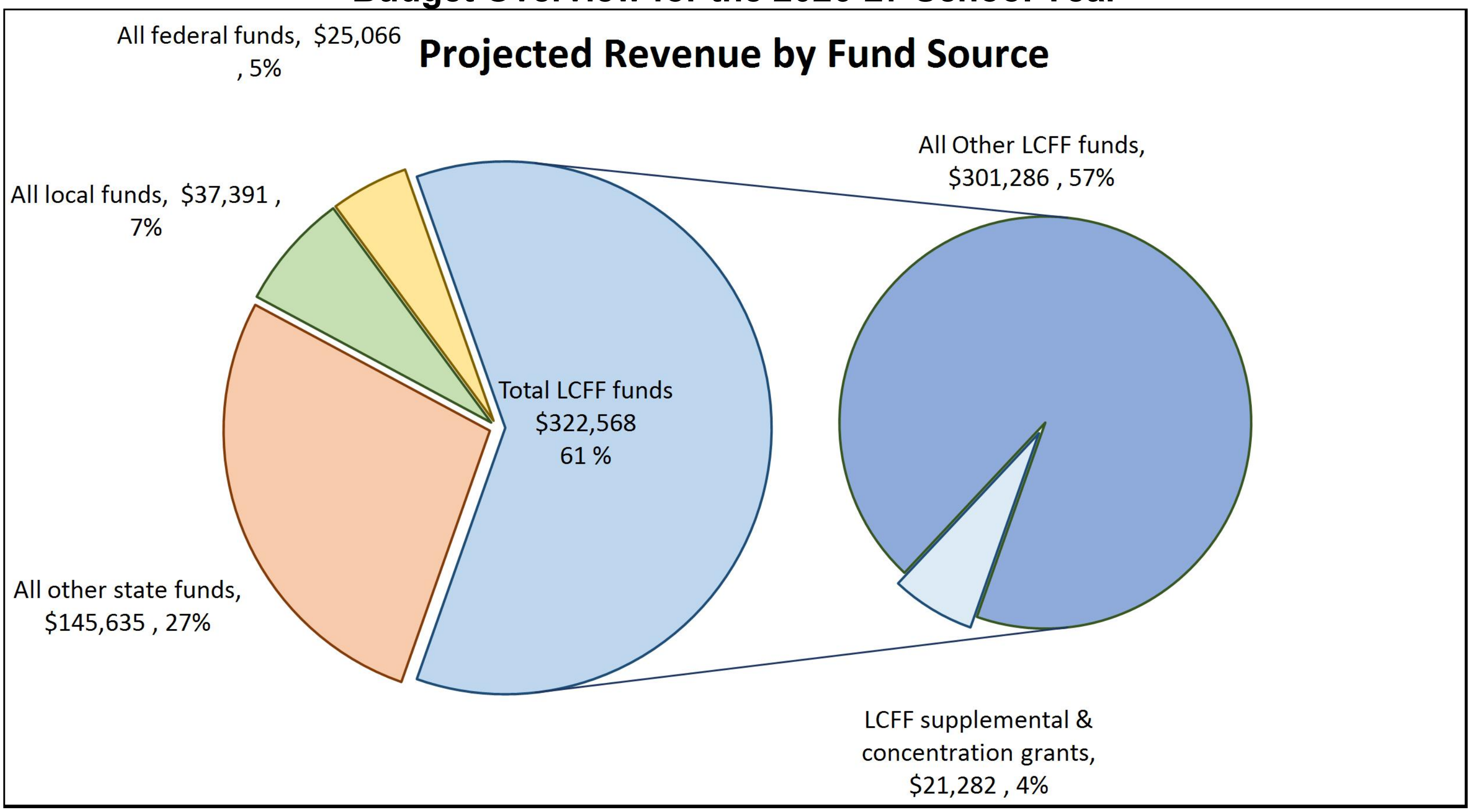
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blake Elementary School District
CDS Code: 1563354
School Year: 2026-27
LEA contact information:
Mary Westendorf
Superintendent
mawestendorf@kern.org
661-636-4742

