



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Loleta Union Elementary School District

CDS Code: 12-62927-0000000

School Year: 2026-27

LEA contact information:

Colton Johnson

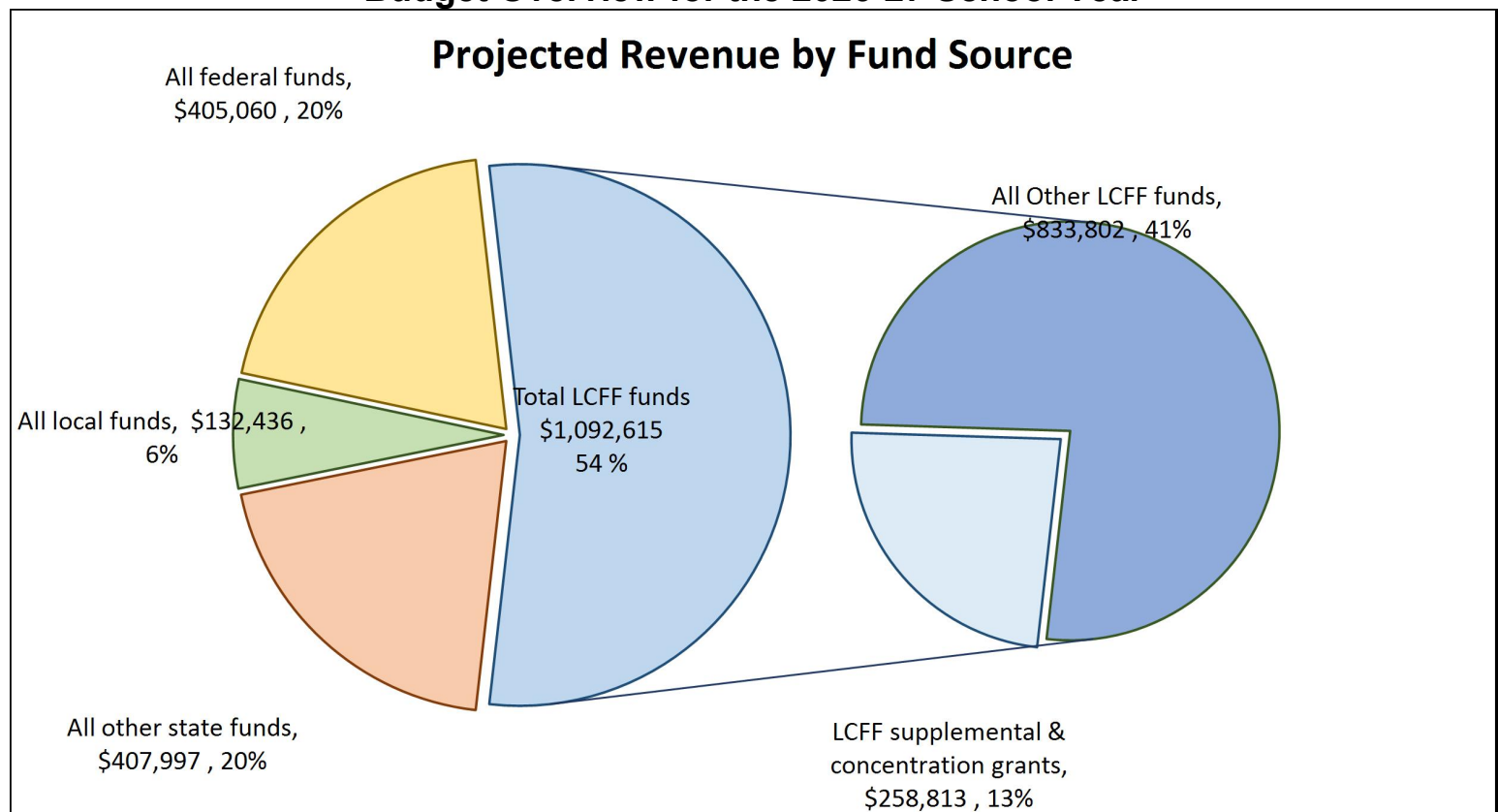
Superintendent/Principal

cjohnson@loleta.org

(707) 733-5705

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

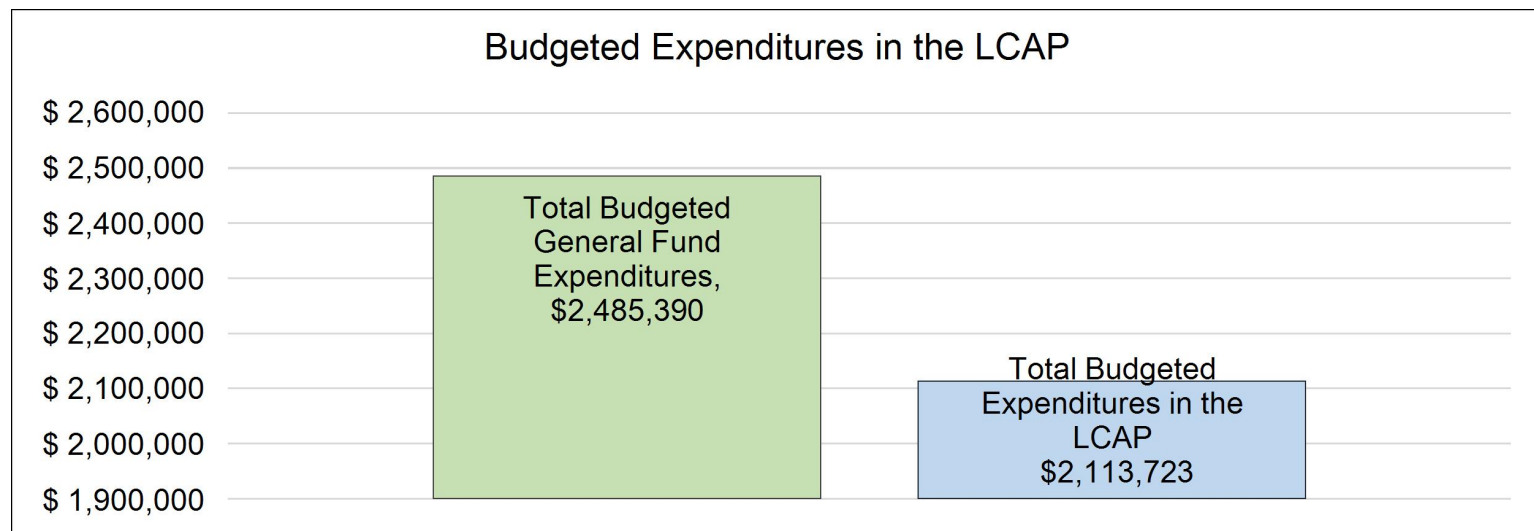


This chart shows the total general purpose revenue Loleta Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Loleta Union Elementary School District is \$2,038,108, of which \$1,092,615 is Local Control Funding Formula (LCFF), \$407,997 is other state funds, \$132,436 is local funds, and \$405,060 is federal funds. Of the \$1,092,615 in LCFF Funds, \$258,813 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 Loleta Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Loleta Union Elementary School District plans to spend \$2,485,390 for the 2026-27 school year. Of that amount, \$2,113,723 is tied to actions/services in the LCAP and \$371,667 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Not included are small grant funded expenditures and general administrative cost such as utility payments and substitute teacher costs.

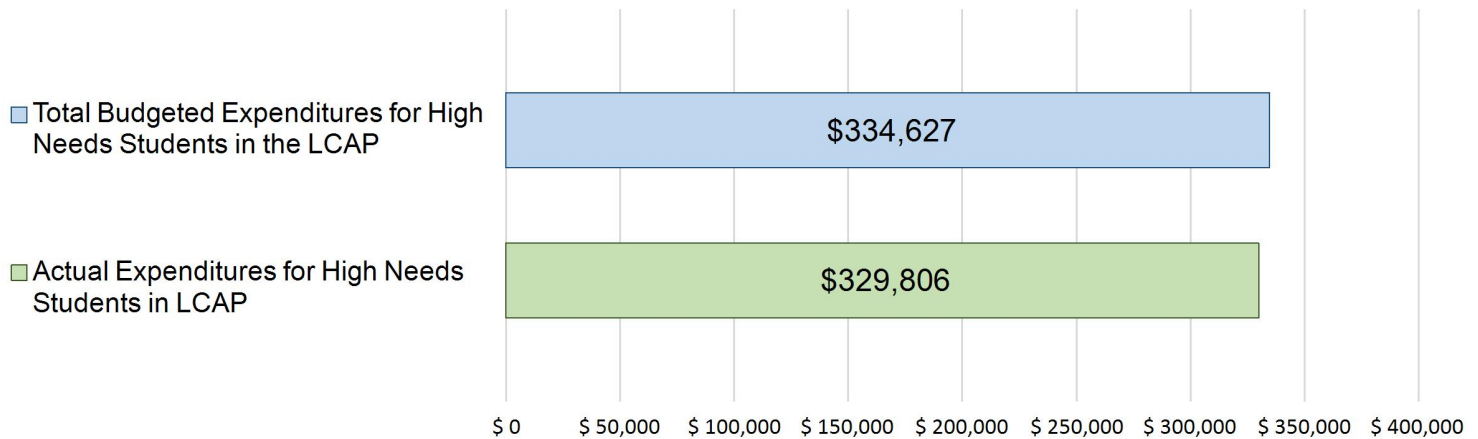
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Loleta Union Elementary School District is projecting it will receive \$258,813 based on the enrollment of Foster Youth, English learner, and low-income students. Loleta Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Loleta Union Elementary School District plans to spend \$258,816 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

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



This chart compares what Loleta Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Loleta Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Loleta Union Elementary School District's LCAP budgeted \$334,627 for planned actions to increase or improve services for high needs students. Loleta Union Elementary School District actually spent \$329,806 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$4,821 had the following impact on Loleta Union Elementary School District's ability to increase or improve services for high needs students:

Expenditures per actions vary depending on student needs. Some action costs increase due to the specific needs, which meant that other actions were not fully necessary to be expensed.



