this year. Action 4.3 (Field Trips) proved highly effective in broadening student horizons and establishing direct pipelines to post-secondary success. By transitioning student focus onto regional opportunities like the Charles A. Jones Career and Education Center and Lake Tahoe Community College, the district successfully achieved an 89% graduation rate for the 2025 cycle (Metric 4.1), securely exceeding the long-term target threshold of 80%. This exposure was directly paired with 100% of enrolled students completing resume building and interview preparation, preparing them to enter the local workforce. The student-driven framework implemented via weekly community meetings successfully built accountability, keeping the annual Attendance Rate stable at 66.38% (Metric 4.3). While this represents a notable 7.38% increase from the 2023 baseline (59%), it remains below the ultimate target threshold of 75% or higher, indicating that further targeted engagement efforts are necessary to address chronic absenteeism within this continuation setting. Additionally, traditional survey mechanisms (Metrics 4.4 and 4.5) have been entirely ineffective due to the low sample size of the student body, resulting in 0 participants and a total lack of actionable feedback regarding school connectedness and motivation. This data is tracked through less formal annual surveys, and done through weekly Friday meetings.

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.

A Student Risk Factor Survey was modified due to low participation sizes in the continuation high school setting, shifting our focus to more informal, weekly localized feedback. Additionally, while Divide High School no longer qualified for Equity Multiplier funding during the 2025–26 school year, the District recognized the critical nature of these interventions and remained dedicated to student success by continuing to fully fund and provide all planned actions and targeted support services within this goal.

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
4.1	Career & Technical Education	1. Increase ROP and career/technical course offerings for continuation high school students (Divide High) to include associated costs of industry certifications.	$0.00	No
4.2	Drug Awareness Education	1. Provide drug and alcohol awareness education and training for students and parents.	$50,000.00	No
4.3	Field Trips	1. Provide opportunities for career-focused field trips.	$1,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$907,541	$N/A

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
8.214%	0.000%	$0.00	8.214%

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
1.2	**Action:** School Safety **Need:** School safety is an area of high need for our unduplicated students. **Scope:** LEA-wide	The actions provide unduplicated pupils with the school environments needed for safe learning environments. This action is provided LEA-wide because climate surveys have indicated that the need exists across the District.	1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Mental Health Supports **Need:** Increased mental health supports are needed to fulfill essential student and family needs for support. **Scope:** LEA-wide	Mental health supports address the student and family needs by providing consistent resources, counseling, and therapeutic support to targeted students and families.	1.2, 1.11, 1.15
1.5	**Action:** Student Health & Wellness Services **Need:** All students require the support of health personnel to address health concerns and have the health plans of specific students supported. **Scope:** LEA-wide	The action addresses the needs of all students because the staffing provides trained health personnel to support all students.	1.2
1.6	**Action:** Increased Parent & Community Engagement **Need:** Increased engagement from a parent group that is historically disengaged in their student's education. **Scope:** LEA-wide	FAST provides families with much needed liaison between school and home to support access to county-wide services to fulfill essential student needs which ultimately supports students in accessing their education. This action is provided LEA-wide because climate surveys have indicated that the need exists across the District.	1.14, 1.15

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
2.9	**Action:** College and Careers Readiness **Need:** All students need access to college symbolism and will set goals to focus District wide on improved academic improvement. Our AVID program provides tutorials and college going culture for targeted students. **Scope:** LEA-wide	The actions address the needs across the District to promote college going cultures and symbolism. This is provided on an LEA wide basis because all students will learn at high levels and the college going culture is an essential part of our culture of universal achievement.	2.5
3.3	**Action:** Early Childhood Development and School Readiness **Need:** **Scope:** Schoolwide		
3.5	**Action:** Academic Program Support **Need:** **Scope:** Schoolwide		