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

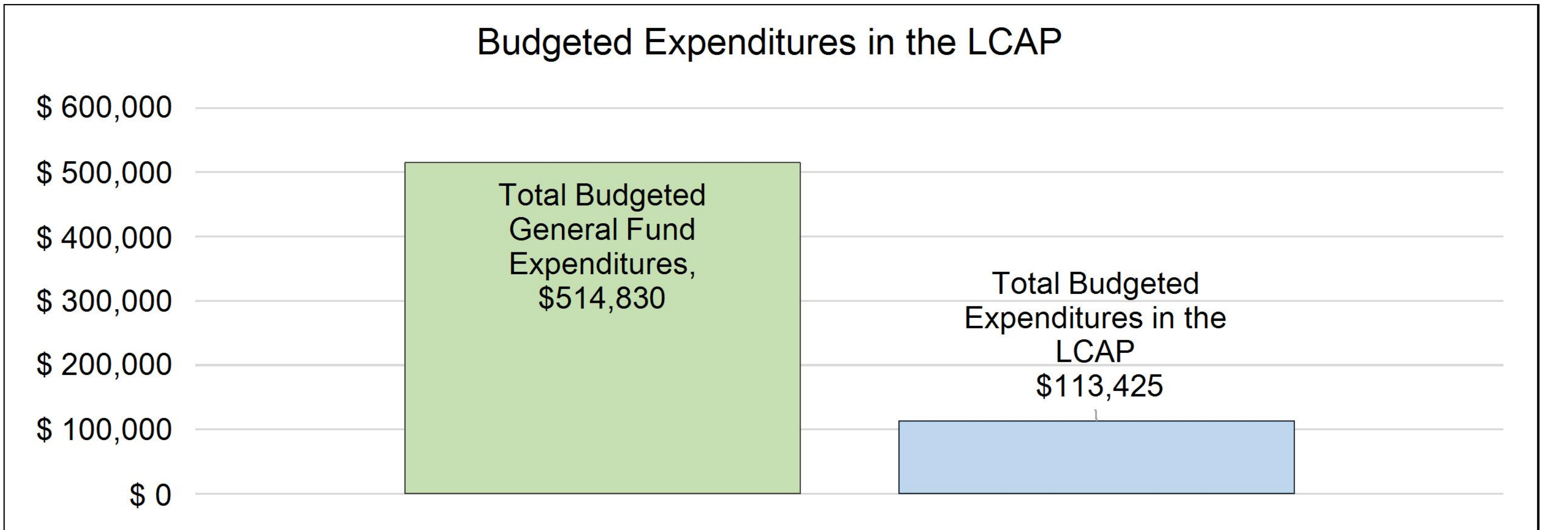


This chart shows the total general purpose revenue Blake Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Blake Elementary School District is $530,660, of which $322568 is Local Control Funding Formula (LCFF), $145635 is other state funds, $37391 is local funds, and $25066 is federal funds. Of the $322568 in LCFF Funds, $21282 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 Blake Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Blake Elementary School District plans to spend $514829.82 for the 2026-27 school year. Of that amount, $113425 is tied to actions/services in the LCAP and $401,404.82 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