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
Loleta Union Elementary School District	Colton Johnson Superintendent/Principal	Cjohnson@loleta.org (707) 733-5705

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.

Loleta Union Elementary School District is a small, single-school district serving students in TK - 8. Built in the 1950s, the school is located on a bluff with a view of the Pacific Ocean in the small town of Loleta in Humboldt County. The community supports farming and ranching, a sizable “bedroom community” for parents who work in Fortuna to the south or Eureka to the north, and a large workforce for the Bear River Casino.

Student enrollment averages about 75 students over the 10 grade levels. Loleta Elementary serves two Native American tribes: the Bear River Band of the Rohnerville Rancheria and the Wiyot Tribe at Table Bluff and about 48% of the students who attend Loleta identify as Native American. About 25% of the students are identified as English Learners, 35% receive special education services and 92% of our students are considered to be socio-economically disadvantaged. Fifty-Two percent of our students indicate Hispanic ethnicity, which can include a Native American designation. Fifteen percent of our students are White.

The school staff reflects the diversity in the community and student population, with Native American, Hispanic, and White staff members. Loleta employs 7 full time teachers, including an Education Specialist to serve students with disabilities and an English Language Development teacher to serve English Learners. All of the school's classes are combination classes, meaning that each general education teacher serves students in two grade levels in the same classroom. Special Education support services are typically provided in a pull-out model where students go to a separate classroom for academic support. The district contracts with the County Office of Education and SELPA to for more intensive special education services. English Language Development services are provided in designated and integrated

modes. A variety of classified staff personnel, such as special education aides, bilingual aides and instructional aides provide additional support to the students in the classrooms.

As a Community School, Loleta works in partnership with our on-site Loleta Community Resource Center (LCRC) to position the school as a hub for a variety of services for students, families, and community members. The LCRC is operated by St. Joseph/Providence Health, a local health-care system. Loleta's Community School initiative includes partnerships with the two local tribes, as well as with other community-based organizations such as Two Feathers Native American Family Services, the Department of Public Health, Arcata Playhouse, Friends of the Van Duzen River, and the True North Organizing Network. This multi-agency approach fosters effective family outreach, culturally-relevant support services, enjoyable community events, and enrichment activities. Members of these organizations also serve on the district's advisory committees: the Loleta Elementary School Advisory Committee, the English Language Acquisition Committee (ELAC), the Native American Parent Advisory Committee (NAPAC) and the Loleta Core Partners team. The district offers extended learning time, summer and intersession programs, school bus transportation, a full-service cafeteria that serves breakfast, two snacks, and lunch each day, and a thriving school garden that provides produce for the cafeteria, as well as pumpkin patch and a corn maze in the fall.

Loleta Union Elementary School District is eligible for Equity Multiplier funds. The district will utilize these funds to support Goal 4 by increasing instructional support for Low Income students in English Language Arts and mathematics. Equity Multiplier funds will be used to restore two instructional aide positions to provide targeted classroom support, intervention, and increased access to instruction for the school's highest-needs student groups.

Reflections: Annual Performance

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

Part I: A reflection on annual performance based on a review of the 2025 California School Dashboard (Dashboard) and 2025 local data.

As a single school district, Loleta's LEA-level and school-level data are the same.

Some district successes to note include:

100% of certificated staff were fully credentialed and appropriately assigned;

The average attendance rate increased by 3%;

We are operating a robust Expanded Learning Program;

Arts and music instruction and activities include a student led documentary;

Expanded and maintained a robust community garden supporting student learning, hands-on science instruction, and family engagement;

The implementation of ParentSquare and school website has increased our outreach abilities.

CAASPP English Language Arts Assessment

State testing data from the 2025 Dashboard shows that on average, Loleta students in grades 3-8 scored 102.9 points below standard (pbs) on the CAASPP English Language Arts assessment. Specific student groups performed as follows:

English Learners = 106.2 points below standard
Socioeconomically Disadvantaged = 114.4 points below standard, increased 11.1 points
Students with Disabilities = 108.1 points below standard, increased 37 points
Hispanic Students = 113.9 points below standard, increased 4 points

Fewer than 11 students in the testing group, no data reported: American Indian, Homeless, Long-Term English Learners, White.

CAASPP Mathematics Assessment

State testing data from the 2025 Dashboard shows that on average, Loleta students in grades 3-8 scored 137.8 points below standard (pbs) on the CAASPP Mathematics assessment. Specific student groups performed as follows:

English Learners = 126.2 points below standard
Socioeconomically Disadvantaged = 151.9 points below standard, maintained 1.5 points
Students with Disabilities = 149.1 points below standard, increased 22.6 points
Hispanic Students = 142.9 points below standard, decreased 9.3 points

Fewer than 11 students in the testing group, no data reported: American Indian, Homeless, Long-Term English Learners, White.

Chronic Absenteeism

According to the 2025 California School Dashboard, Loleta Elementary's chronic absenteeism rate increased by 12.7 percentage points (54.4% chronically absent). This continues to be an area of focus as student attendance directly impacts access to instruction and academic achievement. The district will continue implementing attendance supports, family engagement strategies, and student interventions through LCAP Actions 2.1, 2.2, 2.3, 2.4, and 3.4.

Suspension Rate

According to the 2025 California School Dashboard, Loleta Elementary's suspension rate increased by 7.4 percentage points (7.4% suspended at least one day). The district recognizes the need to continue strengthening positive behavior supports, restorative practices, and student behavioral interventions to improve school climate and reduce exclusionary discipline practices.

Local climate survey feedback provided additional insight into student experiences related to school connectedness, safety, and belonging. Due to limited participation, these results are considered supplemental and will continue to inform efforts to strengthen student engagement and school climate.

In 2025, Students with Disabilities demonstrated the greatest academic growth of any student group at Loleta Elementary, improving 37 points in English Language Arts and 22.6 points in Mathematics. While this subgroup continues to perform below standard, the rate of growth indicates that instructional and intervention supports are beginning to show meaningful results

Actions identified to address ELA test scores: Action 1.1, Action 1.2, Action 1.3, Action 1.6, Action 1.7, Action 1.8, Action 1.12, Action 1.14, Action 1.15

Actions identified to address chronic absenteeism rates: Action 2.1, Action 2.2, Action 2.3, Action 2.4, Action 3.4

The LEA has unexpended LREBG funds that will be spent during the 2026-27 school year to fund or partially fund the following Action(s):

Action 1.13: LREBG funds will be used to provide teacher support, coaching, planning time, professional development, instructional resources, and implementation assistance to strengthen classroom-based ELD practices across grade levels. The goal of this action is to improve language acquisition, academic vocabulary development, access to grade-level curriculum, and overall academic achievement for English Learners and other struggling student groups and will be measured by the following metrics: 1.1, 1.2, 1.5, 1.6, 1.7, 1.8, and 1.11.

Part II: Lowest performing student groups reported on 2023 Dashboard

Based on data from the 2023 CA Dashboard as well as our local indicators and benchmark data, Loleta needs to improve outcomes in the areas of academic performance in Math, ELA, and Science; attendance; the implementation of state standards; suspension rate; and fostering family and community engagement. These areas of need are reflected in the Goals and Actions of this plan.

As a single school district, Loleta's LEA-level and school-level data are the same.

CAASPP English Language Arts Assessment

State testing data from the 2023 Dashboard shows that on average, Loleta students in grades 3-8 scored 119.4 points below standard (pbs) on the CAASPP English Language Arts assessment. Specific student groups performed as follows:

- Low Income = 125 pbs
- American Indian = 137 pbs
- English Learners = 91.9 pbs
- Students With Disabilities = 136 pbs
- Hispanic = 114.6 pbs
- Fewer than 11 students in the testing group, no data reported: Homeless, Two or More Races, White

Grade-level reports for the CAASPP English Language Arts assessment shows that 0% of the students tested in grades 3 through 6 scored at the Standard Met or Standard Exceeded Level but 25% of the 7th graders and 6% of the 8th graders scored at the Standard Met level.

