2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Gold Trail Union School District
CDS Code:	09618876110167
LEA Contact Information:	Name: Keri Phillips Position: Superintendent Email: kphillips@gtusd.org Phone: 530-626-3194 ext 200
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$5,918,314.00
LCFF Supplemental & Concentration Grants	$405,050.00
All Other State Funds	$567,401.00
All Local Funds	$451,019.00
All federal funds	$191,966.00
Total Projected Revenue	$7,128,700

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$7,707,884.00
Total Budgeted Expenditures in the LCAP	$3,183,563.00
Total Budgeted Expenditures for High Needs Students in the LCAP	$418,908.00
Expenditures not in the LCAP	$4,524,321

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$418,839.00
Actual Expenditures for High Needs Students in LCAP	$439,552.00

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$13,858
2025-26 Difference in Budgeted and Actual Expenditures	$20,713

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	There are additional certificated and classified employee expenditures, particularly in Special Education that are not included in the LCAP. Salaries and Benefits for administrative staff and most of the maintenance staff at the district and both school sites are not included in the LCAP. The majority of the services and supplies are also not included. These would be school supplies,

	maintenance supplies and costs, all the utility costs. There are minor infrastructure projects that are also not included in the LCAP.

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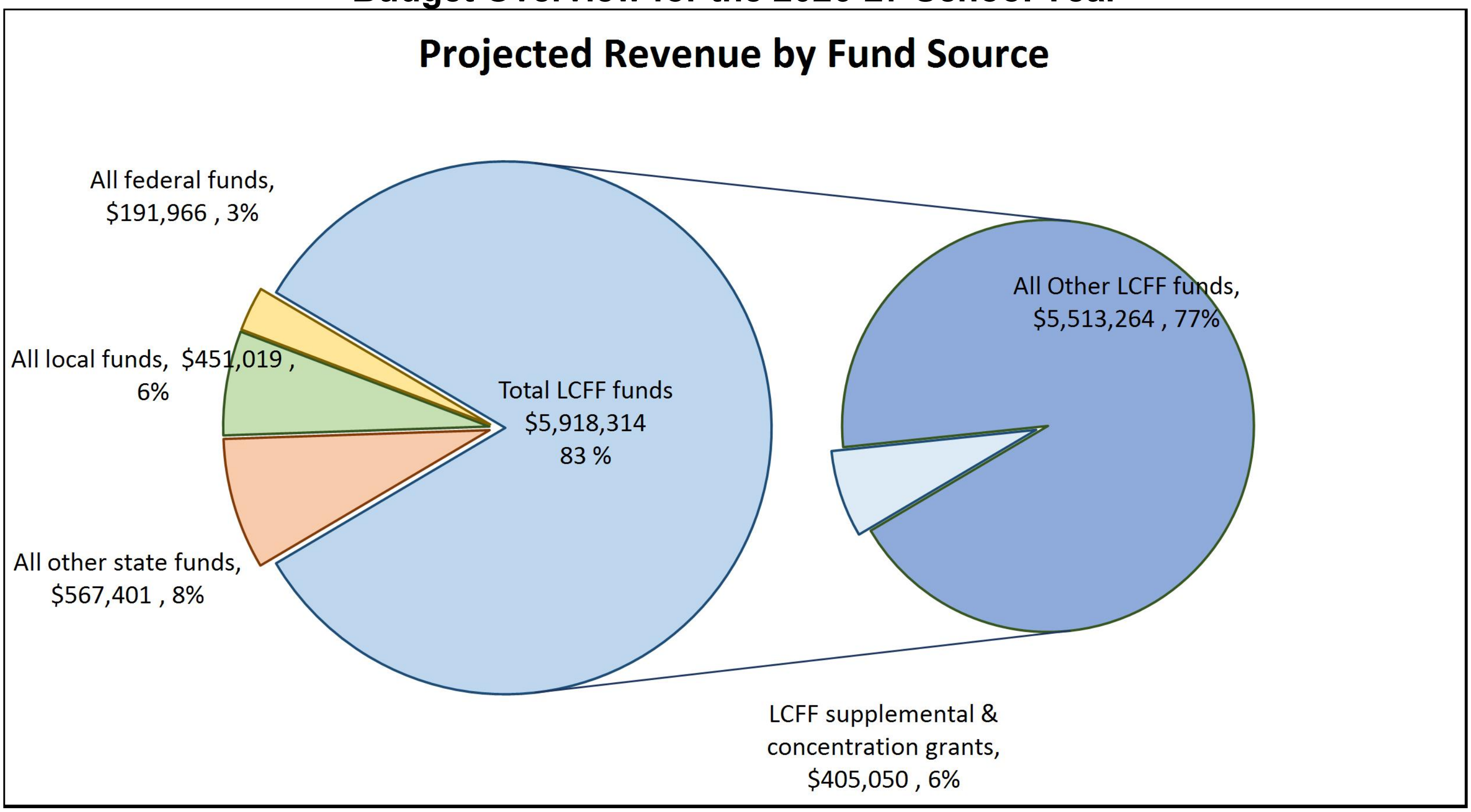
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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

Budget Overview for the 2026-27 School Year

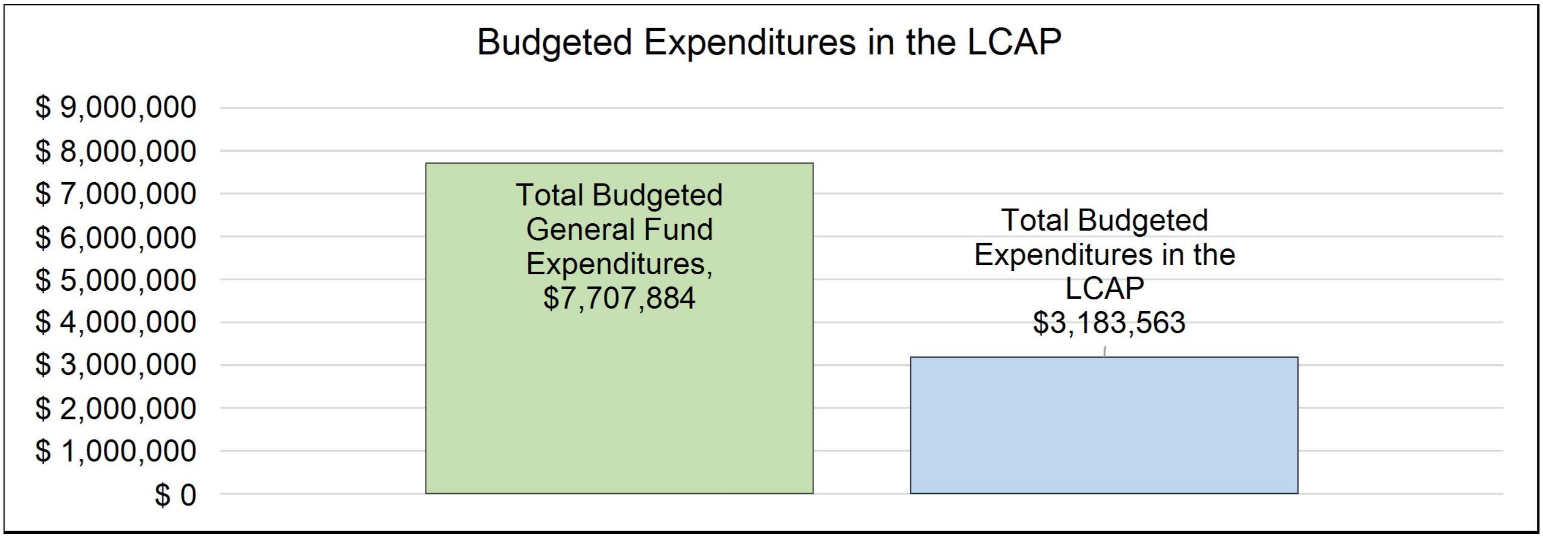


This chart shows the total general purpose revenue Gold Trail Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gold Trail Union School District is $7,128,700, of which $5,918,314.00 is Local Control Funding Formula (LCFF), $567,401.00 is other state funds, $451,019.00 is local funds, and $191,966.00 is federal funds. Of the $5,918,314.00 in LCFF Funds, $405,050.00 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 Gold Trail Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gold Trail Union School District plans to spend $7,707,884.00 for the 2026-27 school year. Of that amount, $3,183,563.00 is tied to actions/services in the LCAP and $4,524,321 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

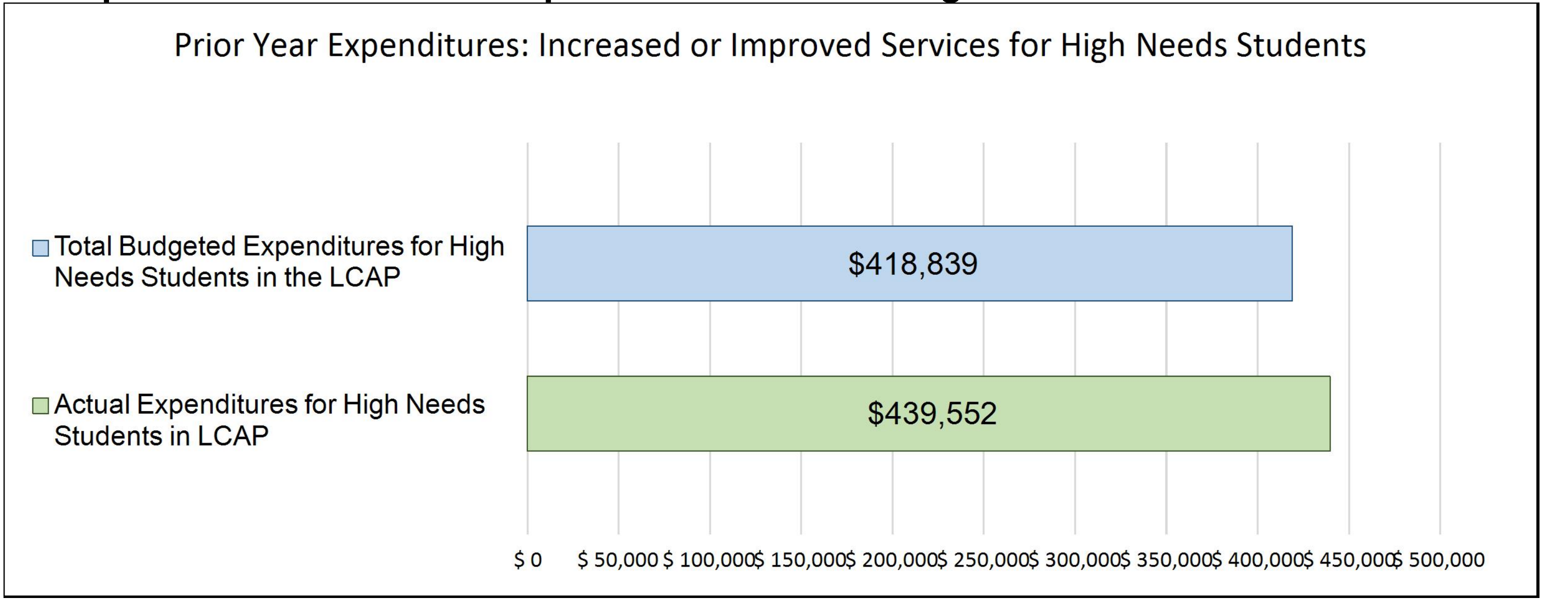
There are additional certificated and classified employee expenditures, particularly in Special Education that are not included in the LCAP. Salaries and Benefits for administrative staff and most of the maintenance staff at the district and both school sites are not included in the LCAP. The majority of the services and supplies are also not included. These would be school supplies, maintenance supplies and costs, all the utility costs. There are minor infrastructure projects that are also not included in the LCAP.