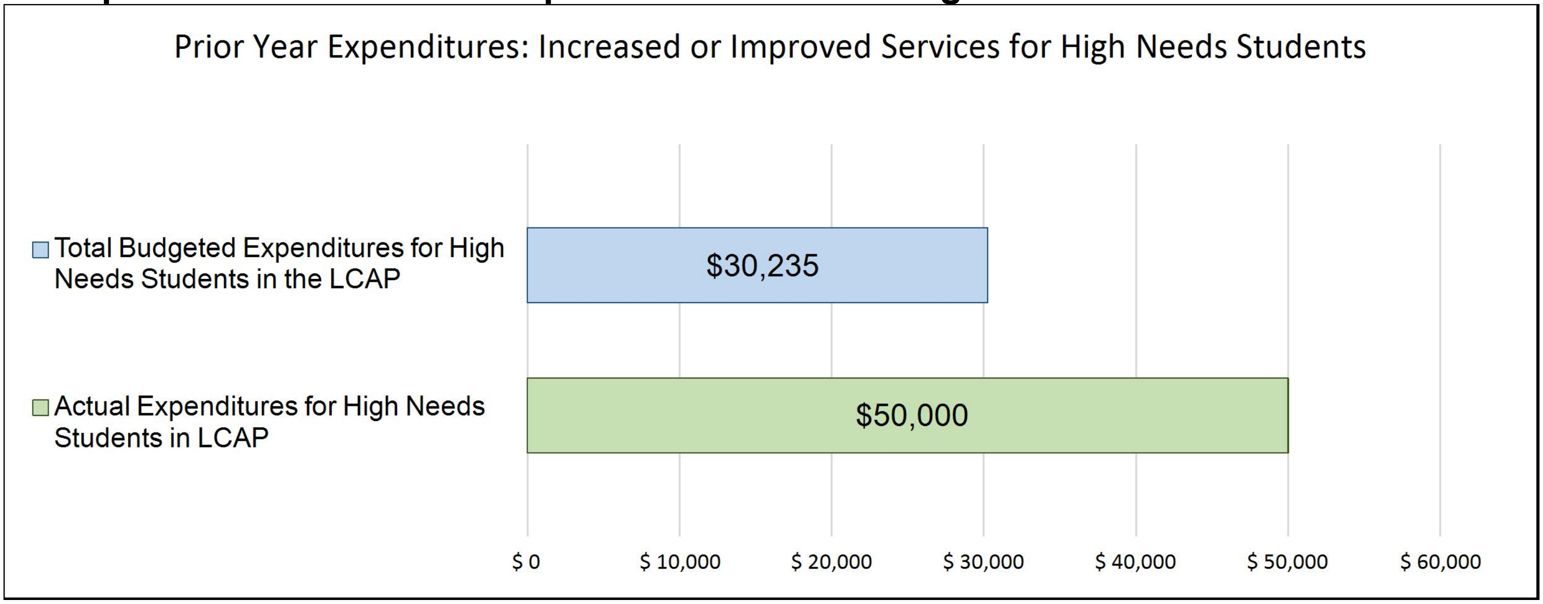
General Fund budget expenditures include the ongoing costs necessary to operate schools and provide basic educational services. These may include classroom teacher salaries and benefits, site administration, utilities, insurance, maintenance and operations, transportation, general supplies, technology, special education services, and other districtwide operational costs.

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

In 2026-27, Blake Elementary School District is projecting it will receive $21282 based on the enrollment of foster youth, English learner, and low-income students. Blake Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Blake Elementary School District plans to spend $50000 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 Blake Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Blake Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Blake Elementary School District's LCAP budgeted $30235 for planned actions to increase or improve services for high needs students. Blake Elementary School District actually spent $50000 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
Blake Elementary School District	Mary Westendorf Superintendent	mawestendorf@kern.org 661-636-4742

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.

Blake School District is located in the small rural, ranching community of Woody, California, approximately 35 miles from Bakersfield. This historic school services Transitional Kindergarten through Eighth grade students, in which the students are instructed in a TK-8 grade (14 students), self-contained, one room schoolhouse. Blake is one of the smallest school districts in the state of California. Blake employs one teacher and two part-time instructional aides. Blake receives administration services and Speech/language services, which are contracted through Kern County Superintendent of Schools. The district contracts with a Special Education Teacher for monthly services, IEP meetings and evaluations. Blake consists of three board members from our Woody community and serves a small and diverse group of students with the goal: “To lay a firm educational foundation for each and every student.” Our student population is 29% English learner (EL), 36% Socioeconomic Disadvantage and LCFF Unduplicated students, 29% Hispanic/Latino, and 21% White.