CAASPP Mathematics Assessment

State testing data from the 2023 Dashboard shows that on average, Loleta students in grades 3-8 scored 157.6 points below standard on the CAASPP mathematics assessment. Specific student groups performed as follows:

- Low Income = 159.2 pbs

American Indian = 157.9 pbs
English Learners = 148.3 pbs
Students With Disabilities = 166.5 pbs
Hispanic = 172.5 pbs

Fewer than 11 students in the testing group, no data reported: Homeless, Two or More Races, White

Grade-level reports for the CAASPP mathematics assessment shows that 0% of the students tested in grades 3 through 8 scored at the Standard Met or Standard Exceeded Level.

Broadly speaking, of the five student groups listed, English Learners are performing the most strongly in both ELA and math, while American Indian students scored lowest in ELA and students with disabilities scored lowest in math. While all students would benefit from increased academic support, the student groups specifically identified by the California Department of Education for intervention based on the 2023 Dashboard include socioeconomically disadvantaged students for math test scores, and socioeconomically disadvantaged, American Indian, and students with disabilities for suspension rates.

Actions identified to address math test scores: Action 1.1, Action 1.2, Action 1.3, Action 1.6, Action 1.7, Action 1.8, Action 1.12, Action 1.14, Action 1.15

Actions identified to address suspension rates: Action 2.1, Action 2.2, Action 2.3, Action 2.4, Action 3.4

California Science Test

The results of the 2023 CA Science Test (CST) for grades 5 and 8 show that 99% of students tested scored at the Not Met or Nearly Met Standard level. Survey responses for the implementation of academic standards indicate a need for professional development specific to the Next Generation Science Standards (NGSS)

Local Indicator: 2024 Survey on Implementation of Academic Standards (Priority 2)

Areas identified as Level 2 or Beginning Development Phase

Providing professional learning for teaching to the NGSS standards

Policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to NGSS

Progress implementing CTE, PE, and VPA standards

The suspension rate reported on the 2023 Dashboard was 8.7%. For comparison, the state suspension rate for the same period was 3.5%. It is worth noting that a small student population affects the way the data looks. If a district has a student enrollment of 100 students and 4 students are suspended for at least one day over the course of the school year, the district's suspension rate will exceed the state rate. If you have two students in a demographic group and one is suspended, the suspension rate for that group is 50%. In looking at the student group data, it is also worth noting that groups overlap and any single student may be identified in a number of categories. In other words, one student may be identified as Hispanic, socioeconomically disadvantaged, an English Learner, and a student with disabilities. In the 2023-2024 school year the school was identified for Additional Targeted Support and Improvement (ATSI) by state for the suspension rate of students with disabilities (see below).

During the 2022-2023 school year:

Homeless = 21.4% of students identified as homeless were suspended for at least one day.
Two or More Races = 23.1% of students identified as being of two or more races were suspended for at least one day.
White = 7.1% of students identified as White were suspended for at least one day.
American Indian = 8.5% of students identified as American Indian were suspended for at least one day.
SED = 9.6% of students identified as socioeconomically disadvantaged were suspended for at least one day.
SWD = 14% of students with disabilities were suspended for at least one day.
EL = 4.3% of English Learners were suspended for at least one day.

Local Indicators on the Dashboard shows Not Met for Two or More Years for Basics: Teachers, Instructional Materials, Facilities. This is because the district failed to validate data from the 2021-2022 school year with the state. Data for the 2022-2023 and 2023-2024 school years were appropriately submitted and certified.

Chronic Absenteeism; As of March 27, 2024 32% of students were considered Chronically Absent, meaning they have missed more than 10% of school days.

An area of strength that the district will continue to invest in is the performance of our English Learners. As noted above, our ELs are performing the most strongly in both ELA and math, have the lowest suspension rate of identified student groups and had a high (24%) reclassification rate in 2023. The number of ELs who are chronically absent is proportionate to the overall population, with about 25% of chronically absent students identified as ELs.

Reflections: Technical Assistance

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

Based on the 2025 Dashboard data, Loleta School District is eligible for technical assistance from the Humboldt County Office of Education (HCOE) through the Differentiated Assistance (DA) process. The district has two eligible student group (socioeconomically disadvantaged students) and (Students With Disabilities) were identified in the areas of Chronic Absenteeism, Academics, and Suspension, specifically student performance on the CAASPP ELA and math assessments. The district has chosen to focus on student state test performance and intervention and prevention to decrease student suspension rates. Chronic Absenteeism is already a focus of work for under the community school initiative. District staff have worked with the HCOE school support team to develop benchmarks and assessment calendars. In addition, the staff have worked with the Prevention and Intervention team throughout the year with ongoing Trauma Informed professional development series. The district has also used IXL across all grade levels to better measure academic progress to provide greater opportunities for remediation where necessary and acceleration where possible. During the 2026-2027 school year, the team will implement and monitor actions to ensure they are having the desired impact.

Actions identified to address test scores: Action 1.1, Action 1.2, Action 1.3, Action 1.6, Action 1.7, Action 1.8, Action 1.12, Action 1.14, Action 1.15

Actions identified to address chronic absenteeism rates: Action 2.1, Action 2.3, Action 2.4, Action 3.4

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	From the Spring of 2025 through the Spring of 2026, the District used a variety of methods to consult with teachers in the development of the LCAP. Teaching staff reviewed student benchmark and assessment data during monthly professional development sessions and staff meetings to identify student needs, monitor progress, and prioritize areas for improvement aligned to the state priorities. Staff regularly analyzed local and state data, including attendance, chronic absenteeism, suspension rates, benchmark assessments, and state testing results to inform instructional practices and district priorities. During the 2025–2026 school year, teachers participated in the review of the LCAP Mid-Year Report and engaged in discussions regarding the effectiveness of current actions and services. Teachers also reviewed district budget updates during interim reporting periods to better understand fiscal conditions, available resources, and the alignment of expenditures to student needs and LCAP goals. Teachers provided ongoing input regarding instructional programs, interventions, curriculum, and purchasing decisions to support student achievement and school climate. Staff feedback was gathered through professional development meetings, informal consultation, surveys, and collaborative discussions to identify areas of strength, areas for growth, and priorities for future planning. Teachers also contributed feedback related to implementation of state standards, student supports, and school improvement efforts through local indicators and continuous improvement processes. Due to the size of the District, input from certificated bargaining unit members was

Educational Partner(s)	Process for Engagement
	gathered through regular staff meetings, professional development sessions, and collaborative discussions in lieu of meeting with the bargaining unit because the unit had 5 members and no current president. The District's certificated staff reviewed student data, identified areas of need, and provided feedback related to instructional programs, professional development, student supports, and LCAP priorities.
Principals/Administrators	Loleta is a single school district with only one administrator, the Superintendent/Principal, who leads the LCAP development and update process.
Other School Personnel	Classified staff were engaged in the LCAP development process in much the same way and on the same timeline as teachers. Classified staff reviewed student data in monthly staff meetings and prioritized areas for improvement based on the 7 state priority areas. In the fall of 2025 the Community School team conducted 1:1 phone conferences with current families as well as our students that are currently on a interdistrict transfer. These 1:1 conferences allowed the district to gather information in the areas of Academics and Basic Services, Expanded and Enriched Learning, and Family and Community Engagement. Classified staff provided input on the parental involvement and family engagement survey(Priority 3). Classified staff on the school Leadership Team engaged in self-assessments, such as the Fidelity Integrity Assessment, related to the implementation of MTSS that identified areas for improvement. The Leadership team also analyzed student data such as state testing results, chronic absenteeism rates, and the results of local surveys with the specific purpose of identifying actions to include in the LCAP. During the 2025-2026 school year the Community School team conducted one-on-one interviews with classified staff to gather data about the direction of the school, areas for improvement, and areas to celebrate. Due to the size of the District, input from classified bargaining unit members was gathered through regular staff meetings and collaborative discussions in lieu of meeting with the bargaining unit due to having three separate CSEA presidents in one year. Classified staff provided feedback regarding student needs, school climate, family engagement, operational supports, and services that

Educational Partner(s)	Process for Engagement
	contribute to student success. This input was considered in the development and refinement of LCAP actions and services.
Parents	Throughout the 2025-2026 school year, parents and families were engaged in a variety of ways. Monthly meetings of the Loleta Elementary Advisory Committee, the Native American Parent Advisory Committee, were held to present and discuss student data, and gather input for the development of LCAP actions. One on one empathy interviews were conducted by one of the district's core partners. Anecdotal data was gathered during IEP meetings, parent/teacher conferences, informal conversations, and school events such as Back to School Night and Lo Que Escuchamos.
Students	Students were involved in the development of the LCAP by participating in the Loleta Elementary School Advisory Committee and Native American Parent Advisory Committee meetings, listening sessions.
Community Partners	Loleta enjoys robust community partnerships with a variety of agencies and organizations. Throughout the 2025-2026 the Community School team met monthly with the staff of the Loleta Community Resource Center, operated by Providence Health. Community partners including tribal representatives participated in the surveys and listening sessions. Anecdotal data was gathered during community events and informal conversations. Monthly "core partners" meetings were held via Zoom and involved representatives of the two local tribes, True North Organizing Network, and Two Feathers Native American Family Services.