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

In 2026-27, Gold Trail Union School District is projecting it will receive $405,050.00 based on the enrollment of Foster Youth, English learner, and low-income students. Gold Trail Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gold Trail Union School District plans to spend $418,908.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Gold Trail Union School District's LCAP budgeted $418,839.00 for planned actions to increase or improve services for high needs students. Gold Trail Union School District actually spent $439,552.00 for actions to increase or improve services for high needs students in 2025-26.

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
Gold Trail Union School District	Keri Phillips Superintendent	kphillips@gtusd.org 530-626-3194 ext 200

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.

Gold Trail Union School District (GTUSD) is a small, rural school district. The district is 45 square miles located midway between Lake Tahoe and Sacramento in the Sierra foothills near Coloma State Park, where gold was first discovered in California. The Gold Trail community has a rich California history, is surrounded by orchards, vineyards and small farms and is located close to the American River which provides an abundance of outdoor recreational opportunities.

GTUSD currently serves approximately 480 students and our population demographics are as follows: 79.8% white, 14.4% Hispanic, 3.3% multiple ethnicity, and 3% other. 2.5% of our students are English learners, 29.2% are eligible for free and reduced meals (socioeconomically disadvantaged), 2.1% qualify for homeless services, with an unduplicated pupil count of 29.2%. 13% of students qualify for services under students with disabilities.
GTUSD has two schools, Sutter's Mill Elementary serving grades transitional kindergarten through third, and Gold Trail School, serving grades four through eight.

The vision for GTUSD is to create and maintain an environment where every child receives a high quality education and comes to school feeling safe, cared for, and optimistic about learning. We embrace this vision unequivocally and believe that Gold Trail is the best place for any young student to thrive and learn. Our district supports students with an extraordinary standard of respect and commitment and has a high expectation that students exemplify these ideals. We have fully implemented PBIS (Positive Behavioral Intervention and Supports) district wide and support SEL (Social and Emotional Learning) in our daily work at both campuses; Both sites completed the PCOE (Placer County Office of Education) Tier I Fidelity Index which we will use to improve supports for the 2026-27 school year. We enhance our rigorous academic program with a variety of enrichment experiences and activities. Our park-like campuses include gymnasiums, a performing arts stage, outdoor practice fields, libraries, gardens and a natural habitat learning area. STEM, band, drama, physical education, career and technical educational opportunities, after school sports, enrichment classes, day trips and overnight field trips are a few of the programs designed to create diverse learning opportunities and nurture meaningful relationships with students and staff. Our PTO is active and supports extracurricular classes and parent engagement activities throughout the year. Parental involvement at both schools is encouraged; parent participation helps to complete our circle of learning. The District Advisory Committee allows for parent and community involvement on a level that helps create and drive district goals and spending.

Our areas of focus include supporting all efforts such that every child is meeting grade level standards in math and ELA. We must commit resources to providing the highest quality teaching through hiring practices and professional development, adopt curriculum that is current and meets standards and student needs, and provide support systems for students who struggle to meet grade level standards. Our students in the categories of Hispanic, Socioeconomically Disadvantaged, and Students With Disabilities are still performing below grade level standards; SWD did increase in ELA in 2024 by over 30 points. We must provide support for our SWD (Students With Disabilities) through Instructional Assistants in classrooms, specialized academic instruction, and supportive curriculum that is accessible and designed to meet their needs. Our EL (English Learners) and our LTEL (Long-Term English Learners) students, although progressing, continue to underperform in ELA and math. Continuing to provide bilingual services and parent engagement for these students and their families is critical. Focusing on increasing attendance for students will also support their academic growth. GTUSD is committed to reducing the rate of students who are chronically absent. This year we have again achieved a 95.22% positive attendance rate and our list of chronically absent students in 2025-26 had declined by another 2% over the year prior. Supporting our socioeconomically disadvantaged youth, our unduplicated students, with ELOP (Extended Learning Opportunities Program) funding will be a priority as long as we continue to receive those additional funds. Continuing to communicate with families, working with the county partnership, and providing supports where possible will provide our students with opportunities to attend school and be successful in the classroom. Finally, we continue to strive to support all students by reinforcing positive behavior. School suspension data is continually assessed; creating restorative practices and a positive campus culture where students have voice and feel safe is a priority at GTUSD. Based on Dashboard data, we have made significant progress in 2024 with reducing suspensions in all categories. As we near an end for 2025, we do notice that our suspensions for SWD (3 students in particular) may raise numbers in that category. Maintaining access to counselors, creating peer mediation and support, and allowing students to support campus improvements will continue to help GTUSD grow. One of our biggest challenges is declining enrollment. Although this is partially a result of declining numbers state and countywide, GTUSD must support efforts to draw in students by creating and maintaining environments that are unparalleled in the county.

Reflections: Annual Performance

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

Research indicates that positive attendance in school is the number one indicator of student success. Students must be at school daily to perform well. At GTUSD, we will work to reduce the rate of chronic absenteeism specifically as indicated for our Hispanic students. In addition, reducing chronic absenteeism for socioeconomically disadvantaged students and students with disabilities will be important. We continued to use School Status for messaging families weekly. We focused resources for continued analysis and focused on absenteeism moving into 2025-26 school year, and we will continue that focus until we have all student groups attending regularly. We decreased chronic absenteeism this year by an additional 2%.

Suspension data as reflected on the Dashboard clearly reflects that there is a need to focus on our suspension rates. For the 2025-26 suspension data, the focal area of concern is reducing suspension for the student subgroups that are in the RED. First, the student group, Students With Disabilities, has been an area of concern. Likewise we have worked diligently with our Hispanic students and our SED students to reduce suspension rates. It is imperative for us to consider these three student groups. At Gold Trail (the site not the LEA) discipline over the last three years has been an area of focus. We have implemented PBIS, restorative circles, and additional counseling time. We implemented peer advocacy through training and Club Impact. The Homeless student population demographic is very low (%). For a single student to be suspended from this group, it will reflect significantly in this student group. It will be imperative to wrap services around this group of Homeless students to be sure we are providing appropriate supports. Second, as we recognize that our SWD are in the RED, we need to target improvements of services to this subgroup of students. We can improve in the area of behavioral training and SEL training with staff and students. We can work on outreach to engage families of our SED students to determine supports that we might be able to recommend: county parenting programs, Love and Logic, career and college readiness opportunities, etc. As we look at data for 2025, we are trending down for suspensions at Gold Trail (the site). At Sutter's Mill, we did not suspend students in 2025-26. We worked with our SWD and their families for our TK students who struggled with learning that putting hands on others is not an option. With numerous interventions that occur prior to a suspension at Sutter's Mill, a child will only be suspended for potential immediate threats to or violence towards others.

Academically, we have increased our lowest performing groups: students with disabilities, socioeconomically disadvantage students, and EL students. Even with increases in math and ELA, these groups are underperforming and not yet meeting their grade level standards. We must focus resources on professional development, accessible grade level curriculum and supports, and a Response to Intervention model that is continuing to result in growth in these academic areas. Providing universal screening and progress monitoring using a district tool, state testing, and local indicators (common assessments) will provide regular data to determine student progress towards the standards.
Providing our unduplicated students with tutoring, extended day opportunities for learning, and support within the school day will help to support academic growth. Math has risen to the top of our academic priority list for all students in grades 5-8. We adopted and implemented Amplify in grades 1-8 this year.

Students must feel they have voice, feel safe on campus, and have opportunities for which they desire to attend school. Creating and maintaining Social and Emotional supports for GTUSD students is a priority. Providing opportunities for voice through CAHKS, GTUSD surveys, listening circles, and building in opportunities for student voice at Board meetings and DAC will support the district in providing a climate that students are proud of and want to be a part of.

Our goal of reducing Chronic Absenteeism has been met. With another 2% drop since 2024-25, this year we have reduced our total chronic absenteeism rate to below 10%. In addition, we have reduced that in all categories including SWD and SED students.
Suspension rates at Gold Trail have decreased. Suspension alternatives at Gold Trail have established a pattern that is working for most students at that site. Suspension increased in 2024-25, but has dropped again this school year 2025-26. There were fewer Hispanic students at Gold Trail suspended in the last 2 years than in the prior 2 years. There were 51 suspensions this year total, a drop from 74 last school year. However, we significantly dropped in discipline that was not suspension related; there were 193 recorded incidents in 2024-25 and only 56 in 2025-26 (non suspension incidents). That drop rate may be of concern that, in fact, we did not address some of the behaviors occurring enough. Also of concern at Gold Trail, we had 10 records of suspension for students with Disabilities this year, where as last year we had 7; however, the total number of days of suspension for SWD did not increase significantly in the 2025-26 school year. At Sutter's Mill, we had one TK student with significant behaviors, and one K student with hands on behavior that arrived in January on both counts. Those numbers drove up our incidents from prior years, but we did not suspend students this year at Sutter's MIll reducing our suspensions by 100%.

GTUSD has spent all funding from the Learning Recovery Emergency Block Grant Fund.