Reflections: Annual Performance

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

This year, Blake School District current enrollment numbers consist of 14 students (TK through 8th Grade). Blake School District staffing has stayed consistent for the school 2025-2026 with a full time teacher, a part-time paraprofessional, a part-time teacher aide, a part-time secretary and a part time custodian. This year Blake School District has a new teacher who is completing her coursework to receive her teaching credential and is on a provisional internship permit (PIP). Common Core State Standards have been fully implemented for all grade levels and 100% of English Learners have daily access to the core curriculum that has CCSS and ELD standards embedded.

Due to Blake Elementary School District's small enrollment, the district did not receive Dashboard performance colors for schools or student groups on the 2023 Dashboard. Therefore, no schools, student groups, or student groups within schools were identified at the lowest performance level.

Blake Elementary's 2025 California School Dashboard presents a mixed picture of performance and significant challenges related to student engagement and academic achievement, particularly given the school's small enrollment (14 students).

Academic Performance
English Language Arts (ELA): Students scored an average of 65.9 points below standard, reflecting a decline from the previous year and indicating a continued need for targeted literacy instruction and intervention. No student groups received a Dashboard performance color due to low student counts.

Mathematics: In Mathematics, performance remains significantly below standard with students averaging 99.9 points below standard, highlighting the need for focused support in foundational math skills and conceptual understanding. This suggests the need for increased instructional support and a focus on foundational math skills.

Due to the district’s small enrollment size, all student groups do not receive Dashboard performance colors because the number of students tested is below the state reporting threshold. However, both state and local data confirm the continued presence of achievement gaps and the need for sustained academic intervention and instructional support.

Student Engagement:
Student engagement remains an important focus area for the district. The 2025 Dashboard reports a chronic absenteeism rate of 46.2%, representing improvement from the previous year but still indicating that a significant portion of students are missing substantial amounts of instructional time. The White student group was identified with 50% chronic absenteeism rate, which is a reduction of 50% from previous year. The Socioeconomically Disadvantaged student group had a 38.5% chronic absenteeism rate. All student data indicates an urgent need for systemic strategies addressing attendance.

Suspension/Expulsion Rates:
The district continues to maintain 0% suspension and expulsion rates, reflecting a positive and supportive school environment. Students consistently report feeling safe and connected to their school, and parent surveys continue to indicate strong levels of satisfaction with the school climate and communication with staff.

English Learner Progress
Blake Elementary continues to serve a small number of English Learners. Due to the low number of English Learners enrolled, the California Dashboard does not report a color-coded performance level for the English Learner Progress Indicator. Local assessment data, however, continues to be used to monitor English Learner progress toward English proficiency.

English Learners continue to receive daily access to core instruction that integrates both Common Core State Standards and English Language Development standards. Teachers monitor language acquisition progress through classroom assessments, reading inventories, and language development activities.

Local Indicators
Blake met all local indicators:

Implementation of State Standards: Rated as “Full Implementation” or higher across all core content areas, with most standards (e.g., ELA, Math, History) rated at the highest level.

Parent and Family Engagement: The school has robust systems for building relationships and gathering input from its close-knit school community, including strong parent-teacher partnerships and frequent communication.

Local Climate Survey: 100% of students report feeling safe and connected at school, indicating strong school climate despite academic and attendance challenges.

Access to a Broad Course of Study: All students have full access to the state-mandated course of study, with enhancements in the arts and technology integration.

Local Assessment Data

During the 2025–26 school year, Blake Elementary School District continued to prioritize individualized instruction, foundational literacy development, and targeted academic support for all students. As part of the district’s continuous improvement efforts, the district strengthened its local assessment system through the implementation and expanded use of STAR Reading (Metric 1.15), STAR Math (Metric 1.15), and DIBELS (Metric 1.16) assessments to better monitor student progress and guide instructional planning.

A review of local assessment data demonstrated positive academic growth trends during the school year, particularly in mathematics and foundational literacy development. The district’s small student population allows staff to closely monitor individual student progress and provide targeted supports aligned to student needs. Staff utilized assessment data throughout the year to adjust instruction, provide small-group and individualized support, and monitor academic growth over time.