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

Input from educational partners continued to fall broadly into the areas of Academics and Basic Services, Social-Emotional Learning and Student Wellness, Expanded and Enriched Learning, and Family and Community Engagement, which helped shape the District's LCAP goals and actions. Educational partner feedback was gathered through surveys, staff meetings, parent and community engagement opportunities, student input, and community listening events.

Input from certificated and classified bargaining unit members was gathered through regular staff meetings, professional development sessions, and collaborative discussions. This feedback contributed to decisions related to instructional priorities, student supports, school climate, staffing, and resource allocation within the LCAP.

Academics and Basic Services:

Input from staff, families, students, and community members continued to emphasize the importance of strong academic programming, basic services, and equitable access to educational opportunities. During the 2025–2026 school year, the District held a *Lo Que Escuchamos* listening event to gather feedback from families and community members, particularly regarding supports for multilingual learners. Feedback from this engagement highlighted a need for increased academic and language development supports for English Learner students and improved communication with families regarding student progress and available resources. As a result, the District increased attention to English Language Development (ELD) supports and services. Educational partner input also continued to reinforce the importance of maintaining qualified staff, instructional materials, academic interventions, and supports for students with disabilities and unduplicated pupils. The actions in Goal 1 are related to certificated and classified staffing, instructional programs, professional development, intervention supports, and targeted academic services for student groups. Feedback from educational partners also contributed to the development of the District's Equity Multiplier Focus Goal. Through staff meetings, professional development discussions, family engagement opportunities, student input, and community listening events, stakeholders identified the importance of maintaining adequate classroom support, providing targeted interventions, and ensuring students with the greatest needs had access to additional instructional assistance. Educational partners emphasized the need to improve student access to instruction, support academic achievement, and provide individualized assistance to students requiring additional support.

Based on educational partner feedback and identified student needs, the District utilized Equity Multiplier funds to restore classroom aide positions that had been reduced due to budget constraints. The restoration of these positions provides increased classroom support, allows for more targeted academic and behavioral interventions, and strengthens access to instruction for students requiring additional assistance. These efforts align with the Equity Multiplier Focus Goal to improve academic engagement, attendance, and access to instruction for the school's highest-needs student groups.

Social-Emotional Learning and Student Wellness:

Input from families, community members, and staff continued to demonstrate a strong need for increased counseling and mental health supports for students. Educational partners consistently identified student social-emotional well-being, behavior supports, and access to trusted adults on campus as priorities. Feedback indicated a continued desire for counseling services, behavioral interventions, and trauma-informed practices to better support student engagement and school connectedness. The actions in Goal 2 support student wellness through counseling services, behavioral and mental health supports, professional development related to school climate and trauma-informed practices, and opportunities for enrichment that foster positive student engagement.

Family and Community Engagement:

The District continued efforts to strengthen communication and partnerships with families and the broader community. During the 2025–2026 school year, the District distributed a transportation survey to families to better understand transportation needs and identify the most effective options for restructuring home-to-school transportation and bus routes. Feedback from surveys, conversations, and community engagement opportunities continued to emphasize the importance of family involvement, transparent communication, and meaningful

opportunities for participation in decision-making. Families expressed a desire for a welcoming school environment and stronger systems for staying informed and engaged in their child's education. The actions in Goal 3 relate to family engagement, communication systems, community partnerships, and opportunities to increase participation in school activities and shared decision-making.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	With an equity lens, Loleta will develop a robust system of integrated supports to meet students' academic and basic needs.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to address the state priority areas of basic services, state standards, and pupil achievement. Based on data from the 2023 CA Dashboard, as well as from our local academic progress data, Loleta needs to improve student outcomes in the areas of academic performance in Math, ELA, and Science and continue to provide services for English Learners and students with disabilities to ensure their access to the general education curriculum. District staff ranked state test scores as their second most important area for schoolwide improvement and the state of the facilities as number five (out of 20 areas). Loleta was identified by the state for Differentiated Assistance due to low math scores on the CAASPP, particularly for our socio-economically disadvantaged students, which represent more than 90% of our student population. Families and community members ranked basic services (teachers, facilities, and textbooks) as their second most important area after parent engagement. Note that many of the metrics are expressed as averages as the district enrollment is too small to yield meaningful disaggregated data. The actions to support this goal focus on academic support as well as facilities, transportation, and cafeteria services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Average CAASPP ELA scores in grades 3-8 expressed in points above or points below standard.	2023 data: average score in grades 3-8 was 119.4 points below standard	2024 data: average score in grades 3-8 was 125 points below standard	2025 data: average score in grades 3-8 was 102.9 points below standard	By spring 2027, improve average CAASPP ELA scores in grades 3-8 to 60 points below standard	The average CAASPP ELA score improved by 16.5 points from the 2023 baseline, decreasing from 119.4 points below standard to 102.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						points below standard in 2025.
1.2	Average CAASPP Math scores in grades 3-8 expressed in points above or points below standard.	2023 data: average score in grades 3-8 was 157.7 points below standard	2024 data: average score in grades 3-8 was 153.6 points below standard	2025 data: average score in grades 3-8 was 137.8 points below standard	By spring 2027 improve average CAASPP Math scores in grades 3-8 to 75 points below standard	The average CAASPP Math score improved by 19.9 points from the 2023 baseline, decreasing from 157.7 points below standard to 137.8 points below standard in 2025.
1.3	CAASPP Science Scores for grades 5 and 8 expressed as the average percentage of students scoring in each of the performance categories	2023 data: 59% of students tested scored in the Standard Not Met performance category and 40% of students tested scored in the Standard Nearly Met performance category.	2024 data: 69% of students tested scored in the Standard Not Met performance category, 25% scored in Standard Nearly Met category and 6% scored in Standard Met	2025 data: 55% of students tested scored in the Standard Not Met performance category, 45% scored in the Standard Nearly Met category, and 0% scored in the Standard Met category.	By spring 2027 increase CAASPP Science Scores for grades 5 and 8 to 50% of students scoring in the Standard Met performance category	Compared to the 2023 baseline, the percentage of students scoring in the Standard Not Met category decreased by 4 percentage points (from 59% to 55%). The percentage of students scoring in the Standard Nearly Met category increased by 5 percentage points (from 40% to 45%). The percentage of students scoring in the Standard Met category increased by 0 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Percentage of teachers who are fully credentialed, and number of students with access to standards-aligned instructional materials, (2023-24 Local data)	2023-2024 school year: 100% of teachers are fully credentialed and all students have access to standards-aligned instructional materials.	2024-2025 school year: 100% of teachers are fully credentialed and all students have access to standards-aligned instructional materials.	2025-2026 school year: 100% of teachers are fully credentialed and all students have access to standards-aligned instructional materials.	Maintain 100% fully credentialed and appropriately assigned teachers and all students having access to standards-aligned instructional materials.	Maintained 100%
1.5	Percentage of English Learner students annually reclassified as Fluent English Proficient (RFEP)	2024 data: 7% of English Learner students were reclassified as Fluent English Proficient (RFEP)	2025 Data: 11% of English Learner students were reclassified as Fluent English Proficient (RFEP)	2026 Data: 15.8% of English Learner students were reclassified as Fluent English Proficient (RFEP)	Maintain 5% or more of English Learners annually reclassified as Fluent English Proficient (RFEP)	The percentage of English Learner students reclassified as Fluent English Proficient increased by 8.8 percentage points from the 2024 baseline, increasing from 7% to 15.8% in 2026..
1.6	Average self-reported ranking on a 5 point scale of the district's implementation of state academic standards, including access to ELD for English Learners, based on survey results for local indicator Priority #2	2024 Data: 1. Providing professional learning for teaching to the standards: average ranking across all subjects was 3 or Initial Implementation. 2. Availability of standards aligned instructional materials: average ranking across all subjects was 4 or Full Implementation.	2025 Data: 1. Providing professional learning for teaching to the standards: average ranking across all subjects was 3 or Initial Implementation. 2. Availability of standards aligned instructional materials: average	2026 Data: 1. Providing professional learning for teaching to the standards: average ranking across all subjects was 3 or Initial Implementation. 2. Availability of standards aligned instructional materials: average	Increase ranking to Level 4, Full Implementation, in all areas on the Priority #2 survey of the implementation of state standards.	Area 1: no change Area 2: no change Area 3: no change Area 4: no change Area 5: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3. Implementing policies or procedures to support staff in identifying areas of need: average ranking across all subjects was 3 or Initial Implementation 4. Implementing academic standards in art, music, world language: average ranking across all subjects was 2 or Beginning Development. 5. Engaging with teachers and administrators to identify areas of need: average ranking was 3 or Initial Implementation.	ranking across all subjects was 3 or Initial Implementation. 3. Implementing policies or procedures to support staff in identifying areas of need: average ranking across all subjects was 3 or Initial Implementation 4. Implementing academic standards in art, music, world language: average ranking across all subjects was 3 or Initial Implementation. 5. Engaging with teachers and administrators to identify areas of need: average ranking was 4 or Full Implementation.	ranking across all subjects was 3 or Initial Implementation. 3. Implementing policies or procedures to support staff in identifying areas of need: average ranking across all subjects was 3 or Initial Implementation 4. Implementing academic standards in art, music, world language: average ranking across all subjects was 3 or Initial Implementation. 5. Engaging with teachers and administrators to identify areas of need: average ranking was 4 or Full Implementation.		
1.7	Academic benchmark data ELA	Transitioning to new local assessment tool during upcoming school	K: 50% 1: 67% 2: 43%	K: No data 1: 16% 2: 33%	50% of students meet or exceed grade level	Compared to the 2024–25 baseline, the percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		year. Will establish baseline in 2024-25.	3: 50% 4: 50% 5: no data 6: no data 7: 11% 8: 11%	3: 25% 4: 0% 5: 16% 6: 0% 7: 0% 8: 0%	expectations in ELA	students meeting or exceeding grade-level expectations changed as follows: K: No data (change cannot be calculated; no comparable data available) 1st: 16% (-51 percentage points) 2nd: 33% (-10 percentage points) 3rd: 25% (-25 percentage points) 4th: 0% (-50 percentage points) 5th: 16% (new baseline established; no prior comparison) 6th: 0% (new baseline established; no prior comparison) 7th: 0% (-11 percentage points) 8th: 0% (-11 percentage points)
1.8	Academic benchmark data Math	Transitioning to new local assessment tool during upcoming school year. Will establish baseline in 2024-25.	K: 33% 1: 83% 2: 30% 3: 25% 4: 66%	K: no data 1: 33% 2: 20% 3: 0% 4: 0%	50% of students meet or exceed grade level expectations in Math	Compared to the 2024–2025 baseline, the percentage of students meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5: no data 6: no data 7: 8% 8: 8%	5: 16% 6: 0% 7: 0% 8: 0%		or exceeding grade-level expectations changed as follows: K: No data (change cannot be calculated; no comparable data available) 1st: 33% (-50 percentage points) 2nd: 20% (-10 percentage points) 3rd: 0% (-25 percentage points) 4th: 0% (-66 percentage points) 5th: 16% (new baseline established; no prior comparison) 6th: 0% (new baseline established; no prior comparison) 7th: 0% (-8 percentage points) 8th: 0% (-8 percentage points)
1.9	Academic benchmark data Science	Transitioning to new local assessment tool during upcoming school year. Will establish baseline in 2024-25.	K: 58% 1: 57% 2: 57% 3: 50% 4: 66% 5: no data	K: no data 1: no data 2: no data 3: no data 4: no data 5: no data	50% of students meet or exceed grade level expectations in Math	The district did not administer a standardized local science benchmark assessment during