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
1.8	**Action:** Targeted Attendance Support for our Unduplicated Pupils **Need:** Chronic absenteeism among unduplicated student groups. **Scope:** Limited to Unduplicated Student Group(s)	Remove barriers to improve attendance and strengthen communication with families related to attendance and school engagement.	1.3, 1.4, 1.13
1.10	**Action:** Transportation - Unduplicated Students **Need:** Subgroups have higher rates of chronic absenteeism. Therefore, we must ensure that are transported daily. **Scope:** Limited to Unduplicated Student Group(s)	Transportation supports consistent and improved student attendance and addresses the need to improve absenteeism across the LEA.	Number of unduplicated students who are transported daily, data from Transfinder rider tracking system
3.2	**Action:** Targeted Academic Support for Unduplicated Pupils **Need:** Low academic achievement and a need to narrow the achievement gap for these subgroups	Increase student learning support based on assessments related to essential standards. The support will be targeted based on the assessed student needs and skills.	3.1, 3.2, 3.3, 3.4, 3.6, 3.11, 3.12, 3.17, 3.18

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

The methodology that was used to determine the contribution of these actions towards the proportional percentages was based off triangulating student data which includes academic performance data, attendance data, focus group data, and student survey data related to risk factors.

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11,048,711	907,541	8.214%	0.000%	8.214%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,341,785.00	$2,572,261.00	$2,952,266.00	$426,501.00	$15,292,813.00	$13,598,866.00	$1,693,947.00

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	Facilities and Maintenance	All	No			All Schools	1. Year 1,2,3 2. Year 1,2,3	$1,401,971.00	$376,647.00	$376,647.00		$1,401,971.00		$1,778,618.00	
1	1.2	School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1. Year 1,2,3 2. Year 1 3. Year 1,2,3 4. Year 1,2,3	$154,018.00	$0.00	$154,018.00				$154,018.00	
1	1.3	Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1. Year 1,2,3 2. Year 1,2,3 3. Year 1,2,3	$234,592.00	$126,267.00	$126,267.00	$88,944.00		$145,648.00	$360,859.00	
1	1.4	Social Emotional Learning	All	No			All Schools	1. Year 1 2. Year 1,2,3 3. Year 1	$0.00	$5,997.00		$5,997.00			$5,997.00	
1	1.5	Student Health & Wellness Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1. Year 1,2,3 2. Year 1,2,3 3. Year 1,2,3 4. Year 1,2,3	$107,581.00	$0.00	$107,581.00				$107,581.00	
1	1.6	Increased Parent & Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1. Year 1,2,3 2. Year 1,2,3 3. Year 1,2,3 4. Year 1,2,3 5. Year 1,2,3	$102,627.00	$25,039.00		$109,955.00		$17,711.00	$127,666.00	
1	1.7	Attendance Improvement - all students	All	No			All Schools	1. Year 1,2 2. Year 1,2,3 3. Year 1	$1,037.00	$0.00		$1,037.00			$1,037.00	
1	1.8	Targeted Attendance Support for our Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	1. Year 1,2,3 2. Year 1,2,3 3. Year 1,2,3 4. Year 1,2,3	$0.00	$2,857.00			$2,857.00		$2,857.00	
1	1.9	Transportation - All Students	All	No			All Schools	1. Year 1,2,3 2. Year 1	$556,791.00	$304,687.00	$304,687.00		$556,791.00		$861,478.00	
1	1.10	Transportation - Unduplicated Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools	1. Year 1,2,3	$396,923.00	$211,731.00	$487,524.00	$121,130.00			$608,654.00	