The district also continued to prioritize instructional aide support, hands-on learning opportunities, and intervention strategies designed to strengthen student engagement and academic achievement. Educational partner feedback consistently emphasized the importance of maintaining individualized instruction, strong staff support, and enrichment opportunities that promote student success and connectedness to school.

Local assessment data demonstrated the following growth trends during the 2025–26 school year:

All Students

Districtwide local assessment data demonstrated overall improvement in mathematics achievement and foundational literacy development during the school year.

STAR Math districtwide scaled scores increased from 978 during the winter benchmark window to 986 during the spring benchmark window.
STAR Math districtwide percentile rank increased from the 33rd percentile to the 34th percentile.
DIBELS Early Literacy scaled scores increased from 695 to 729 between winter and spring benchmark administrations.
Districtwide STAR Math performance levels demonstrated improvement, including movement out of the “Urgent Intervention” category by spring benchmark administration.
Districtwide STAR Reading performance levels demonstrated improvement with increased movement toward benchmark proficiency levels during spring benchmark administration.

Due to the district’s small enrollment size, some STAR Reading scaled score reports did not generate districtwide comparison data. However, classroom performance data and ongoing progress monitoring indicated continued growth in literacy skills and student engagement throughout the school year.

English Learners

Local assessment data for English Learners demonstrated measurable academic growth during the 2025–26 school year, particularly in mathematics achievement and reading performance.

STAR Math scaled scores increased from 956 during the winter benchmark window to 981 during the spring benchmark window.
STAR Math percentile rank increased from the 26th percentile to the 31st percentile.
STAR Reading percentile rank increased from the 22nd percentile to the 26th percentile.
DIBELS Early Literacy scaled scores increased from 695 to 729 between winter and spring benchmark windows.
STAR Reading performance levels demonstrated improvement, with students moving from “On Watch” performance levels toward higher proficiency levels by spring benchmark administration.
STAR Math performance levels demonstrated improvement, including a reduction in students identified within the “Urgent Intervention” category during the spring benchmark administration.

The district recognizes the need to continue strengthening literacy development, reading comprehension, and academic vocabulary supports for English Learners through targeted instructional strategies, intervention supports, and ongoing progress monitoring.

Socioeconomically Disadvantaged Students

Local assessment data for Socioeconomically Disadvantaged students also demonstrated positive growth trends during the 2025–26 school year, particularly in mathematics achievement and benchmark performance levels.

STAR Math scaled scores increased from 959 during the winter benchmark window to 985 during the spring benchmark window.
STAR Math percentile rank increased from the 25th percentile to the 30th percentile.
STAR Reading percentile rank increased from the 23rd percentile to the 29th percentile.
STAR Reading performance levels demonstrated improvement, with students moving from “On Watch” performance levels into “At/Above Benchmark” performance levels during the spring benchmark administration.

STAR Math performance levels demonstrated improvement, including a reduction in students identified within the “Urgent Intervention” category during the spring benchmark period.
Spring STAR Math benchmark data demonstrated that 20% of students performed At/Above Benchmark, 40% performed within the On Watch category, and 40% remained within the Intervention category.
Spring STAR Reading benchmark data demonstrated that 40% of students performed At/Above Benchmark while 60% remained within the Intervention category, reflecting improvement from winter benchmark data.

Due to the district’s small enrollment size, some STAR Reading districtwide scaled score reports did not generate sufficient comparison data for reporting purposes. However, classroom performance data, benchmark assessments, and ongoing progress monitoring indicated continued improvement in student literacy development and academic engagement throughout the school year.

The district recognizes the importance of continuing to strengthen local assessment systems and data analysis practices. As a result, Blake Elementary School District will incorporate additional local metrics aligned to STAR Reading, STAR Math, and DIBELS assessments within the 2026–27 LCAP to better monitor student academic growth, evaluate intervention effectiveness, and support data-informed instructional decision-making moving forward.