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			6: no data 7: 8% 8: 8%	6: no data 7: no data 8: no data		the 2025–26 school year. As a result, no comparable local science benchmark data is available for this reporting cycle.
1.10	Number of days of home to school transportation service provided annually for students, inclusive of regular school days, intersession, and summer.	2023-2024 data: 85 days of home to school transportation were provided inclusive of regular school days, intersession, and summer.	2024-2025 data: 207 days of home to school transportation were provided inclusive of regular school days, intersession, and summer.	25-26 data: 172 days of home to school transportation were provided inclusive of regular school days, intersession, and summer.	Provide at least 210 days annually of home to school transportation inclusive of regular school days, intersession, and summer.	The District provided 87 more days of home-to-school transportation in 2025–2026 compared to the 2023–2024 baseline, increasing from 85 days to 172 days.
1.11	The percentage of English Learners making progress towards English Proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI)	2023 Dashboard data: 82.4% of English Learners making progress towards English Proficiency	2024 Dashboard data: 38.5% of English Learners making progress towards English Proficiency	2025 Dashboard data: 40% of English Learners making progress towards English Proficiency	Maintain 75% or more of English Learners making progress towards English Proficiency as measured by the CA Dashboard English Learner Progress Indicator (ELPI)	The percentage of English Learners making progress toward English proficiency decreased by 42.4 percentage points from the 2023 baseline, decreasing from 82.4% to 40% in the 2025 Dashboard data.
1.12	Average ranking of facility cleanliness and safety as measured by the annual Facility	2023-2024 FIT ranking was "good"	2024-2025 FIT ranking was "good"	2025-2026 FIT ranking was "good"	Maintain a "good" or better ranking of facility cleanliness and safety as measured by the	Maintained "good" ranking

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Inspection Tool (FIT) score				annual Facility Inspection Tool (FIT) score	

Goal Analysis [2025-26]

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

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

All of the actions supporting this goal were implemented as planned.

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.

1.2 Over by \$18,612.82 because of an increase in hours to ensure adequate supervision.

1.3 Over by \$135,968.20 because there was a new specialized program placement and transportation, newly qualified students receiving services and increased contracted services support from HCOE and SELPLA

1.4 Over by \$11,196.10 because budgeted amount did not accurately reflect the salary and benefits of the teacher and instructional materials.

1.6 Under by 3,558.00 because there was a decline in student enrollment.

1.7 Over by \$20,694.00 to appropriately align and fully utilize available Title I and Title II allocations in support of the identified action.

1.9 Over by \$25,904.50 due to emergency freezer repairs and contracted meal services during a staffing vacancy in the cafeteria.

1.10 Over by \$21,399.61 Increased costs in facilities were due to temporary custodial coverage during employee medical leave to maintain required school cleanliness and safety standards.

1.11 under by \$6,137.68 because there were fewer service and repair calls for the bus than anticipated.

1.12 Under by \$7,500 because there was a decline in technology contracted services.

1.14 Over by \$20,081.58 due to an increase in teacher salaries.

1.15 Over by \$18,496.53 due to increase to additional staff hours needed to support student supervision, campus safety, and operational needs.

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

Contributing Actions

Action 1.4, English Language Development, was effective based on progress demonstrated in Metrics 1.1, 1.2, 1.3, 1.5, and 1.11.

Action 1.14, Employ Certificated Staff to Support Unduplicated Pupils, was effective based on progress demonstrated in Metrics 1.1, 1.2, 1.7, and 1.8.

Action 1.15, Employ Classified Staff to Support Unduplicated Pupils, was effective based on progress demonstrated in Metrics 2.2 and 2.3.

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.

Action 1.13, Certificated Support for English Learners, has been added as a new action for the 2026–27 school year to address identified academic and language development needs of English Learner students. This action provides additional certificated support, targeted instruction, and monitoring to improve access to grade-level content and support English Learner progress toward academic goals.