Reflections: Technical Assistance

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

We are in year two of Differentiated Assistance in the categories of Chronic Absenteeism and Suspensions for Students With Disabilities. We have continued our efforts using School Status to send both encouraging reminders and notices of absences to all families, and have concentrated efforts for SWD. Case managers are, in real time, supporting the effort to diminish our SWD chronic absenteeism through the IEP process and through family communication. Currently our Chronic Absenteeism for SWD has declined significantly, so we are making great progress there. Unfortunately, we are making less progress with suspensions for SWD. The positive note is that all suspensions are significantly down from 2024-2025. However, we still continue to see a significant number of those suspensions happening for our SWD. For SWD, when behavior begins to rise, we have supported students with additional counseling time. We have called more IEP team meetings to discuss behavior prior to suspensions. There is still a higher number of SWD being suspended than non SWD. Looking at alternatives to suspension is routine for GTUSD, however there are some suspensions that cannot be replaced with alternatives as they rise to the degree of student safety concerns. We will be looking to similar districts with similar SWD numbers and less suspensions to see what they are doing that is making a difference for this population. In addition, we will attend training on restorative practices looking for new strategies to implement.

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	Teachers will have input into the LCAP process through staff meetings, representation on the District Advisory Committee, surveys, union feedback, and 1:1 conversation. Teachers also always have the opportunity to attend and provide comment at every Board of Education meeting. Teachers will be surveyed to determine their focal needs for PD in the LCAP process.
Principals/District personnel	The principals of the two district sites along with the 3 additional district staff comprise the 5 member Cabinet team. Input to and feedback for the LCAP will be regularly discussed at the weekly Cabinet meetings beginning March of 2024. All members of Cabinet but one also attend Board meetings. 3 of the 5 district staff Cabinet also sit on the DAC. The LCAP is front and central for goal setting, budgeting and for measuring outcomes. Discussion and agendized items are the format; feedback from all of the above settings will move the direction of the LCAP. This group is charged with listening to feedback as much as for setting direction.
School personnel	Feedback from nursing staff, classified, counseling, and custodial staff will be a necessary factor for improvements. Teams will be surveyed or provide feedback in brief meetings. Custodial will share out weekly on facilities needs. It is imperative for classified staff to have inroads beyond Board meetings to provide input; department meetings at Board meetings do allow for input.
Bargaining units	Monthly agendized input for all issues. LCAP will be prioritized January through June with follow up after adoption at minimum twice per year.

Educational Partner(s)	Process for Engagement
Parents	Surveys will allow for parent input and feedback. Parents comprise a portion of the DAC. Parents are encouraged to provide input on Board agenda items including the LCAP monthly. Parents often provide specific recommendations.
Students	Students must have voice. Students will be involved in feedback through surveys both local and CAHKS every other year. Student circles will allow voice whereby teachers can also provide their classroom feedback to administration. Beginning in 2006-27 the Superintendent will present to the Student Council 2x/year for student feedback, questions and concerns, thus creating a student advisory committee.
Community partners	Community partners are able to serve on the District Advisory Committee (DAC). We review the LCAP monthly March - May and there are multiple opportunities for feedback through this process. Other community partner may attend Board meetings for input and to receive information. Agendas are posted publicly at sites and on the web for the district. We value our community partners input.
Board of Education	During the planning phase the goals will be agendized for the Board and the Public to comment on. Goals will be provided for input prior to the adoption of the LCAP. The LCAP will be approved by the Board after 4 months of contributions in seeking input and writing the plan.
El Dorado County SELPA	SELPA consultation on March 12th, 2025. In addition, the Superintendent partnered with SELPA sitting on the Executive Board of SELPA for the 2025-2026 school year; meetings were held monthly. End of year meeting with SELP held May 27, 2026 for review.

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

The District Advisory Committee is a team of staff, parents, and community. They are presented with LCAP information and data, and they have the ability to reflect on and provide change to the LCAP decision process. Monthly DAC meetings, Cabinet meetings, staff meetings, and Board meetings provide for multiple opportunities for the staff, community, and parents to participate. Student voice has been increasing over the past four years to allow for students to better provide input into the development of the LCAP. Beginning in 2006-27 the Superintendent will present to the Student Council 2x/year for student feedback, questions and concerns, thus creating a student advisory committee. Parents and community members review the LCAP prior to adoption and are provided the mid year review of the LCAP. Their input specifically influences the design of and changes to the LCAP. Specific examples would include: (A) parent input on testing diagnostics used by the district on March 18, 2026 meeting, and (B) Incentive ideas for students prior to state testing to support buy in and increase in school scores at the February 18, 2026 meeting. These ideas are noted in minutes and then used to reflect on the appropriate goals in the LCAP. These are just two examples of the framing of the LCAP by community input.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide high quality instructors, a broad set of course access for students, and high quality instruction through a continual improvements process, Professional Learning Community (PLC) work, and quality professional development opportunities for staff. This goal will also incorporate engaging parents around student academics and providing facilities that are in good repair. This goal shall include: Highly qualified staff Professional Development Class sizes under maximum Systemic diagnostic system: universal screening and progress monitoring Parent engagement around student academic success Facilities in good repair	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal is reflective of the "what" in education. For student learning outcomes to improve, there are systems that need to be in place. Adults need to be highly qualified to teach. Access to a broad course of study needs to remain at the forefront so that all students can access coursework that is relevant, rigorous, and engaging including meeting Ed Code Sections 51210 and 51220(a) to (i). Students are exposed to career and college readiness and preparedness for opportunities that prepare them for high school. Staff need a variety of supports to continue to improve in the educational system; continuous improvement requires learning on behalf of the adults. Training on continuous improvements and collective efficacy through PLC work must continue for students to thrive. Training in the area of Social and Emotional Learning (SEL) will be relevant to outcomes in LCAP Goal 3. Tools and data need to be accessible so that staff may use both to consider, act and reflect on current practice and next steps. Engaging parents around student success through opportunities for parents to partner in the learning process will lead to strengthened partnerships around student academic success; Parent engagement nights such as Literacy Night, EL/LTEL engagement opportunities, and Parent Teacher conferences will all focus on parent teacher collaborative efforts to engage students in learning. Continued support of site and district facilities improvements, where funding permits, will be ongoing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers fully credentialed and appropriately assigned.	100% Fully credentialed and appropriately assigned teaching staff.	Goal Met: 100%	Goal not met: 1 teacher was not fully credentialed and was on a special assignment.	100%	No difference from baseline
1.2	Broad course of study	All students access core classes; any variant from 100% must be documented by needs analysis. Elective class opportunities available to all students with student and parent engagement. Studies do prepare students for CTE and college preparedness by preparing students for high school success.	Goal Met: 100%	Goal met: 100%	100%	No difference from baseline
1.3	Professional Learning Communities continued collaborative work on Wednesdays.	80% of all Wednesday collaboration focused on PLC work.	Goal Met: 100%	Goal met: 80%	80% of Wednesdays dedicated to PLC work.	No difference from baseline
1.4	PLC continued training offered to staff. Plan-Do-Study-Act process of continuous improvement supporting the work in PLC's. PD also provided around AI and any new implementation of curriculum with pilots/adoptions.	Full training: Partial training: 85% Limited AI training	Goal Partially Met: PLC training: 100% met AI training: 20% met Curriculum training: 55% met	Goal partially met: Training continues. With pilot much of "extra" training time was with AMIRA and Amplify and even that was not sufficient. PDSA	Full training: 90% Partial training: 100% PDSA training: 100%	We have not met this goal as of yet. We will focus on AI training for next year. Our new principal at Gold Trail will be PLC trained before starting in July, but we still have 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				was looped into all P3 trainings.		of staff not trained in PLC work.
1.5	Professional development around SEL: Wednesdays for all and specific for trainers.	5 Wednesdays per school year devoted to SEL training with every PLC meeting incorporating at minimum 1 strategy for adult SEL and/or student SEL. Counseling/admin/behavioral training provided as opportunities and funding match (1 training opportunity per year).	Goal change mid year: Incorporate SEL training into our PLC Wednesdays to incorporate SEL at all meetings.	Goal partially met: Met for Classified staff, not met for Certificated staff. Next year will need to focus on Tier I fidelity index and working with a restructured leadership team around Tier I discipline/SEL systems.	5 Wednesdays per school year devoted to SEL training with every PLC meeting incorporating at minimum 1 strategy for adult SEL and/or student SEL. Counseling/admin/behavioral training provided as opportunities and funding match (1 training opportunity per year).	With a goal change mid year, we are focusing every meeting on having a strand of SEL learning incorporated into the meetings. We have met training goals for support staff, but need to work on incorporation of SEL standards into academic lessons. CASEL visits in Fall and Spring provide data for our reflection process on SEL incorporation.
1.6	Class sizes all under maximum contracted number.	100%	Goal Met: 100% All classes under maximum size	Goal Not Met: 1st and 2nd grade at or above maximum size.	100%	No difference from baseline
1.7	Diagnostic system for universal screening and progress monitoring. Training provided to teachers to use tools provided.	Math: Fastbridge ELA: Fastbridge	Goal change: This year iReady was used for math as Universal Screener and progress monitoring. In K-3 ELA used our ESGI to screen and monitor progress in	Used mClass in K-5 for math. Discussion in DAC around use of diagnostics and their importance for measuring growth (3/18/26).	Math:iReady ELA: Pilot K-2 screener Writing: Second Step Science: Grades 6-8 - no screener	iReady used in math grades 1-8. Adoption of Amplify 1-8 will make that change again next school year. We will be using Amira screener in grades K-2 for ELA next

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			addition to using the state recommended literacy screeners for future use.			year and we will be looking for a universal tool for all grades in ELA. Training goals met with more to come with implementation of Amplify next year.
1.8	Parent engagement opportunities around student success in academics. Includes P/T conferences and parent engagement nights around math or literacy, transition to high school for 8th grade students, as well as an evening for support for EL/LTEL student success.	4 parent engagement opportunities per year: Literacy night, P/T conferences (offered 2x/year), EL/LTEL engagement night, 8th grade counseling evening for high school transition. Increase attendance for such events from baseline to year 3.	Goal not met: 2 conference times were provided and an 8th grade high school transition was available. We added a 4th grade transition event for engagement. We did not have an EL or literacy evening. In total for other parent events we increased opportunities by adding a Parents' Night Out event and a Down Ball event. PTO engagement events totaled 5. In addition the school added a carnival event for engagement with families as a social opportunity. Parent engagement	Goal partially met: No literacy night or EL/LTEL night. All other opportunities met.	4 parent engagement opportunities per year: Literacy night, P/T conferences (offered 2x/year), EL/LTEL engagement night, 8th grade counseling evening for high school transition. Increase attendance for these evenings such that from baseline to year 3.	2 of 4 engagement opportunities were held. We met 50% of the goal for this year. We did not hold an EL or literacy night this year. CAHKS for parents and survey parents of unduplicated students for ELOP opportunities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			survey opportunities: CAHKS, Kelvin surveys, unduplicated students survey for extended day needs.			
1.9	Facilities in good repair; monthly facilities walk throughs and weekly meetings at Cabinet to confirm progress towards maintaining safe facilities.	Facilities are safe and in good repair.	Goal met.	Goal met.	Facilities are in safe and good repair and: Focused improvements pending funding include HVAC at GT, improvements to the GT soccer field, shade on the TK/K playground, and upgrades to the TK/K playground to include ADA compliance.	No difference from baseline
1.10	Increase parent engagement specifically for parents of students with IEP's through continual IEP process supports; increase engagement of parents of unduplicated students through improved communication around ELOP funded opportunities: After	IEP invites, progress reports, ELOP invites, tutoring invites, support of Ext day and Boys and Girls Club.	N/A - Goal added mid year	Goal partially met.	Met	No difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school care, tutoring, transportation.					