The STAR assessment data demonstrates that while some students are meeting grade-level expectations, a substantial portion of students require additional academic support in both English Language Arts and Mathematics.

These assessments are administered multiple times during the school year and are used by teachers to monitor student progress, identify learning gaps, and guide instructional planning and intervention strategies. The district will continue to use these local assessment tools to evaluate the effectiveness of instructional supports and to ensure students receive targeted academic assistance when needed.

A reflection of data from all state priority metrics in the 25-26 year indicates that areas of need are in two major areas. The first is a focus on academic performance for all students, with an emphasis on meeting the needs of at risk students and providing a diverse and enriched curriculum for intermediate and junior high school students. The second area of need is an investment in school climate and culture, emphasizing student attendance, student and family expectations of school success and increasing student and family involvement in school activities. It is important to remember that Blake is a rural school of 14 students in grades TK-8. Some grades have 1-4 students.

A review of both state and local data identifies two primary areas of need for the district:

Improving Academic Achievement
Local assessment data indicates that many students continue to struggle with foundational literacy and mathematics skills. Diagnostic assessments show that several students require strategic or intensive academic support in areas such as reading fluency, comprehension, and math fact fluency.

Strengthening Student Engagement and Attendance
Although attendance has improved, chronic absenteeism continues to impact instructional continuity and student learning outcomes. The district continues to focus on increasing student engagement, strengthening relationships with families, and providing extracurricular and enrichment opportunities to encourage regular school attendance.

The Blake School District is one of the smallest school districts in the state of California that brings unique conditions and circumstances that most other school districts do not have. While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our students face. These include:

- exposure to academic language outside of school
- familial resources to support their education at home
- access to technology
- opportunities to demonstrate content knowledge separate from their language development
- Lack of resources for extra academic or social emotional supports
- due to rural location, a lack of substitutes to allow staff to attend professional development in the area of academic achievement and climate and culture

The part-time paraprofessional and two part-time teacher aides, have allowed the district to increased individualized one on one and small group instruction to address some of these needs that exist at Blake School.

The Blake School District started a new assessment system with STAR reading and Math this year. The testing is done at least three times each school year; at the beginning of the year, mid-way through the year and at the end of the year. This inventory allows teachers to track student progress in reading, writing and math throughout the year and identify learning gaps to guide instruction and intervention planning as needed. We plan to continue the successes identified by providing instructional support for students, providing supplemental support materials and professional development for staff.

Blake School partnered with KCSOS to provide Professional Development Training of on site coaching for math, English language arts, and classroom engagement.

The Learning Recovery Emergency Block Grant (LREBG) was established by the State of California to provide local educational agencies (LEAs) with targeted funding aimed at addressing the academic, social-emotional, and attendance-related impacts of the COVID-19 pandemic on students. The purpose of the LREBG is to accelerate student learning recovery, mitigate the disproportionate impact on high-need student groups, and expand support systems to re-engage students and families. Blake School has been allocated $11,765 in Learning Recovery Emergency Block Grant (LREBG) funds for the 2024–25 school year and an additional $657 for the the 2025-26 school year. Blake has $0 unspent funds and has used them all during the 2025-26 school year.

Blake Elementary School District's needs assessment reveals significant challenges in academic achievement and student engagement, underscoring the need for targeted investments supported by Learning Recovery Emergency Block Grant (LREBG) funds. The data from the 2024 California School Dashboard and local assessments highlight two interrelated areas of need: (1) improving academic performance—particularly in English Language Arts (ELA) and Mathematics—and (2) addressing chronic absenteeism through improved school climate and student engagement. Current data from the 2025 California School Dashboard and local assessments confirm that these needs remain present. Students continue to perform below standard in English Language Arts and Mathematics, and chronic absenteeism continues to impact instructional continuity. Although LREBG funds have been exhausted, Blake continues focus on Goal 1 Action 1 (Professional Development and Academic Support) and Goal 2 Action 3 (Positivity Project Implementation), which are designed to accelerate academic recovery and strengthen student engagement and attendance.