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	Teachers	Recruit, hire, and retain a diverse and highly-qualified general education teaching staff.	\$255,708.00	No
1.2	Aides	Ensure that each classroom has an instructional aide.	\$59,162.00	No
1.3	Special Education	Provide in-house and contracted special education services for students with disabilities.	\$630,424.00	No
1.4	ELD	Provide designated and integrated English Language Development support for English Learners.	\$15,388.00	Yes
1.5	Assessment	Employ a testing coordinator to manage required state testing processes, training, and reporting. (Expenses in GA 1.4 for now)		No
1.6	Curriculum	Ensure that textbooks, consumables, and online content subscriptions, are current, standards-aligned and sufficient in number.	\$14,976.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Instructional Materials	Ensure that instructional materials and supplies are age appropriate and sufficient in number.	\$7,500.00	No
1.8	Academic Support	Provide additional academic support for all students to meet their identified areas of need.		No
1.9	Cafeteria	Provide a full-service student nutrition program that is compliant with state and federal standards.	\$149,597.00	No
1.10	Facilities	Provide safe and clean facilities that are in good repair.	\$141,329.00	No
1.11	Transportation	Provide reliable home to school transportation during the regular school year and during intersession programs.	\$35,745.00	No
1.12	Technology	Ensure that the technology infrastructure is efficient and up to date, and equipment is updated and fully functional.	\$17,800.00	No
1.13	Certificated Support for ELD (LREBG)	Provides additional training and certificated oversight of and for English Learning student's education. A recent needs assessment supports these services to address the academic needs of our EL student population. Progress will be monitored using metrics for ELA and math academic performance on CAASPP and local assessments.	\$124,482.00	No
1.14	Certificated Staff	Employ certificated staff to support unduplicated pupils (English Learners, socio-economically disadvantaged and foster youth).	\$70,894.00	Yes
1.15	Classified Staff	Employ classified staff to support unduplicated pupils (English Learners, socio-economically disadvantaged and foster youth).	\$115,491.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster positive connections to school by providing expanded and enriched learning opportunities, social-emotional learning, and behavioral support services.	Broad Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has developed this goal to address the state priority areas of Pupil Engagement, School Climate and Course Access. During the Spring 2024 LCAP development sessions, school staff ranked Pupil Engagement as their number one priority area, based in particular on the student chronic absenteeism rate. School climate survey data shows that student perceptions of safety and connection to school are strong but could be improved. In addition, Loleta has been identified by the state for Differentiated Assistance due to the suspension rate of Native American students, students with disabilities, and students who are socio-economically disadvantaged. The metric measuring the percentage of students seeking counseling support aims to reduce that number through stronger Tier 1 interventions, direct instruction in pro-social conduct, and referral to outside agencies as needed. This goal includes actions intended to foster a more positive school climate through integrated behavioral and mental health support services, an engaging and relevant course of study, and expanded and enriched learning time.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Attendance Rate: End of Year attendance totals as measured by the student information system's YTD Attendance Totals Report.	2024 End of Year Data: 88% average attendance rate as measured by the YTD Attendance Totals Report.	2025 End of Year Data:	2026 End of Year Data:91.42% average attendance rate as measured by the YTD Attendance Totals Report.	Increase the end of year average attendance rate to 93% as measured by the student information system's YTD	Average attendance increased by 3.42 percentage points from the 2023–24 baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Attendance Totals Report.	
2.2	Chronic Absenteeism Rate: The percentage of students who are absent for 10% or more of enrolled days as measured by attendance records in the student information system and the CA School Dashboard.	2024 End of Year Data: 57% of students were chronically absent as measured by attendance records in the student information system.	2025 End of Year Data: 41% of student were chronically absent as measured by attendance records in the student information system.	2026 End of Year Data: 38% of student were chronically absent as measured by attendance records in the student information system.	Reduce the chronic absenteeism rate to at least match the state average of 24.3% (2023 data) as measured by attendance records in the student information system and the CA School Dashboard.	The chronic absenteeism rate decreased by 19 percentage points from the 2023–24 baseline.
2.3	Middle School Dropout Rate The percentage of students in grades 6-8 who leave school without an identified next school of enrollment as measured by enrollment records in the student information system and verification in CalPADS.	2024 End of Year Data: 0% middle school dropout rate.	2025 End of Year Data: 0% middle school dropout rate	2026 End of Year Data: 0% middle school dropout rate	Maintain a 0% middle school dropout rate as measured by enrollment records in the student information system and verification in CalPADS.	maintained a 0% middle school dropout rate.
2.4	Pupil Suspension Rate: The percentage of students suspended at least one day during the school year as measured by discipline records in the student information system and CalPADS and the CA School Dashboard.	2023 End of Year Dashboard Data: 8.7% pupil suspension rate.	2024 End of Year Dashboard Data: 1.1% pupil suspension rate	2025 End of Year Dashboard Data: 7.4% pupil suspension rate	Reduce pupil suspension rate to at least match state average of 3.4% as measured by discipline records in the student information system, CalPADS and the CA School Dashboard.	The pupil suspension rate decreased by 1.3 percentage points from the 2023 baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Pupil Expulsion Rate The percentage of students expelled from the district as measured by discipline records in the student information system.	The pupil expulsion rate for the 2023-2024 school year was 0%	The pupil expulsion rate for the 2024-2025 school year was 0%	The pupil expulsion rate for the 2025-2026 school year was 0%	Maintain a 0% pupil expulsion rate as measured by discipline records in the student information system and CalPADS.	Maintained 0% expulsion rate.
2.6	School Climate Survey Data: The percentage of students reporting high levels of safety and school connectedness	2024 Data: Only 12 students participated in the CHKS with 43% of that group reporting that they felt connected to school and 17% reporting that the school has an anti-bullying climate. On a separate local survey, 80% of students surveyed reported that they felt safe at school 78.5% of students surveyed reported a sense of belonging to the school 94% of students surveyed were able to identify a caring adult at school	2025 Data (local survey) 97% of students surveyed in grades TK-8 reported that they felt supported by their teachers. 89.5% of student surveyed in grades TK-8 reported that they felt safe at school. 85% of students surveyed in grades TK-8 reported that teachers encourage them to be involved in school.	2026 Data (local survey) 91.7% of students surveyed in grades TK-8 reported that they felt supported by their teachers. 59.15% of student surveyed in grades TK-8 reported that they felt safe at school. 91.7% of students surveyed in grades TK-8 reported that teachers encourage them to be involved in school.	Increase the rate of students reporting feeling safe and connected to school to 90% as measured by a school climate survey.	The percentage of students reporting that they felt safe at school decreased by 20.85 percentage points from the 2024 local survey baseline (80% in 2024 to 59.15% in 2026). The percentage of students reporting that teachers encourage them to be involved in school increased by 6.7 percentage points from the 2025 local survey baseline (85% in 2025 to 91.7% in 2026). The percentage of students reporting a sense of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						belonging and the percentage of students identifying a caring adult were not measured using the same survey indicators during the 2025–26 school year; therefore, a comparison to the original baseline cannot be calculated. Survey results should be interpreted with consideration of the number of students participating. The district will continue monitoring school climate data and implementing strategies to improve student safety, connectedness, and engagement.
2.7	Expanded Learning Hours: Number of expanded learning daily program	The District offered 210 days of expanded learning programming	The District offered 210 days of expanded learning programming	The District offered 210 days of expanded learning programming	Offer expanded learning programming for 9 hours a day for at	Maintained expected program offerings.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	hours as measured by the program calendar and schedule.	during the 2023-2024 school year.	during the 2024-2025 school year for 9 hours per day.	during the 2025-2026 school year for 9 hours per day.	least 210 days annually (180 school days and 30 intersession days) as measured by the program calendar and schedule.	
2.8	Number of hours of art and music instruction per week provided during the instructional day	There were 0 hours of regularly-scheduled arts and music instruction during the 2023-2024 school year.	At least 225 hours of arts and music instruction were provided during the school day in the 2024-2025 school year, averaging 6 hours per week.	51 hours of arts and music instruction were provided during the school day in the 2025-2026 school year.	Provide at least 5 hours per week of art and music instruction across all grade levels during the instructional day.	Arts and music instruction increased by 51 hours from the 2023–24 baseline of 0 hours. The district utilized arts residencies through Humboldt County Office of Education to provide students with additional art and music instruction opportunities. The district did not meet the goal of providing 5 hours per week across all grade levels.
2.9	Percent of students engaging in in-house counseling support services as measured by parent permission slips	2023-2024 Data: 38% of students engaged in support services with the school counselor	2024-2025 Data: 32% of students engaged in support services with the school counselor.	2025-2026 Data: no data available	Reduce percentage of students seeking counseling support to 25%.	Counseling participation data was not available for the 2025–26 school year due to the absence of a contracted or employed school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						counselor. As a result, a comparison to the baseline cannot be calculated. The district will continue working to provide counseling supports aligned with student needs.
2.10	MTSS implementation as measured by the Schoolwide Implementation Tool (SIT) Scores.	Fall 2023 Data: Vision for Readiness: Level 1, Installing Identity: Level 1, Installing Approaches to Learning: Level 1, Installing Structures: Level 1, Installing	Fall 2024 Data: Vision for Readiness: Level 1, Installing Identity: Level 1, Installing Approaches to Learning: Level 1, Installing Structures: Level 1, Installing	Spring 2026 Data: Vision for Readiness: Level 1, Installing Identity: Level 2, Implementing Approaches to Learning: Level 2, Implementing Structures: Level 2, Implementing	Increase self-reported ranking in each area to Level 3, Sustaining, as measured by the Schoolwide Implementation Tool (SIT)	Vision for Readiness remained the same. Identity improved from level one to level two. Approaches to learning increased from level one to level two. Structures improved from level one to level two.
2.11	Pupil Access to a Broad Course of Study	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of study as defined in Ed Code	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of	All pupils, including unduplicated and those with exceptional needs, are enrolled in a broad course of	All students have access to a broad course of study	No change in level of access.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		51220 (2023-2024 Local data)	study as defined in Ed Code 5122	study as defined in Ed Code 5122		

Goal Analysis [2025-26]

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

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

Action 2.1 the district did not provide school counseling services during the 2025–26 school year due to the absence of a contracted or employed school counselor.

Action 2.8 was not implemented, will be implemented in 2026-2027 school year.

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

2.1 Under by 74,301.11 because the District was unable to fill the position.

2.5 Under by 70,354.71 because of a decrease in student enrolment in the ELOP program.

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

Action 2.1 Counselor was not effective based on the position being vacant for the 2025-2026 school year.