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
					Group(s)											
1	1.11	Student Enrichment	All	No			All Schools	1. Year 1,2,3 2. Year 1,2,3 3. Year 1,2,3 4. Year 1,2,3 5. Year 1,2,3	$122,197.00	$0.00		$122,197.00			$122,197.00	
1	1.12	School Climate and Culture	All	No				1. Year 1,2,3 2. Year 1,2,3 3. Year 1,2,3	$0.00	$4,150.00	$4,150.00				$4,150.00	
2	2.1	High Quality and Appropriately Credentialed Staff	All	No				1. Year 1,2,3 2. Year 1,2,3 3. Year 1,2,3	$9,604,990.00	$0.00	$7,697,760.00	$1,542,543.00	$278,652.00	$86,035.00	$9,604,990.00	
2	2.2	Curriculum and Instructional Materials	All	No			All Schools	1. Year 1,2,3 2. Year 1,2,	$0.00	$91,466.00		$91,466.00			$91,466.00	
2	2.3	Instructional Practice	All	No			All Schools	1. Year 1,2,3 2. Year 1,2,3 3. Year 1,2,3	$74,605.00	$6,050.00		$80,655.00			$80,655.00	
2	2.4	Standards Alignment	All	No			All Schools	1. Year 1,2,3 2. Year 1,2,3	$10,500.00	$0.00		$10,500.00			$10,500.00	
2	2.5	Assessment & Data Analysis	All	No			All Schools	1. Year 1,2,3 2. Year 1,2 3. Year 1,2,3	$0.00	$28,000.00		$28,000.00			$28,000.00	
2	2.6	Professional Development	All	No			All Schools	1. Year 1,2,3 2. Year 1,2,3 3. Year 1,2, 4. Year 1,2,3	$0.00	$13,414.00		$13,414.00			$13,414.00	
2	2.7	Secondary A- G Preparedness	All	No			Specific Schools: Golden Sierra 7-12	1. Year 1,2,3 2. Year 1,2,3 3. Year 1,2,3	$116,422.00	$29,105.00			$145,527.00		$145,527.00	
2	2.8	Student Access to Technology	All	No			All Schools	1. Year 1,2,3 2. Year 1,2,3	$0.00	$93,808.00			$93,808.00		$93,808.00	
2	2.9	College and Careers Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1. Year 1 2. Year 1,2,3 3. Year 1,2,3 4. Year 1,2,3 5. Year 2,3	$0.00	$32,151.00	$32,151.00				$32,151.00	
3	3.1	Intervention Supports	All	No				1. Year 1,2,3 2. Year 1,2,3 3. Year 1,2,3 4. Year 1 5. Year 1	$0.00	$7,500.00			$7,500.00		$7,500.00	
3	3.2	Targeted Academic Support for Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	1. Year 1,2,3 2. Year 1,2,3 3. Year 1,2,3	$177,107.00	$0.00				$177,107.00	$177,107.00	
3	3.3	Early Childhood Development and School Readiness	All	No Yes	Schoolwide		Specific Schools: Georgetown,	1. Year 1,2,3	$10,345.00	$0.00		$10,345.00			$10,345.00	

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
							Northside and Otter Creek									
3	3.4	Extended Learning Opportunities	All	No				1. Year 1,2,3 2. Year 1,2,3	$12,000.00	$334,078.00		$346,078.00			$346,078.00	
3	3.5	Academic Program Support	All	No Yes	Schoolwide		Specific Schools: Georgetown, Northside, Golden Sierra	1. Year 1,2,3 2. Year 1,2,3	$465,160.00	$0.00			$465,160.00		$465,160.00	
4	4.1	Career & Technical Education	All	No					$0.00	$0.00	$0.00				$0.00	
4	4.2	Drug Awareness Education	All	No					$50,000.00	$0.00	$50,000.00				$50,000.00	
4	4.3	Field Trips	All	No				Year 2,3	$0.00	$1,000.00	$1,000.00				$1,000.00	

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
11,048,711	907,541	8.214%	0.000%	8.214%	$907,541.00	0.000%	8.214 %	**Total:**	$907,541.00
								LEA-wide Total:	$420,017.00
								Limited Total:	$487,524.00
								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	**1.2**	School Safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,018.00	
1	**1.3**	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$126,267.00	
1	**1.5**	Student Health & Wellness Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$107,581.00	
1	**1.6**	Increased Parent & Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.8**	Targeted Attendance Support for our Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	**1.10**	Transportation - Unduplicated Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$487,524.00	
2	**2.9**	College and Careers Readiness	Yes	LEA-wide	English Learners Foster Youth	All Schools	$32,151.00	