The needs assessment identifies a dual focus for Blake even though there is no more LREBG funding available:

1- Targeted academic interventions (e.g., high-quality tutoring, expanded instructional time, small group support) to close persistent achievement gaps. Blake Elementary is implementing a targeted professional development and academic support initiative (Goal 1, Action 1). This action is supported through LCFF funds and is designed to improve instructional quality and student outcomes in ELA and Math, particularly for English Learners and low-income students. The district has partnered with KCSOS and external consultants to provide professional development in evidence-based instructional strategies, classroom management, and student engagement. Additionally, intervention staff deliver individualized and small-group instruction focused on students performing in the lowest achievement bands. These efforts aim to accelerate learning recovery and close performance gaps while also building long-term instructional capacity.

2- Climate and engagement investments (e.g., character education, extracurricular enrichment, family engagement) to reverse chronic absenteeism trends and build a culture of attendance and student connectedness. The Positivity Project (Goal 2, Action 3) supports students in developing self-awareness, emotional intelligence, and empathy, by emphasizing that all students possess 24 character strengths. It also fosters respect and appreciation for diversity among students, which is critical to cultivating belonging and psychological safety. This action addresses the urgent need to improve attendance and reduce chronic absenteeism by enhancing student engagement through a strengths-based school climate approach. Blake will monitor the effectiveness of this action by using the following metrics: Chronic Absenteeism Rate, Student Attendance Rates, and Student Surveys.

In response to improving community support and involvement, the Blake School District reimplemented the School/Community Fall BBQ and the Student vs. Parent/Staff Volleyball tournament. These activities brought the community into the school and provided an opportunity for the students to showcase their talents and promote their school. With the funds raised from the Fall BBQ, the ASB was able to purchase an archery set to use during the after school Archery Club program.

Blake school plans to maintain and build on these successes by continuing all actions that are included in the LCAP. Our goals that are outlined focuses on Academic Achievement and expanding collaborative partnerships by providing open lines of communication and a welcoming environment. We have been successful in doing this by providing support in the classroom (Goal 1- Action 1 through 3) as these actions are focused on academic achievement. We have also been focused on ensuring we have a welcoming environment (Goal 2- Action 1 through 3) as these actions ensure that our campuses are conducive to learning and focused on creating a healthy school climate.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principals/Admin	During the 2025–26 school year, district administration collaborated regularly with Kern County Superintendent of Schools (KCSOS) personnel and educational support staff to support implementation and development of the LCAP. Due to the district's small size and one-school structure, ongoing consultation occurred through monthly meetings, technical assistance sessions, and site-based support. Areas of consultation included curriculum and instruction, fiscal oversight, facilities planning, transportation, expanded learning opportunities, Transitional Kindergarten support, professional development, and continuous improvement planning. Feedback from administration and leadership discussions focused on maintaining individualized instruction, strengthening enrichment opportunities, preserving the Red School House facility, and supporting student engagement and school connectedness.
Teachers	The district teacher participated in ongoing consultation throughout the 2025–26 school year through daily collaboration with administration and support staff, monthly professional development provided through KCSOS, informal planning meetings, and continuous review of student academic and social-emotional needs. Due to the one-room schoolhouse structure, collaboration occurs regularly regarding instructional practices, student intervention needs, multi-grade instructional strategies, enrichment opportunities, and school climate supports. Teacher input emphasized the importance of maintaining instructional aide support, continuing individualized