Action 2.8 not effective because cell phone restrictions were not implemented in the 2025-2026 school year.

Action 2.9 Extra Transportation Support, was effective based on Metrics 2.1 and 2.2. Transportation support contributed to improved student access to school and supported attendance efforts.

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.

Action 2.1 has been changed from a school counselor to a social worker at 1 FTE CCSP funds will be used to fund the remaining position.

Action 2.9 Extra Transportation Support, has been added as a new action for the 2026–27 school year to address identified attendance barriers for students, particularly unduplicated pupils. Providing additional transportation support will increase timely access to school and support improved attendance outcomes.

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	Mental Health Services	Provide contracted services to provide behavioral and mental health support services for students. A recent needs assessment supports providing evidence-based intervention services to address student wellness needs. Progress will be monitored using metric 2.2 Chronic Absenteeism Rate, 2.4 Pupil Suspension Rate, and 2.0 Rate of Counseling Support Services.	\$37,054.00	Yes
2.2	Student Support	Action discontinued for 2025-26 school year: Maintain staffing to provide student and family support services.		
2.3	Incentives	Offer incentives, awards, and acknowledgments to recognize student progress and achievement.		No
2.4	Professional Development	Provide staff professional development related to social-emotional learning, positive behavioral strategies, and other school climate related topics.	\$6,668.00	No
2.5	Expanded Learning	Provide before school, after school, intersession, and summer school programming for TK-6 students.	\$217,974.00	No
2.6	Arts Instruction	Provide arts and music instruction during the regular school day.	\$30,325.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Garden	Use local grant funds to employ a .5 FTE school gardener.	\$25,878.00	No
2.8	Cell Phones	Implement cell phone restrictions as required by the Phone-Free School Act of 2024. Parent and student surveys collected indicate student and staff support for safe storage of cell phones during the school day and research shows that smartphone and social media use have a negative impact on student mental health, peer relationships and academic performance. Progress will be monitored using metric 2.6 school climate survey data and metrics 1.7, 1.8 and 1.9 reflecting student academic progress in ELA, math and science.	\$1,150.00	No
2.9	Extra Transportation Support	Support the Transportation Department Above and Beyond the base LCFF Add-on to support getting all students, especially the unduplicated pupils, equal timely access to education.	\$19,989.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Loleta will strive to build a welcoming and positive school community by fostering active family and community engagement in all aspects of operations.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

During the LCAP development process it became clear through anecdotal and survey data that the District needs to prioritize parent and family involvement in order to improve student outcomes. While evaluating the state priority areas, families ranked Parental Involvement as their number one area for improvement and school staff ranked it as number two. The District has developed robust community partnerships through the Community School initiative which provide additional support and enrichment for students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Ranking on Parent Involvement and Family Engagement Survey (state priority #3)	2023-2024 Average Ranking: Building Relationships: Level 3, Initial Implementation Building Partnerships: Level 2, Beginning Development Seeking Input: Level 3, Initial Implementation	2024-2025 Average Ranking: Building Relationships: Level 3, Initial Implementation Building Partnerships: Level 3, Beginning Development	2025-2026 Average Ranking: Building Relationships: Level 3, Initial Implementation Building Partnerships: Level 3, Beginning Development	Increase average rankings in each area to Level 4, Full Implementation, as measured by responses on the state Priority 3 survey	Building Relationships: no change Building Partnerships: increase from level 2 to level 3 Seeking Input: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Seeking Input: Level 3, Initial Implementation	Seeking Input: Level 3, Initial Implementation		
3.2	Data from use of ParentSquare communication system as measured by the system Dashboard and reports.	2023-2024 Data: ParentSquare is a new tool for the District. 0 automatic absence notifications were sent 94% of families have a contactable number in the system 21% of families have downloaded the app 50% of staff are registered in the system	2024-2025 Data: 1,851 automatic absence notifications were sent 97% of families have a contactable number in the system 32% of families have downloaded the app 84% of staff are registered in the system	2025-2026 Data: 1,408 automatic absence notifications were sent 97% of families have a contactable number in the system 38% of families have downloaded the app 91% of staff are registered in the system	100% of student absences will receive a daily automatic notification. 100% of families will have a contactable number in ParentSquare 95% of parents will have downloaded the app 100% of staff will be registered in system.	100% of students received daily absence notifications. Percentage of families contactable increased by 3%. 17% increase in number of families downloading the app. 41% increase in staff registered in system.
3.3	Family participation, including families of unduplicated pupils, in regularly scheduled advisory committee meetings (DELAC, LES Advisory, Native American Parent Advisory Committee) as measured by meeting minutes.	2023-2024 Data: DELAC: 22% of EL parents participated in meetings LES Advisory: 0% of parents participated in meetings NAPAC: 2% of parents participated in meetings	2024-2025 Data: DELAC: 50% of EL parents participated in meetings LES Advisory: 38% of parents participated in meetings NAPAC: 26% of parents	2025-2025 Data: DELAC: Added to LES Advisory. LES Advisory: 38% of parents participated in meetings NAPAC: 26% of parents participated in meetings	DELAC: 50% of families will participate LES Advisory: 30% of parents will participate NAPAC: 50% of parents will participate	DELAC: Participation now recorded in LES Advisory Committee LES Advisory: increase in participation of 38% (met target) NAPAC: increase in participation of 24% (did not meet target)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			participated in meetings			
3.4	Parent participation rate in IEP meetings as measured by program records	2023-2024 Data: 99% of invited parents attended their student's IEP meetings	2024-2025 Data: 99% of invited parents attended their student's IEP meetings	2025-2026 Data: 99% of invited parents attended their student's IEP meetings	100% of invited parents will attend their student's IEP meetings.	There was no change in the percentage of parents attending their students' IEP meetings.
3.5	Percentage of students, families and staff reporting a sense of safety and school connectedness as measured by local survey results.	Transitioning to new local survey tool during upcoming school year. Will establish baseline in 2024-25.	2024- 2025 Data: Students: 90% Parents/Guardians : 77.8% Staff: 81.3%	2025-2026 data: Student's: 59.15% Parents/Guardians : 73.9% Staff: 75%	Students: 90% Parents/Guardians : 90% Staff: 90%	%Students: decrease of 30.85% Parents/Guardians : decrease of 3.9% Staff: decrease of 6.3%

Goal Analysis [2025-26]

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

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

All actions were implemented as planned.

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.

3.3 Over by \$3,450 because funds made available by a position reduction were used to pay for translations and child care services during advisory group meetings.

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

All of the actions were effective based on Metrics 3.1, 3.2, 3.3, and 3.4.

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

In the coming year, there are no changes to this goal, metrics, or actions.

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	Community School	Employ staff to lead the Community School initiative	\$62,635.00	No
3.2	Family Outreach & Communication	Upgrade communication systems, school website, and methods for connecting with families.	\$28,321.00	No
3.3	Family Engagement	Actively support family attendance and participation in advisory meetings.	\$5,200.00	No
3.4	Community Partnerships	Maintain strong partnerships with community based organizations to engage and connect with students and families. Expenses within GA 03.01		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	As a school eligible for Equity Multiplier funding, Loleta Union Elementary School District will improve academic engagement, attendance, and access to instruction for the school's highest-needs student groups through increased classroom support, intervention services, and targeted assistance funded through Equity Multiplier.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed because Loleta Union Elementary School District is eligible for Equity Multiplier funding. District data indicate that the school's highest-needs students require additional academic and behavioral supports to improve engagement, attendance, and academic outcomes. Equity Multiplier funds will be used to provide targeted supports that address these identified needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	ELA CAASPP - Low Income Students	2025–26 CAASPP ELA Distance from Standard for Socioeconomically Disadvantaged Students: 110.4 points below standard (38 students).	New goal	New goal	Improve the ELA CAASPP performance of Low Income Students by increasing the Distance from Standard by at least 5 points annually as measured by the CA School Dashboard.	Metric established 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Math CAASPP - Low Income Students	2025–26 CAASPP Math results for Socioeconomically Disadvantaged students: 145.8 points below standard (37 students).	New goal	New goal	Improve the Math CAASPP performance of Low Income Students by increasing the Distance from Standard by at least 5 points annually as measured by the CA School Dashboard.	Metric established 2025-26

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.

New Goal for 2026-2027

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.

New Goal for 2026-2027

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

New Goal for 2026-2027

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.