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.

We were near 100% this year meeting the goal of 100% teachers appropriately credentialed. In June 2025, the PE teacher resigned. We struggled to find a highly qualified teacher; knowing that PE daily was still a priority for our district, we did hire a teacher that was not PE credentialed, but willing to begin the process. She was mentored by our past PE teacher. The new hire was provided a credential to teach through CTC, it was just not a PE credential. She strived to continue to meet the objectives of our PE program for students in grades TK-5 developed by our past teacher. The remainder of our teachers were 100% highly qualified.
Although a broad course of study continues as a priority, as we struggle with the declining enrollment, the priority will be our class sizes in the core curriculum to prepare students for high school. We continue to offer a broad range of electives, but may need to collapse an elective next year due to a smaller number of students enrolled in Junior High School. We continue to explore outside options to fund opportunities for students to enroll in on line courses outside of the school day through ELOP opportunities.
We were able to meet our goal for our PLC work. At the TK-3 level we continued to focus on math and our math adoption. At the 4-8 level, math was a focus with that group of teachers, but the whole staff did focus on engagement. We will strive to do observations for staff to get into other classes as we move forward with this goal.
Class sizes were at maximum in 1st and 2nd grade this year. We will encourage enrollment such that expanding enough students to hire and grow with a combo would be an ideal scenario.
This year we transitioned to Amplify math. Our universal screener became mClass which was available in grades K-5. We will look forward to having the tool next year in junior high school to progress monitor growth with that tool as we move through the year.
We had many parent engagement opportunities this year: Two conference periods, many opportunities for SST's, IEP's, and 504's throughout the year as needed, 8th grade transitions, 3rd grade transitions, open house, BTS nights, and regular conferences as needed for our families. PTO also provide both social and planning opportunities for parents. The DAC met monthly to allow for parent engagement along with monthly Board opportunities for parents to speak out. The DAC provided feedback on the LCAP to support changes to be facilitated throughout the year reflecting on goals and planning. Facilities were improved in kitchen, GT gymnasium, grounds, and general maintenance upkeep.
Foster youth, students on IEP's, and, in general, unduplicated students had opportunities throughout the year to engage with other families, administration, teaching staff, and support staff.

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.

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

Having a BIA this year to attend to our families with language deficits did support students in both general education and special education. We may need to have less hours for that position moving forward and allow for flexibility in hours such that the BIA is able to attend all meetings that occur after the school day. Implementation of Amplify for math grades 1-8 was a completely new; we will be reviewing and making determinations on the ONE year commitment as to whether to extend Amplify or pilot; move forward with Amplify for grades 3-8 in multi-year commitment and do more research in grades TK-2. PLC work has been helpful to continue vertical articulation around math. Lower grades teachers have begun work around county wide PLC review of ELA standards; although the TK-3 grades have been committed to focusing on training and implementation of Science of Reading prior to the county commitments. K-3 ELA and social studies adopted by the Board on May 15, 2026. With the transition of principals at Gold Trail, we may need to reboot and refocus on the SEL/PBIS portion of student supports and student discipline as we move into 2006-27.

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.

1. Incorporate SEL training into our academic conversations as often as possible rather than completely separate unless warranted.
2. Continue to see a universal screener that provides both ELA and Math data without being so cumbersome on the testing end.
3. Continue to build school culture and work on teacher retention.
4. Increase unduplicated students in ELOP after school opportunities. More communication specifically through supports for unduplicated students: Tutoring, after school programming, transportation.
5. Increase parent participation through IEP process for parents of students with special needs and MCV students and foster youth.
6. Make parent involvement in and transparency around school culture and discipline at GT a focus for 2026-27.

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	All teachers will be highly qualified and appropriately assigned.	All teachers will be highly qualified and appropriately assigned. If needed for retention or hiring consideration will be given to provided support for credentialing in the area of Special Education teacher.	$2,231,798.00	No
1.2	Class sizes will be maintained at or below maximum	Staffing to maintain class sizes at or below the maximum.	$226,577.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Continue use of a systemic diagnostic system	Move from FastBridge to a new diagnostic system. Used mClass for math as part of Amplify for 2025-26.	$5,000.00	No
1.4	Professional Development for staff	Professional development: PLC and SEL as primary focus; will need training on new tech, AI, and any new curriculum that emerges with an adoption.	$20,000.00	Yes
1.5	Wednesday Collaboration	Work around teacher collaboration with focus on PLC/standards mastery work and SEL support for staff and students.	$17,288.00	No
1.6	Parent Engagement	Provide engagement opportunities for families to engage around student learning; use parent surveys to gain interest in what areas the community would like to engage. For example, ELOP after school programing for unduplicated students, Literacy night, EL/LTEL engagement night, 3rd grade transition support. Engage parents of unduplicated students and students with exceptional needs including information on surveys that are specific. Increase communication for students on IEP's and for unduplicated students around ELOP ext day, Boys and Girls Club, tutoring, and transportation.	$1,000.00	Yes
1.7	Facilities in Good Repair	Set priorities for safe physical plant to support student health and learning. Projects may include improving HVAC, TK/K playground and shade, field improvements at Gold Trail, etc. Budget will designate which projects are allowable. Grants for additional projects may change the timeline/order for completion.	$153,294.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Focus on increasing performance on state standards as measured by both state and local assessments for all student demographic groups including homeless youth, Foster youth, English Learners and Long Term English Learners, socio-economically disadvantaged youth, and students with special needs. Continue participation in EDCOE consortium with CalEd partners for both P3 mathematics and 8-9 transition mathematics. Bolster Response to Instruction model that will be sustainable, allows for staff training, utilizes both credentialed and classified staff, and helps to provide equitable opportunities for all students to achieve at high levels. This goal includes use of Teacher On Special Assignment at lower grades. Provide a broad educational experience at both sites in the district include access to programs after school as well as educational experiences during the school day throughout the school year that provide educational experiences that go beyond the classroom. Engage parents in supporting after school programs and educational experiences that require additional support of parent and community partnerships. Focus on improving attendance as students who are not in school do not have the same opportunity to learn. Focus on 95% attendance for all student groups. Continue to use ELOP funding to add extended day services for unduplicated pupils and provide summer programs through county partnership at extended day site.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Student learning should be at the heart of every school district; it is the core of our existence. Goal two will be focused on how to maintain progress we have already made, use data to dial in on what we can do better, and ultimately we need to guarantee that all students can access the standards, engage in the Least Restrictive Environment, and attend school daily. The goal is focused on math and ELA standards for progress monitoring, but does not leave out the other core areas of learning. Goal one included a broad course of study whereas goal two focuses on standards and assessments. This goal incorporates five of the local priorities. As we measure our successes in the classroom with curriculum and instruction, we can then focus on areas of growth. Having the data from assessments and results of teaching practices will provide the opportunity to engage students in learning. Continued participation in Cal Ed Partnership P3 and 8-9 consortiums will provide additional opportunities for growth in the area of mathematics. ELOP funding is provided specifically for our unduplicated students; during the school year we will offer extended day services in partnership with the county office and summer programing with the county office extended day site and for support for our unduplicated students attending Boys and Girls Club.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Increase CASSPP scores ELA by 5% and Increase CASSPP scores in math by 5% with a focus on grades 5-8. ELPAC progress.	CA Dashboard Yellow	Goal not met: Orange in both ELA and math. Drops in EL learners and general "white" student population dropped our scores from yellow to green. Our sped students did increase by over 30 points in ELA.	Met 95% tested (surpassed by 4%).	CA Dashboard Green; 50% of EL increase by one level.	Below baseline: Yellow to orange; 33% increased by one level or more.
2.2	CalED partners mathematics work; participation in trainings and continued documented outcomes. High school transition success monitored.	Continued participation in and data used from CalED partnerships. Staff appreciation of and participation in program.	Goal met: Work continues. At end of year one we have seen growth in grades K-3 over last year. Team of 7 participating, returning to campus and training others, and planning for continued growth. Comparative local data shows growth in grades K, 2 and 3. Math data moving to Amplify	Finished year three and will continue working with CalEd partners as we focus on math instruction moving into next year. Outcome included looking at local data every month, discussion, and planning cycle for continued data focus in math.	End partnership with increased math scores grades TK-3 grade. Monitor progress of 9th grade students at high school transition.	No difference from baseline; goal met. Adoption of Amplify as a next step.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			for progress monitoring.			
2.3	RtI improvements and maintenance; 100% of eligible students serviced.	RtI Learning Lab at SME with TOSA services. Sonday and SWD study skills support classes. Minimal advanced opportunities in grades 3-5.	Goal met: RtI at SME has been strong. Aides continue to gain knowledge in literacy practices. As we have moved towards looking at best practices in tier one, we have focused on small group instruction. There is only one teacher not using small group instruction on a daily basis.	Goal continues. Goal met at SME. At GT we built in a period for flex, but it never came to fruition as far as using it for RtI. Goal partially met for GT. No more TOSA included. Add Curipod and ULFI in addition to Sonday to support SWD and hispanic students in ELA.	RtI model continues to support students not mastering standards. Extended learning for students who have mastered standards in place grades 3-5 focus.	No difference from baseline; Goal met
2.4	School educational opportunities both during school and after school; record by grade levels. Maintain 446 students participating in activities.	In addition to sports and music opportunities, there were 20 clubs with 242 participants ranging from 4-8th grades at Gold Trail. At Sutter's Mill, there were 200 students that participated in 11 PTO after school classes in fall/spring combined. Total for the district = 446 student participants in clubs; this does not reflect students who participated in more than one club, it accounts for each time	PTO After-School Enrichment Participation Totals SM 140/197 71% GT 129/279 47% GTUSD 270/476 57% Total number was 476 student participants.	PTO After-School Enrichment Participation Totals SM 142/218 = 65% GT 70/255 = 27% GTUSD 212/483 = 43% Down overall, especially at GT. Coordination of programs is big volunteer undertaking.	Increase opportunities for students to participate in clubs and afterschool activities. Target 4th and 5th grade for promoting students being connected to school since sports opportunities are more limited. Increase sports related clubs for younger grades. Target:	Increase from goal in baseline; We increased participation by 30 students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		a student participated in a club.				
2.5	Parent engagement surveys	LCAP survey.	Kelvin, 4th grade transition, EOY, Need for unduplicated student ELOP support survey.	Surveys grades 4-8. Kelvin surveys for students.	LCAP survey yearly, CAHKS every other year (or similar), Parent engagement reflection surveys at events.	Increase from goal in baseline; We added additional surveys for both parents and students. Use of Kelvin at Gold Trail increased more regular surveys/pulses for student voice.
2.6	95% attendance rate	SM: 93.4% Data reported as of P2 Spring 2024 GT: 94.99% District: 94.99%	SM: 94.7% GT: 95.3% District: 94.9%	SME: 94.96 GT: 95.58 District: 95.22	95% attendance district wide.	94.9% attendance: ended SAME as last year missing 95% goal by .1% In addition, the district will now be picking up the cost of School Status (formerly A2A) which was being paid for by EDCOE for the last school year.
2.7	ELOP extended day services increase for unduplicated students; increase from 5 students to 15 students.	5 students total in extended day with ELOP funding for 2023-24.	20 students total in extended day with ELOP funding for 2024-25. Also supported student at Boys' and Girls' club with a contribution of $2,500 per student to support our unduplicated	Serving over 25 unduplicated students this year at Extended Day. Serving Boys' and Girls' club students with MOU.	Increase as long as ELOP funding remains to 15 unduplicated students.The use of funds included another 30 students at Boys and Girls club.	Goal exceeded. Met goal of 20 students at extended day and increased support at Boys and Girls Club by supporting 30 additional students for a total of $76,500.00.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students that attend Boys' and Girls' Club in Placerville: numbers fluctuate throughout the year but average 30 unduplicated students.			