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			
3	**3.2**	Targeted Academic Support for Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
3	**3.3**	Early Childhood Development and School Readiness	Yes	Schoolwide				
3	**3.5**	Academic Program Support	Yes	Schoolwide				

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,681,505.00	$15,269,089.00

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**	Facilities and Maintenance	No	$1,828,670.00	$1,723,680
1	**1.2**	School Safety	Yes	$118,381.00	$133,792
1	**1.3**	Mental Health Supports	Yes	$267,162.00	$288,288
1	**1.4**	Social Emotional Learning	No	$8,708.00	$5,997
1	**1.5**	Student Health & Wellness Services	Yes	$386,224.00	$308,904
1	**1.6**	Increased Parent & Community Engagement	Yes	$183,166.00	$176,293
1	**1.7**	Attendance Improvement - all students	No	$1,607.00	$1,528
1	**1.8**	Targeted Attendance Support for our Unduplicated Pupils	Yes	$4,361.00	$2,858
1	**1.9**	Transportation - All Students	No	$586,761.00	$687,765
1	**1.10**	Transportation - Unduplicated Students	Yes	$407,748.00	$477,939
1	**1.11**	Student Enrichment	No	$38,342.00	$127,048

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	**1.12**	School Climate and Culture	No	$18,500.00	$16,200
2	**2.1**	High Quality and Appropriately Credentialed Staff	No	$11,344,845.00	$9,723,654
2	**2.2**	Curriculum and Instructional Materials	No	$124,000.00	$85,800
2	**2.3**	Instructional Practice	No	$92,761.00	$80,655
2	**2.4**	Standards Alignment	No	$10,500.00	$10,500
2	**2.5**	Assessment & Data Analysis	No	$50,000.00	$50,000
2	**2.6**	Professional Development	No	$33,804.00	$13,414
2	**2.7**	Secondary A- G Preparedness	No	$153,642.00	147,528
2	**2.8**	Student Access to Technology	No	$67,884.00	$75,613
2	**2.9**	College and Careers Readiness	Yes	$14,314.00	$29,590
3	**3.1**	Intervention Supports- included in 3.2	No	$2,493.00	0
3	**3.2**	Targeted Academic Support for Unduplicated Pupils	Yes	$162,479.00	$195,258
3	**3.3**	Early Childhood Development and School Readiness	No Yes	$7,835.00	$7,904

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.4**	Extended Learning Opportunities	No	$319,414.00	$365,000
3	**3.5**	Academic Program Support	No Yes	$396,904.00	$460,849
4	**4.1**	Career & Technical Education	No	$0.00	0
4	**4.2**	Drug Awareness Education	No	$50,000.00	$72,032
4	**4.3**	Field Trips	No	$1,000.00	$1,000

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)
916,245	$1,250,852.00	$916,245.00	$334,607.00	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	1.2	School Safety	Yes	$118,381.00	133,792		
1	1.3	Mental Health Supports	Yes	$52,914.00	46,088		
1	1.5	Student Health & Wellness Services	Yes	$241,827.00	228,836		
1	1.6	Increased Parent & Community Engagement	Yes				
1	1.8	Targeted Attendance Support for our Unduplicated Pupils	Yes				
1	1.10	Transportation - Unduplicated Students	Yes	$407,748.00	477,939		
2	2.9	College and Careers Readiness	Yes	$14,314.00	29,590		
3	3.2	Targeted Academic Support for Unduplicated Pupils	Yes	$25,396.00			
3	3.3	Early Childhood Development and School Readiness	Yes	$7,835.00			
3	3.5	Academic Program Support	Yes	$382,437.00			

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)
11,017,523	916,245	0	8.316%	$916,245.00	0.000%	8.316%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary]

[Engaging Educational Partners]

[Goals and Actions]

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  - Include a discussion of relevant challenges and successes experienced with the implementation process.

  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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