New Goal for 2026-2027

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	Additional Instructional Assistants	In order to support students in the classroom with increased needs, the district will add two .8125 FTE instructional assistants.	\$40,033.00	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
\$258,813	\$30,057

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
31.966%	0.000%	\$0.00	31.966%

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
1.14	Action: Certificated Staff Need: 2023 CA School Dashboard Data shows that low income students scored 125 points below standard (orange level) on the CAASPP ELA and 159 points below standard (red level) on the CAASPP Math test indicating a need for increased academic support. In addition, Loleta has been identified for Differentiated	As a single school district Loleta's services are provided on an LEA and schoolwide basis. With more than 90% of our students identified as socio-economically disadvantaged, any action principally directed towards supporting unduplicated pupils becomes a de facto schoolwide action. Using supplemental and concentration funds to maintain certificated staffing to support English Learners and to limit combination classes two grade levels in each classroom, especially in the primary grades, addresses the need for targeted academic	1.1, 1.2, 1.7, 1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Assistance support based on the math scores for our socio-economically disadvantaged students. Scope: LEA-wide	support. LEA-wide implementation is most appropriate due to our small, single-school district and small class sizes.	
1.15	Action: Classified Staff Need: Loleta has been identified for Differentiated Assistance support based on the suspension rate for our socio-economically disadvantaged students (among other student groups). Local data also shows high rates of chronic absenteeism among our low income students. Scope: LEA-wide	As a single school district Loleta's services are provided on an LEA and schoolwide basis. Using supplemental and concentration funds to employ an additional caring adult in each classroom addresses the need for increased social emotional and behavior support to foster better connection to school. LEA-wide implementation is most appropriate due to our small, single-school district and small class sizes.	Suspension Rate Chronic Absenteeism Rate
2.1	Action: Mental Health Services Need: Based on educational partner input and review of local survey data, we determined that the majority of Loleta's students come from a background of poverty and generational trauma. Combined with the lingering effects of the pandemic, these environmental factors pose significant challenges to student success.	As a single school district Loleta's services are provided on an LEA and schoolwide basis. It is unusual for a school with so few students to have a full time school counselor, so this is clearly and increased and improved service to support unduplicated pupils. LEA-wide implementation is most appropriate due to our small single-school district and small class sizes.	Suspension Rate Chronic Absenteeism Rate Rate of counseling support services

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.9	Action: Extra Transportation Support Need: According to the 2025 Dashboard, our unduplicated students have a higher absenteeism rate than the all students group. Home-to-school transportation is essential to their attendance. Scope: LEA-wide	Due to being a single school district, this service is being offered to all students to improve attendance rates for all.	2.1, 2.2

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
1.4	Action: ELD Need: Districts are required to provide appropriate services to English Learners. Scope: Limited to Unduplicated Student Group(s)	Having designated and integrated ELD services, and ELD-specific curriculum support EL students' progress toward English proficiency.	EL reclassification rate English Language Progress Indicator EL student scores on CAASPP

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

N/A

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to help fund the following position that provide direct support to unduplicated pupils:
School Counselor/Social Worker

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	809,639	258,813	31.966%	0.000%	31.966%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$666,426.00	\$1,249,528.00	\$25,878.00	\$171,891.00	\$2,113,723.00	\$1,155,574.00	\$958,149.00

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	Teachers	All	No			All Schools	Ongoing	\$255,708.00	\$0.00	\$177,954.00	\$68,867.00		\$8,887.00	\$255,708.00	
1	1.2	Aides	All	No			All Schools	Ongoing	\$59,162.00	\$0.00		\$17,345.00		\$41,817.00	\$59,162.00	
1	1.3	Special Education	Students with Disabilities	No			All Schools	Ongoing	\$40,565.00	\$589,859.00		\$590,648.00		\$39,776.00	\$630,424.00	
1	1.4	ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$12,263.00	\$3,125.00	\$15,388.00				\$15,388.00	
1	1.5	Assessment	Students in grades 3-8	No			All Schools	Ongoing								
1	1.6	Curriculum	All	No			All Schools	Ongoing	\$0.00	\$14,976.00		\$7,000.00		\$7,976.00	\$14,976.00	
1	1.7	Instructional Materials	All	No			All Schools		\$0.00	\$7,500.00		\$2,500.00		\$5,000.00	\$7,500.00	
1	1.8	Academic Support	All	No			All Schools	Ongoing								
1	1.9	Cafeteria	All	No			All Schools	Ongoing	\$55,351.00	\$94,246.00		\$83,146.00		\$66,451.00	\$149,597.00	
1	1.10	Facilities	All	No			All Schools	Ongoing	\$138,451.00	\$2,878.00	\$141,329.00				\$141,329.00	
1	1.11	Transportation	All	No			All Schools	Ongoing	\$35,745.00	\$0.00	\$35,745.00				\$35,745.00	
1	1.12	Technology	All	No			All Schools	Ongoing	\$0.00	\$17,800.00	\$17,800.00				\$17,800.00	
1	1.13	Certificated Support for ELD (LREBG)	All	No					\$124,482.00	\$0.00		\$124,482.00			\$124,482.00	

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	1.14	Certificated Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$70,894.00	\$0.00	\$70,894.00				\$70,894.00	
1	1.15	Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$115,491.00	\$0.00	\$115,491.00				\$115,491.00	
2	2.1	Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$37,054.00	\$37,054.00				\$37,054.00	
2	2.2	Student Support														
2	2.3	Incentives	All	No			All Schools	Ongoing								
2	2.4	Professional Development	All	No			All Schools	Ongoing	\$0.00	\$6,668.00	\$920.00	\$4,573.00		\$1,175.00	\$6,668.00	
2	2.5	Expanded Learning	All	No			All Schools	Ongoing	\$129,465.00	\$88,509.00		\$217,974.00			\$217,974.00	
2	2.6	Arts Instruction	All	No			All Schools	Ongoing	\$0.00	\$30,325.00		\$30,325.00			\$30,325.00	
2	2.7	Garden	All	No			All Schools	Ongoing	\$25,878.00	\$0.00			\$25,878.00		\$25,878.00	
2	2.8	Cell Phones	All	No			All Schools	2025-2026 school year	\$0.00	\$1,150.00	\$1,150.00				\$1,150.00	
2	2.9	Extra Transportation Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$19,989.00	\$19,989.00				\$19,989.00	
3	3.1	Community School	All	No			All Schools	Through 2027	\$40,790.00	\$21,845.00		\$62,635.00			\$62,635.00	
3	3.2	Family Outreach & Communication	All	No			All Schools	Ongoing	\$11,296.00	\$17,025.00	\$27,512.00			\$809.00	\$28,321.00	
3	3.3	Family Engagement	All	No			All Schools	Ongoing	\$0.00	\$5,200.00	\$5,200.00				\$5,200.00	
3	3.4	Community Partnerships	All	No			All Schools	Ongoing								
4	4.1	Additional Instructional Assistants	All	No			All Schools Specific Schools: Loleta Elementary School	26/27	\$40,033.00	\$0.00		\$40,033.00			\$40,033.00	

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
							tk-8									

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
809,639	258,813	31.966%	0.000%	31.966%	\$258,816.00	0.000%	31.967 %	Total:	\$258,816.00
								LEA-wide Total:	\$243,428.00
								Limited Total:	\$15,388.00
								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	1.4	ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,388.00	
1	1.14	Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,894.00	
1	1.15	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,491.00	
2	2.1	Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,054.00	
2	2.9	Extra Transportation Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$19,989.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,122,167.16	\$2,196,730.40

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	Teachers	No	\$386,301.43	351,378
1	1.2	Aides	No	\$78,852.99	97,466
1	1.3	Special Education	No	\$396,761.46	532,730
1	1.4	ELD	Yes	\$83,782.08	94,978
1	1.5	Assessment	No		
1	1.6	Curriculum	No	\$12,058.00	8,500.00
1	1.7	Instructional Materials	No	\$10,306.00	31,000.00
1	1.8	Academic Support	No		
1	1.9	Cafeteria	No	\$118,707.95	144,612.45
1	1.10	Facilities	No	\$152,647.59	174,047.20
1	1.11	Transportation	No	\$60,972.98	54,835.30

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	Technology	No	\$15,000.00	7,500.00
1	1.14	Certificated Staff	Yes	\$48,192.99	68,275
1	1.15	Classified Staff	Yes	\$115,447.18	133,943.70
2	2.1	Counselor	Yes	\$111,537.15	37236.04
2	2.2	Student Support			
2	2.3	Incentives	No		
2	2.4	Professional Development	No		
2	2.5	Expanded Learning	No	\$251,838.00	181,483
2	2.6	Arts Instruction	No	\$41,428.00	40,407
2	2.7	Garden	No	\$33,179.91	33,934.06
2	2.8	Cell Phones	No	\$5,862.00	4,918.00
3	3.1	Community School	No	\$134,747.45	133,978.65
3	3.2	Family Outreach & Communication	No	\$60,094.00	64,508.00
3	3.3	Family Engagement	No	\$4,450.00	1,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Community Partnerships	No		

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)
286,695	\$334,627.28	\$329,806.00	\$4,821.28	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	1.4	ELD	Yes	\$83,782.08	94,978		
1	1.14	Certificated Staff	Yes	\$44,492.44	64,313		
1	1.15	Classified Staff	Yes	\$115,447.18	133,944		
2	2.1	Counselor	Yes	\$90,905.58	36,571		

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)
866,997	286,695	0	33.068%	\$329,806.00	0.000%	38.040%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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:

- 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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