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.

We have carried out planned actions in Goal 2, however, the returns of state wide testing have left us having to reflect on what we are missing with standards and student learning. Our focus on math has been ongoing and we have already seen increases in mathematical reasoning across grades K-5. The Learning Lab supports Tier II language acquisition for students in grades K-3. We implemented Walk To Read with the Kindergarten classes this school year switching kids by grouping and needed. Our after school programs continue to be a healthy success. Although we did not host all 4 planned parent engagement evenings, in conjunction and partnership with the PTO, we did maintain all events to the schedule of opportunities for parents to engage in school community events. We landed at 95.22% positive attendance.
Last year we supported 20 students at Extended Day with our ELOP funding. This year we increased that number and we supported 25 students at Boys and Girls Club with ELOP funding through an MOU.

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

There was a material difference in Action 2.3 as we account for some of those dollars in other goals and actions with regards to student academic growth and personnel training. There was a material difference in Action 2.7 as we increased our ELOP program to partner with a local agency to provide after school programs for eligible students.

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

Action item 2.1 is the area of most concern. Math scores dropped 9.5 pts. ELA dropped 3 pts. However, Grade 3 Math increased by 7 points, showing promise in early intervention. With our adoption of math, our participation in both 8-9 and P3 math with the county, and a continued focus on literacy, the expectation would be that scores are starting to increase. In ELA we were only .4 points away from hitting the Green as was our goal; in math we were 3.5 points away from remaining in Yellow, so we still have a ways to go to hit Green in math. The reflection of this decrease is going to change the outcomes of our professional development for next year. We were, on the other hand, highly successful as using ELOP funding to support our unduplicated students in extending their day where applicable at Extended Day or Boys and Girls Club.

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.

We will focus on 3-5 ELA and math alignment with PD and planning days. Our P3 team will support the development of a tracking system for our math data for our own standards aligned CFA assessments; some time may be provided with sub funding or summer funding to allow for the development of that. We will continue to use the adoption of Amplify, in grades 3-8 next school year; however, in lower grades TK-2 we will be looking for a math curriculum that supports the work we have strived to achieve in P3 math with a possible pilot of one or two additional vetted curricula. We will continue to use and increase use of Kelvin to survey students and increase student voice in grades 4-8.

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	Student academic growth in Math and ELA.	Increase student outcomes in math and ELA moving overall score outcome from yellow to green on CA Dashboard for all student demographic groups including homeless youth, Foster youth, English Learners and Long Term English Learners, socio-economically disadvantaged youth, and students with special needs; specifically increase SWD from red to yellow for 2025 results. Focus on all student improvement in math in grades 5 and 6 in 2025-26.	$6,500.00	No
2.2	Cal Ed Partnership math focus: P3 and 8-9	Participate in three year (2023-2026) math collaboration with Cal Ed Partners and EDCOE focusing on math P3 and 8-9 transitions.	$1,000.00	Yes
2.3	Implement Response to Intervention model	Includes TOSA and behavioral supports	$69,903.00	No
2.4	Enrichment activities	Field trips, overnights, after school activities, tutoring, transportation for all student demographic groups including homeless youth, Foster youth, English Learners and Long Term English Learners, socio-economically disadvantaged youth, and students with special needs.	$60,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Parent engagement	Increase opportunities for parents to volunteer, provide during school field trip support, add to after school opportunities for children. Survey unduplicated parents to determine if student have needs funded through ELOP for afterschool extended opportunities. Provided parents opportunities for CAHKS input.	$500.00	No
2.6	Improved attendance	Use School Status to continue to increase positive attendance for all student demographic groups including homeless youth, Foster youth, English Learners and Long Term English Learners, socio-economically disadvantaged youth, and students with special needs. 95% attendance rate goal.	$15,048.00	Yes
2.7	ELOP funding to provide extended day for unduplicated students in partnership with EDCOE extended day.	Allows unduplicated students to receive longer day as needed without pay (funded through ELOP grant). May also provide additional extended day opportunities for learning in the summer in partnership with EDCOE. Focus on unduplicated student services.	$125,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Specific academic improvement goal: This goal will focus on improvements in areas that are either new or have been determined a need based on California Dashboard data. This goal calls out targeted areas of improvement. GTUSD will focus on increasing arts education in grades TK-5 through Proposition 28 funding. Additional resources for SWD will be provided to support the efforts in increasing scores for SWD in ELA; continued training of special education staff, both classified and certificated, in Sonday will continue to bring scores up. We will focus additional resources to support those students in vocabulary, comprehension and writing. Finally, at both school sites in the district we will continue to support efforts to reduce chronic absenteeism (specifically for SED students at Sutter's Mill and for Hispanic students at Gold Trail) by partnering with EDCOE and using SchoolStatus resources. Beginning in 2025-26 school year, GTUSD will continue to fund the School Status attendance software and accounting (formerly A2A) because the county will not longer be funding that; because our rates have attendance rates have improved and held steady, we are choosing to continue to use School Status. Adoptions in math and ELA will begin with math first and both being completed by 2027. All students at Gold Trail Union School District will continue to have access to standards-aligned instructional materials.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal three is a combination of curriculum and instruction goals that are new for this three year LCAP. All are important to target. Proposition 28 provided new funding for GTUSD to focus on arts and music education. We will commit a portion of that money to focusing on the arts education for grades TK-5. Students at the junior high school level will be given opportunities in both arts and music; funding will continue to support those programs especially within the parameters of the grant. Based on Differentiated Assistance and using LREBG funding we will focus on improving learning outcomes for Students With Disabilities in the area of ELA. LREBG funding will be used to target SWD in ELA and math. We will be implementing a new ELA supplemental targeted curriculum: UFLI. With continued focus and training on Sonday and UFLI, and with additional resources for students to increase vocabulary, comprehension and build writing skills the students will increase scores moving from red to orange on the CA Dashboard. In addition, targeting 4th and 5th grade students we will use Curipod to support writing for SWD and hispanic students. Reducing chronic absenteeism is critical; if students are not attending school then they will not be successful in school. It is imperative to focus on the subgroups that are struggling with attending school and we will focus on SWD decreasing their chronic absenteeism by 5%. . Finally, it is going to be important to adopt new curriculum in the areas of math and ELA. Amplify was adopted for this year in grades 1-8, we will move to an ELA adoption. It has been more than seven years for adoptions in both and it will be critical for student learning. All students will continue to have access to standards-aligned instructional materials. K-3 ELA adoption and social studies adoption were completed on May 14, 2026, to meet the Williams' Compliance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Arts and music education staff and student exposure data.	Current programs only as electives grades 6-8 and music education grades 4-5. No standardized arts or music in grades TK-3.	We offered weeks (one trimester) of after school art classes taught by a community arts professional. The classes were funded through Prop 28 funding. In addition, textile art classes were offered to 4th and 5th graders after school for approximately the same time frame and were very popular with the students.	Increased music education in grades TK and K January - May 2026.	Arts education is incorporated into TK-5th grade supported by Prop 28 funding.	Progress made from baseline, but no full implementation.
3.2	Staff trained on Sonday, additional resources for vocabulary, comprehension, and writing development for	New training for additional Sonday providers. No programs specific to development of vocabulary and comprehension that is	We have 3 IA's trained on Sonday. We have been exploring other literacy options to support	LREBG funding will be used to support SWD in ELA. We will continue with Sonday; add pilot	SWD ELA scores have increased by 5% per Sonday assessment data. CA Dashboard is no longer in red,	Training has been implemented. Comparison for SWD will occur with data analysis in Fall 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SWD are available for use in the classroom.	targeted to SWD. Continue to use Step up to Writing.	vocabulary. We are using Step Up to Writing.	of UFLI to see if scores increase. Students are not as interested in continued use of Sonday. Need something they engage in. In addition we will add Curipod for writing support in grades 4 and 5.	but moving from orange toward yellow.	
3.3	Reduction of chronic absenteeism based on attendance data.	SME: 17% GT: 9% District wide: 13.4%	SME:15.7% GT:8% District wide:12% NOTE: February found us with a wide sweep of flu virus absences that affected attendance in those months specifically. GTUSD to continue use of School Status with GTUSD funding rather than EDCOE funding which will no longer be available.	SME: 10.2% GT: 8.9% District wide: 9.6%	Chronic absenteeism is less than 5%.	We succeeded in coming in below our baseline. Our rates of chronic absenteeism decreased overall at both sites and as a district. Severe chronic absenteeism is less than 1.25%. However, with both chronic and severely chronic combined we are still hovering at 12% as a district.
3.4	Math adoption checklist; first focus area	Research math curriculum and follow procedures for adoptions. Current adopted curriculum	SME: Looking at ONE year full pilot of Amplify before full adoption. Kinder does not	Amplify moving forward: 3-8th. Revisit pilot for TK-2 for 2026-27.	Math adopted and fully implemented by end of year 2026.	We met the goal by moving for adoption of Amplify math grades 1-8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Benchmark and Big Ideas will be ending 2025. Pilot new curriculum.	feel the curriculum in either iReady or Amplify meet the needs of Kinder students and they are looking at keeping their focus on standards based number sense with manipulatives. GT: Did not have enough time with Amplify. GT is leaning towards the resources provided in iReady for the Junior high school. Final adoption: grades 1-8 Amplify for ONE year adoption.			for 2025-26 school year.
3.5	ELA adoption checklist; following math adoption	Benchmark and Study Sync are adopted. Need to begin to phase out with a pilot projected for 2026-27.	We are just now exploring the options. Pilot K-4 will need to be extended for one more year. In K-2 we are moving forward with an adoption of AMIRA for the K-2 literacy screener.	ELA adoption for K-3 is finished per Williams' Compliance. Also K-3 social studies. Board adopted on May 15, 2026.	ELA adoption is underway with pilots fully complete and an adoption - should funding be available - ready for Board approval by May 2027.	Met baseline, no difference.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Engage parents through communication and surveys regarding adoptions per policy.	Parent surveys conducted during adoption process.	Surveys provided. Only 3 parents provided feedback.	May 14, 2026 parent comments on K-3 adoptions were read to the Board by Superintendent Phillips.	Parents have had multiple opportunities for input on adoptions: surveys, notifications via Parent Square, and Board presentations.	Met baseline, no difference.

Goal Analysis [2025-26]

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

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

These are definitely three year goals and we have continued work to be done. For goal 3.1 we were able to add music instruction for grades TK and Kindergarten. We will continue to work with the El Dorado Arts Council to help find the talent needed. ALL students will have standards-aligned instructional materials during the adoption and once adoptions are fully completed. For chronic absenteeism, our Jan-Mar months did impact us overall. 9.6% of our students are chronically absent with a 95.22% positive attendance rate. We will continue to work to minimize absences. Our area of focus for Technical Assistance is working with students with disabilities and lowering their rate for chronic absenteeism. LREBG funding will be used to target SWD in ELA and math. We are continuing use of Sonday and adding UFLI for our SWD students for the 2026-27 school year; In addition we will use LREBG funding to purchase Curipod in grades 4 and 5 to support writing for SWD. We have included parents on adoptions. K-3 ELA and social studies adoptions occurred on May 14, 2026 so we will meet all Williams' Compliance standards.

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

There was a material difference in Action 3.1 as we have yet to fully implement the Arts Education program in grades TK-5, though we have started music classes. There was a material difference in both Action 3.3 and 3.4 as orders for the adoption of Amplify in grades 1-8 will be acknowledged in next budget cycle. The ELA adoption was postponed till we have a fully adopted Math curriculum.

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

Effectiveness:
3.1 Added music instruction for TK and Kindergarteners at Sutter's Mill.
3.2 Sonday is being amplified with use of new curriculum to support students: UFLI is working and going well with positive results for SWD in ELA.

3.3 Chronic absenteeism: We have again lowered the number of students who are chronically and severely chronically absent by 2.4%. February was a tough month with illnesses, but overall using School Status and keeping current on truancy letters, SART meetings and SARB meetings through EDCOE has been effective for us. We met our goal of 95% positive attendance (95.22%). We are focusing on communication with families of SWD to focus lowering them as chronically absent.
3.4 Moving forward with adoption of Amplify in grades 1-8 math for ONE year (2025-26). All students have standards-aligned instructional materials during the pilot and upon adoption. Grades 3-8 will continue with Amplify while grades TK-2 will endure another pilot to see if there is a better fit.
3.5 ELA and Social studies curriculum grades K-3 are officially adopted per Board approval on May 14, 2026.

Ineffectiveness:
3.1 Need more art instruction by local artists during the school day. One of the changes we need to work on next year is integrating the 2019 arts standards into our staff development so we can identify where we are already incorporating those and where we need support. The performance standards translate the anchor standards, enduring understandings, and essential questions into measurable learning goals by describing more specifically what students should know and be able to do in each arts discipline by the end of a school year or course. The standards include: Dance, Media Arts, Theatre, Music, and Visual Arts.
3.2 We need to continue work on other supports to build academic vocabulary in SWD and our EL population.
3.4 We may have taken on a bit too much and we needed more time for each pilot; as we move towards looking at ELA we want to be sure all materials are clear and evidence based and that we are not too far ahead of the adoption cycle curve.
3.5 Need time for researching ELA options 4-8.
3.6 Minimal parent feedback.

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.

One of the changes we need to work on next year is integrating the 2019 arts standards into our staff development so we can identify where we are already incorporating those and where we need support. The performance standards translate the anchor standards, enduring understandings, and essential questions into measurable learning goals by describing more specifically what students should know and be able to do in each arts discipline by the end of a school year or course. The standards include: Dance, Media Arts, Theatre, Music, and Visual Arts. We may focus on looking at how to integrate dance in with PE instruction.
Another major change is that we will need to postpone the K-3 adoption for ELA. We need to have our teachers focus on math to make sure that we are using the new math curriculum, trained appropriately, and not pulled in too many directions. Since the teachers in K-3 all do math and ELA, it would be too much to jump into a pilot for next year. The TK-2 grade team will continue to focus on math and are proposing to pilot one or two additional math curricula that align with standards and P3 best practices. In grades 4 and 5 we will add Curipod to address writing gaps for SWD. We will also be adding UFLI to support SWD and hispanic students close gaps in ELA and literacy.
Another change is with the TK-3 attendance. Not only do we need to send the messages out that we have about the importance of attendance, but we need to continue to reshape the thinking that students can't be at school because "they don't feel good". We need to make sure parents understand to bring them unless they have a fever, are vomiting, or have other major symptom that prevents them from coming to school. If they can't make it through the day, we will call home. Especially for our youngest and our chronically absent, we need to

try different strategies to get kids to school whenever possible. Continuing to lower our absences for SWD is a priority, and our focus is grades TK and K.

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	Provide arts education in grades TK-5	Have a plan for Prop 28 funding by using funds to provide some consistent arts education to children in grades TK-5.	$22,000.00	No
3.2	Staff training for improving ELA academics for SWD.	Sonday, Curipod, and other remedial training as needed to support vocabulary development and comprehension for SWD. Potential to change Sonday to UFLI.	$26,000.00	Yes
3.3	Math adoption	Have math adoption finalized with training and full implementation by Fall 2026.	$4,000.00	No
3.4	ELA adoption	Begin process for ELA adoption. Be ready for full adoption and implementation by Fall 2027.	$5,000.00	No
3.5	Parent engagement around adoptions.	Survey parents and provide clear communication around adoption. Provide opportunities for community review and input.	$500.00	No
3.6	Reduction in chronic absenteeism	GTUSD will reduce chronic absenteeism; the goal will be to have less than 5% of students chronically absent. At Sutter's Mill the focus will be on SED students; at Gold Trail we will focus on reducing the chronic absenteeism rate in Hispanic students. We will continue to utilize the A2A opportunities through EDCOE; beginning in 2025-26 EDCOE will no longer pay for School Status, but GTUSD will continue to fund this tool to support the work we do to meet our goal of 95% positive attendance. We will increase	$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		communication with these families and provide supports as needed. We will end use of School Status in 2026-27.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Campus culture and Social and Emotional Learning at GTUSD: Provide a physically and emotionally safe environment for the school community by engaging community partners in decision-making, providing access to school counseling services for students, create and implement a peer mediation program at the junior high school level, participate in Community of Practice with EDCOE around SEL, and encouraging connectedness through participation in school programs. Create a school environment that promotes belonging and respect; create strong and positive staff-student relationships, peer relationships and collegial relationships built on trust and care. Through increased connectedness to peers and adults on campus reduction in suspensions and increase in attendance will be a result. Provide Foster Youth programs and support through McKinney-Vento services. Continue to decrease suspensions through strong restorative practices with a focus on supporting SWD, SED, and homeless youth.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Board vision is to create and maintain an environment where every child receives a high-quality education and comes to school feeling safe, cared for, and optimistic about learning. In order to provide a safe, cared for, and optimistic about learning environment there must be a plan of action to achieve this. Goal 4 is that plan of action. It was written to envelope the Social and Emotional Learning needs of staff and students. Goal 4 is the groundwork for all of the learning in goals 2 and 3. The work that is being done is grade level appropriate; from learning circles to community building to greetings at the door, the staff will rally around creating environments that are welcoming, caring, and engaging. We have a plan for support at all tiers (I, II, and III) to support students based on their needs. As with Maslow's Hierarchy, students who do not have their basic needs met will struggle with higher order demands. 100% of students needing services will receive them. Providing for SEL is the foundation for all learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent/community and student surveys around school climate	4th grade surveys. Increase surveys to parents.	Surveys sent to discuss family night and to get feedback on splitting fourth grade between two teachers or keeping it the same. Kelvin pulses more regularly sent to students for both larger and more trivial feedback.	Positive student feedback. Goal met.	Foster greater sense of community and increase parent participation at Gold Trail.	No difference.
4.2	Counseling services for ERMHS, gen ed support and restorative practices; metrics include numbers served and surveys. 100% of students needing services will receive services for emotional well being.	1.5 FTE in counseling servicing ERMHS and gen ed students as needed.	Goal met; continue to serve ERMHS and support gen ed needs with individual and group sessions. Increase in peer mediation and restorative practices.	Goal met: 1.2 counselors.	Decreased need for long term ERMHS. Increase use of counselors for Tier I and II supports.	No difference; goal met.
4.3	Peer mediation program at the junior high school level	No current program exists.	Mediation training in Fall. Implementation through Club Live Winter/Spring.	Goal met: Club Impact	Students feel supported by one another through peer mediation. Fewer discipline referrals.	Club Impact did get up and running this year thus from the baseline we met the stage of implementation.
4.4	EDCOE SEL CoP program implementation and results measurements through CASEL training	Year 1 of 3 year CoP in SEL with CASEL training.	Fall and Spring visitation. Positive responses to visitations to Sutter's Mill. Focus goal area for next year around	Casel CoP over; move to Tier I Fidelity Index to monitor SEL/PBIS implementation. Also change Guiding Coalition	By year 3, fewer discipline referrals will be documented. Students will have an increase connectedness to	Finished year 2 of 3 for participation in CoP. We had two site visits from CASEL team.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			integrating SEL into academics. Model that at meetings.	to a Leadership and Culture team for 2026-27 for continued staff input on discipline.	school and at Gold Trail, parent image of Gold Trail is markedly improved based on surveys. Enrollment is up.	
4.5	Survey results that indicate an increase in student connectedness to school	End of Year survey: 4th and 5th graders @ 68% connected and junior high at 88% connected.	EOY survey: 4th/5th graders @ 73.5% up 5.5% from last year: junior high is same as last year.	EOY Survey: 4th and 5th graders responded more positively this year than did Junior High. The Junior high students that were connected and provided positive responses decreased, however the more students participated in school activities the higher positive responses they gave. 4th grade was the most positive response gaining by 6% from last year while 5th grade responses dropped by approximately 10%. The total participation of responses increase by 8% this year (90% of	Improve connectedness of students at Gold Trail to their school site with a focus on the 4th and 5th grade levels: 85% of ALL students feel connected to school. (increase of 10%)	Increase in connectedness at the 4th and 5th grade levels by 5.5%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				all students responded). The majority of students feel safe at school and feel that they are connected to school.		
4.6	McKinney Vento continued services	Liaison established and services provided with liaison support.	Goal met. This year only one Foster Youth child served with transportation provided from another district to Gold Trail. Funded needs of SED families and fire victims. Our homeless population has grown over the last several years. Supporting needs of the families in district who are homeless is a focus. Meeting base hierarchical needs so they may come to school ready to learn has been a focus; some students need an immediate snack upon arrival to school even	Goal met: Change over of Liaison for 2026-27 will require more training.	Continued services to qualifying families.	Increase in numbers served by 5%. Increase in transportation provided to McV student living out of district.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			before breakfast snack is served. Keeping students with backpacks, shoes, clothing that is appropriate is important for their success.			
4.7	CA Dashboard, CALPADS, site based data in Aeries. See decrease in suspensions for all student demographic groups including homeless youth, Foster youth, English Learners and Long Term English Learners, socio-economically disadvantaged youth, and students with special needs.	Reduction in suspensions both overall and specifically at Gold Trail for SWD and across the district for SWD, Homeless students, and SED students.	Homeless and SED students decreased. SWD increased at GT due to two students on IEP's with excessive suspensions. One of the students with multiple manifestation hearings were not related to the disability. 0% student drop out rate and 0% expulsion rate.	Suspensions reduced: 74 suspensions (inhouse and off campus) in 2024-25 decreased to 51 in 2025-26. 10 student suspensions were for SWD compared to 7 last year. Sutter's Mill had doubled in 2024-25 and for 2025-26 there were no suspensions as restorative measures were implemented with TK/K students.	Reduction in these targeted areas such that CA Dashboard reflects yellow, green or blue in all categories of students regarding suspensions. Reduction in targeted areas by 10%. Decrease suspensions as a direct result of increasing student connectedness at school.	Homeless and SED students decreased. SWD increased at GT due to two students on IEP's with excessive suspensions. One of the students with multiple manifestation hearings were not related to the disability.

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.

Most of our SEL goals have been met and/or exceeded. Having a 1.2 counselor ratio is imperative to the well-being of and ability to serve students. Data shows we continue to need counseling services. Students feel connected to school with Junior High students feeling even more connectedness to school than 4th and 5th graders. The peer mediation program was wrapped into Club Impact and students received training on peer mediation through counseling services. Suspensions overall at SME decreased with the addition of restorative practices and parent engagement for all TK/K students who had Hands on Behavior, and at GT they decreased in all categories except special education where 3 students with IEP's drove those numbers up this year. This year we had more students with IEP's suspended, but for fewer days total. 10 students receiving a suspension this year had IEP's and last year it was 7.

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.

Not Applicable

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

At Gold Trail School this year, there were two students with IEP's whose suspension rates drove up the total in the category of students with disabilities. Even with multiple attempts and strategies (counseling, No Contact Contracts, SST's, meetings with parents, CICO) their behaviors continued to impact their learning and the learning of others. Although I believe some of the strategies were effective with other students, we need to continue to look at other options to put into place for this group of students. We held 1 meeting for manifestation determinations which is 2 less than the last year. Working on preventative measures while students are being successful is more proactive than waiting until trouble happens. Late in the year, a transfer student from out of the county brought some behaviors around vaping and fighting to our school, not helping end of year numbers. This is a pattern with our 8th grade boys on IEP's; we need to look at what else is needed to reduce and address these behaviors. It may be time to invest in vape detectors in the bathrooms.

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.

We will continue to grow and implement Club Impact and the impact of peer mediation. We would like to see an increase in the role of the case managers in working with students with disabilities as a preventative measure for suspensions. We will increase the use of Kelvin pulses to get student feedback on a variety of impactful changes for next year. We need to improve connectedness for those students who do not feel like school is a place they want to be. Understanding how to better connect those students could have a positive impact on them and on those around them. With new leadership this year, there has been an adjustment period for both students and staff to reset.

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	Parent and student surveys around school culture	Parent/community and student surveys around school climate. Foster greater sense of community and increase parent participation at Gold Trail.	$500.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	1.5 FTE in counseling servicing ERMHS and gen ed students as needed.	Support student success with mental health counselors and group and individual counseling for all student demographic groups including homeless youth, Foster youth, English Learners and Long Term English Learners, socio-economically disadvantaged youth, and students with special needs.	$174,305.00	Yes
4.3	Peer mediation program at the junior high school level	Provide training for counselors and for students to work on peer mediation.	$2,400.00	No
4.4	EDCOE SEL CoP program implementation and results measurements through CASEL training	Provide subs as needed for staffing to participate in CoP with EDCOE. Implement over time CASEL plan. Continue with supports around Listening Circles. Continue training for PD around building relationships with students. Foster greater staff capacity to build relationships with students.	$3,000.00	No
4.5	Improve connectedness of students at Gold Trail to their school site.	Increase positive relationships between students and staff, staff and parents. Provide both in school and before/after school opportunities for students to participate in sports, clubs, activities that will help them bond to others and connect to school. Survey students on what they would like opportunities to do. Foster community support in providing such opportunities (limited staff cannot provide for everything). PTO classes increase numbers offered at Gold Trail.	$1,000.00	Yes
4.6	McKinney Vento continued services	Pay Liaison stipend. Use MCV funding to provide services for Foster Youth. Keep track of all foster youth and homeless youth in the district. Increase provisions for families as needs arise with transportation and necessary items for students to succeed in school.	$750.00	No
4.7	Reduction in overall suspensions using suspension data with a focus on lowering suspensions for	Across GTUSD reduce suspensions for SWD, Homeless students, and SED/low income students. Specifically at Gold Trail, reduce numbers of suspensions for SWD by 5%. Increase support for SWD through behavioral training for staff. Provide training in CSI. Broaden spectrum of support for SWD. Increase parent/staff communication with parent	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
	SWD, homeless students and SED students	engagement nights around discipline and rules. Increase student understanding around suspensions. Maintain counseling support for SWD around anger management. 0% dropout and 0% expulsion rate.		
4.8	Integration of SEL into academic practices.	Teachers integrate SEL practices with academic instruction; calling out and naming what SEL practices will be incorporated into an academic lesson. Plan for professional development to allow for staff training around integration practices.	$3,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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

A 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

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
$$405,050.00	$0

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
7.695%	5.367%	$282,380.59	13.062%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Class sizes will be maintained at or below maximum **Need:** Lower class sizes allow for teachers and paraprofessionals to provide additional supports to unduplicated students with a lower ratio of adult to student.	Provides more access to support within the classroom for all student demographic groups including homeless youth, Foster youth, English Learners and Long Term English Learners, socio-economically disadvantaged youth, and students with special needs. Allows for easier use of small group instruction.	Data on progress monitoring and local common assessments.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.4	**Action:** Professional Development for staff **Need:** Additional supports through RtI, Sonday, other curricular needs. **Scope:** LEA-wide	Based on data, some students will need additional supports to access curriculum and be successful with learning.	Progress monitoring data, local common assessments, Sonday progress.
1.6	**Action:** Parent Engagement **Need:** Engage parents of unduplicated students in supporting their students for success in school. **Scope:** LEA-wide	Provide training for parents and opportunities to educate parents around what is happening at school and how to support students at home.	Engagement night surveys.
2.2	**Action:** Cal Ed Partnership math focus: P3 and 8-9 **Need:** Increase math scores and potential for deeper math understanding for students. **Scope:** LEA-wide	Standards alignment and math best practices training and implementation.	Sonday data. Progress monitoring and common assessment data, CAASPP scores and CA Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.4	**Action:** Enrichment activities **Need:** Students need opportunities throughout the school day and before and after school to have deeper learning opportunities. **Scope:** LEA-wide	Provides for support academics after school with transportation. Provides enrichment during the day through field trip opportunities. Provides support for club and other after school activities.	Data on participation in clubs, student surveys, Sonday data, Progress monitoring and common assessment data, CAASPP scores and CA Dashboard.
2.6	**Action:** Improved attendance **Need:** Improve attendance for all Unduplicated students; access to school is proven to increase student success. Reduce chronic absenteeism. **Scope:** LEA-wide	Provides participation in School Status (formerly A2A), provides additional time support at Gold Trail for attendance accountability, provides SART/SARB accountability, and transportation support as needed for families to be successful for all student demographic groups including homeless youth, Foster youth, English Learners and Long Term English Learners, socio-economically disadvantaged youth, and students with special needs.	Attendance data
3.2	**Action:** Staff training for improving ELA academics for SWD. **Need:** At Gold Trail, EL students need additional supports in language acquisition. **Scope:** Schoolwide	Provides training for staff and use of Sonday with EL students.	Sonday Data, ELPAC data, LREBG

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
3.6	**Action:** Reduction in chronic absenteeism **Need:** Decrease chronic absenteeism for Hispanic youth and SED/low income youth. **Scope:** LEA-wide	Use School Status for notification of truancy, provide additional staffing at Gold Trail for support, and provide more check ins with support staff for Hispanic students specifically EL students at Gold Trail.	Decreased rates of chronic absenteeism
4.2	**Action:** 1.5 FTE in counseling servicing ERMHS and gen ed students as needed. **Need:** Unduplicated students that need counselor support need access to that during the school day. We have 1.4 FTE to support students. **Scope:** LEA-wide	Provides access to mental health services and group counseling.	Student data, counselor logs.
4.5	**Action:** Improve connectedness of students at Gold Trail to their school site. **Need:** Increase school connectedness. **Scope:** LEA-wide	Provide opportunities for students to feel connected to school. Support students in participating in after school opportunities, assemblies, and increased participation in such activities for all student demographic groups including homeless youth, Foster youth, English Learners and Long Term English Learners, socio-economically disadvantaged youth, and students with special needs.	Data on after school programs. Student surveys.

Limited Actions

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

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

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

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:20	
Staff-to-student ratio of certificated staff providing direct services to students	1:20	

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	$5,263,854.00	$405,050.00	7.695%	5.367%	13.062%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,866,182.00	$301,160.00	$0.00	$17,221.00	$3,184,563.00	$2,945,813.00	$238,750.00

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	All teachers will be highly qualified and appropriately assigned.	All	No			All Schools		$2,231,798.00	$0.00	$2,231,798.00				$2,231,798.00	
1	1.2	Class sizes will be maintained at or below maximum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$226,577.00	$0.00	$226,577.00				$226,577.00	
1	1.3	Continue use of a systemic diagnostic system	All Students with Disabilities	No			All Schools		$0.00	$5,000.00		$5,000.00			$5,000.00	
1	1.4	Professional Development for staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$12,000.00	$8,000.00	$12,000.00	$8,000.00			$20,000.00	
1	1.5	Wednesday Collaboration	All Students with Disabilities	No			All Schools		$12,288.00	$5,000.00		$17,288.00			$17,288.00	
1	1.6	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.7	Facilities in Good Repair	All Students with Disabilities	No			All Schools		$93,294.00	$60,000.00	$153,294.00				$153,294.00	
2	2.1	Student academic growth in Math and ELA.	All Students with Disabilities	No			Specific Schools: Gold Trail 5th - 6th		$3,500.00	$3,000.00		$6,500.00			$6,500.00	
2	2.2	Cal Ed Partnership math focus: P3 and 8-9	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools P-3rd and 8th gradeP-3 and 8-9		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.3	Implement Response to Intervention model	All Students with	No			Specific Schools: Sutter's		$69,903.00	$0.00	$40,682.00	$12,000.00		$17,221.00	$69,903.00	

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
			Disabilities				Mill Elementar y K-3									
2	2.4	Enrichment activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$60,200.00	$0.00	$60,200.00				$60,200.00	
2	2.5	Parent engagement	All Students with Disabilities	No			All Schools		$500.00	$0.00		$500.00			$500.00	
2	2.6	Improved attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$15,048.00	$0.00	$15,048.00				$15,048.00	
2	2.7	ELOP funding to provide extended day for unduplicated students in partnership with EDCOE extended day.	All Unduplicated Students	No			All Schools K - 6		$0.00	$125,000.00		$125,000.00			$125,000.00	
3	3.1	Provide arts education in grades TK-5	All Students with Disabilities	No			All Schools TK-5		$20,000.00	$2,000.00	$20,000.00	$2,000.00			$22,000.00	
3	3.2	Staff training for improving ELA academics for SWD.	English Learners	Yes	Schoolw ide	English Learners	Specific Schools: Gold Trail 4th - 8th		$15,000.00	$11,000.00	$20,000.00	$6,000.00			$26,000.00	
3	3.3	Math adoption	All Students with Disabilities	No			All Schools		$0.00	$4,000.00		$4,000.00			$4,000.00	
3	3.4	ELA adoption	All Students with Disabilities	No			All Schools		$0.00	$5,000.00		$5,000.00			$5,000.00	
3	3.5	Parent engagement around adoptions.	All Students with Disabilities	No			All Schools		$0.00	$500.00		$500.00			$500.00	
3	3.6	Reduction in chronic absenteeism	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$8,000.00	$0.00	$8,000.00				$8,000.00	
4	4.1	Parent and student surveys around school culture	All	No			All Schools		$0.00	$500.00	$500.00				$500.00	
4	4.2	1.5 FTE in counseling servicing ERMHS and gen ed students as needed.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$174,305.00	$0.00	$74,083.00	$100,222.00			$174,305.00	
4	4.3	Peer mediation program at the junior high school level	All Students with Disabilities	No			All Schools Specific Schools:		$1,400.00	$1,000.00	$1,000.00	$1,400.00			$2,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Gold Trail 6-8									
4	**4.4**	EDCOE SEL CoP program implementation and results measurements through CASEL training	All Students with Disabilities	No			All Schools		$0.00	$3,000.00		$3,000.00			$3,000.00	
4	**4.5**	Improve connectedness of students at Gold Trail to their school site.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
4	**4.6**	McKinney Vento continued services	All McKinney Vento Students	No					$500.00	$250.00		$750.00			$750.00	
4	**4.7**	Reduction in overall suspensions using suspension data with a focus on lowering suspensions for SWD, homeless students and SED students	All Students with Disabilities	No			All Schools		$500.00	$500.00		$1,000.00			$1,000.00	
4	**4.8**	Integration of SEL into academic practices.	All	No			All Schools	2024-2025	$1,000.00	$2,000.00		$3,000.00			$3,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,263,854.00	$405,050.00	7.695%	5.367%	13.062%	$418,908.00	0.000%	7.958 %	**Total:**	$418,908.00
								LEA-wide Total:	$398,908.00
								Limited Total:	$0.00
								Schoolwide Total:	$20,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Class sizes will be maintained at or below maximum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$226,577.00	
1	**1.4**	Professional Development for staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
1	**1.6**	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
2	**2.2**	Cal Ed Partnership math focus: P3 and 8-9	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools P-3rd and 8th grade	$1,000.00	
2	**2.4**	Enrichment activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,200.00	
2	**2.6**	Improved attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,048.00	
3	**3.2**	Staff training for improving ELA academics for SWD.	Yes	Schoolwide	English Learners	Specific Schools: Gold Trail	$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						4th - 8th		
3	**3.6**	Reduction in chronic absenteeism	Yes	LEA-wide	English Learners Low Income	All Schools	$8,000.00	
4	**4.2**	1.5 FTE in counseling servicing ERMHS and gen ed students as needed.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,083.00	
4	**4.5**	Improve connectedness of students at Gold Trail to their school site.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,143,905.00	$3,050,838.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	All teachers will be highly qualified and appropriately assigned.	No	$2,186,932.00	$2,022,713.00
1	**1.2**	Class sizes will be maintained at or below maximum	Yes	$219,841.00	$271,420.00
1	**1.3**	Continue use of a systemic diagnostic system	No	$10,000.00	$5,623.00
1	**1.4**	Professional Development for staff	Yes	$20,000.00	$19,942.00
1	**1.5**	Wednesday Collaboration	No	$21,233.00	$17,397.00
1	**1.6**	Parent Engagement	Yes	$1,000.00	$1,000.00
1	**1.7**	Facilities in Good Repair	No	$148,432.00	$135,291.00
2	**2.1**	Student academic growth in Math and ELA.	No	$6,500.00	$9,199.00
2	**2.2**	Cal Ed Partnership math focus: P3 and 8-9	Yes	$1,000.00	$1,735.00
2	**2.3**	Implement Response to Intervention model	No	$66,714.00	$65,473.00
2	**2.4**	Enrichment activities	Yes	$55,000.00	$55,570.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Parent engagement	No	$500.00	$400.00
2	**2.6**	Improved attendance	Yes	$15,048.00	$9,410.00
2	**2.7**	ELOP funding to provide extended day for unduplicated students in partnership with EDCOE extended day.	No	$100,000.00	$165,000.00
3	**3.1**	Provide arts education in grades TK-5	No	$20,000.00	$23,050.00
3	**3.2**	Staff training for improving ELA academics for SWD.	Yes	$25,000.00	24,325.00
3	**3.3**	Math adoption	No	$38,505.00	$32,791.00
3	**3.4**	ELA adoption	No	$2,000.00	$0.00
3	**3.5**	Parent engagement around adoptions.	No	$500.00	$500.00
3	**3.6**	Reduction in chronic absenteeism	Yes	$2,000.00	$3,600.00
4	**4.1**	Parent and student surveys around school culture	No	$500.00	$500.00
4	**4.2**	1.5 FTE in counseling servicing ERMHS and gen ed students as needed.	Yes	$191,950.00	$175,939.00
4	**4.3**	Peer mediation program at the junior high school level	No	$2,500.00	$1,800.00
4	**4.4**	EDCOE SEL CoP program implementation and results	No	$3,000.00	$2,600.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		measurements through CASEL training			
4	**4.5**	Improve connectedness of students at Gold Trail to their school site.	Yes	$1,000.00	$1,000.00
4	**4.6**	McKinney Vento continued services	No	$750.00	$560.00
4	**4.7**	Reduction in overall suspensions using suspension data with a focus on lowering suspensions for SWD, homeless students and SED students	No	$1,000.00	$1,000.00
4	**4.8**	Integration of SEL into academic practices.	No	$3,000.00	$3,000.00

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)
$364,691.00	$418,839.00	$439,552.00	($20,713.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.2**	Class sizes will be maintained at or below maximum	Yes	$219,841.00	$271,420.00		
1	**1.4**	Professional Development for staff	Yes	$12,000.00	$9,942.00		
1	**1.6**	Parent Engagement	Yes	$1,000.00	$1,000.00		
2	**2.2**	Cal Ed Partnership math focus: P3 and 8-9	Yes	$1,000.00	$1,735.00		
2	**2.4**	Enrichment activities	Yes	$55,000.00	$55,570.00		
2	**2.6**	Improved attendance	Yes	$15,048.00	$9,410.00		
3	**3.2**	Staff training for improving ELA academics for SWD.	Yes	$20,000.00	$24,325.00		
3	**3.6**	Reduction in chronic absenteeism	Yes	$2,000.00	$3,600.00		
4	**4.2**	1.5 FTE in counseling servicing ERMHS and gen ed students as needed.	Yes	$91,950.00	$61,550.00		
4	**4.5**	Improve connectedness of students at Gold Trail to their school site.	Yes	$1,000.00	$1,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,261,290.00	$364,691.00	6.790%	13.722%	$439,552.00	0.000%	8.354%	$282,380.59	5.367%

Local Control and Accountability Plan Instructions

[Plan Summary]

[Engaging Educational Partners]

[Goals and Actions]

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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