Educational Partner(s)	Process for Engagement
	instruction, increasing hands-on learning opportunities, and expanding enrichment experiences for students. Teacher feedback directly influenced the continuation of instructional support staffing, enrichment opportunities, and student engagement activities within Goals 1 and 2 of the LCAP.
Other School Personnel	Other school personnel, including instructional aides and support staff, participated in ongoing consultation throughout the school year during staff meetings, informal planning discussions, safety planning conversations, and daily collaboration regarding student support needs. Support staff provided input regarding student engagement, supervision, school climate, playground safety, and the need for expanded extracurricular and enrichment opportunities for students. Staff also emphasized the importance of maintaining a positive and welcoming school environment and supporting students socially and emotionally within the one-room schoolhouse setting. Feedback from other school personnel contributed to actions related to school climate, campus safety, student engagement, and enrichment opportunities.
Certificated Bargaining Unit	The district does not have a Certificated Bargaining Unit.
Classified Bargaining Unit	The district does not have a Classified Bargaining Unit.
Students	Students participated in the LCAP development process through student interest and perception surveys administered during the 2025–26 school year, classroom discussions, Associated Student Body meetings, and ongoing informal discussions with staff and administration. Due to the district’s small enrollment and close-knit school environment, students regularly communicate their needs, interests, and concerns directly with staff. Students expressed appreciation for individualized support from staff, the safe and welcoming school environment, and opportunities for hands-on learning experiences. Students also requested additional enrichment opportunities including

Educational Partner(s)	Process for Engagement
	field trips, afterschool activities, leadership opportunities, gardening activities, arts, fitness opportunities, and extracurricular programs.
Parents	Parents were consulted throughout the 2025–26 school year through Back to School Night, Parent-Teacher Conferences, Open House, graduation activities, informal daily conversations during student drop-off and pick-up, and a parent input meeting held on May 8, 2026. Due to the district's small rural setting and open-door communication practices, parents regularly communicate directly with district staff regarding student needs, academic progress, and school priorities. Parent input highlighted appreciation for the district's low student-to-teacher ratio, individualized instruction, strong communication, social-emotional support for students, and hands-on learning experiences. Parents also identified priorities for additional field trips, afterschool programs, gardening opportunities, cooking and life-skills activities, facility improvements, and expanded enrichment opportunities.
SELPA Administrators	The district consulted with SELPA administrators during the 2025–26 school year through scheduled SELPA meetings, ongoing communication regarding student services, and review of supports for students with disabilities. Consultation focused on maintaining appropriate special education supports, ensuring compliance with student service requirements, strengthening communication with families, and supporting inclusive instructional practices. Feedback from SELPA reinforced the importance of maintaining individualized supports and strong communication systems for families of students receiving special education services.
Parent Advisory Team	The Parent Advisory Team met throughout the 2025–26 school year to discuss school programs, student needs, school events, campus improvements, and LCAP priorities. Meetings included planning discussions for the Fall BBQ, Christmas Program, Open House, Graduation activities, and ongoing school improvement efforts. The draft LCAP was reviewed with the Parent Advisory Team during spring 2026 meetings to gather feedback regarding district goals, actions, and priorities.

Educational Partner(s)	Process for Engagement
	Parent Advisory Team feedback emphasized maintaining instructional aide support, preserving the Red School House, improving playground and campus facilities, increasing student enrichment opportunities, strengthening community involvement, and expanding activities that promote school connectedness and student engagement. The Parent Advisory Team was presented a draft of the LCAP in the spring. No written response by the Superintendent was requested.
Board of Trustees/Community Members	The district also consulted with the Board of Trustees during regularly scheduled board meetings, including LCAP mid-year report in February 2026 and LCAP discussions held during the spring 2026. The mid-year review was presented at the board meeting in February 2025 with a status of actions to date, mid-year data available, and expenditures. A draft summary of LCAP goals, action steps, and proposed expenditures was provided for review during the Superintendent report in the Spring 2026. A public hearing is scheduled to be held on June 9, 2026 and scheduled board approval is for June 10, 2026. There were no public comments at the public or LCAP approval meeting therefore there was not a need to address any written comments back to the public. Board members and community stakeholders expressed strong support for the district's individualized instructional approach, staff support systems, and positive school climate. Feedback also emphasized the importance of increasing enrichment opportunities, developing afterschool programming, strengthening community volunteer involvement, improving campus facilities, maintaining the historical integrity of the Red School House, and expanding extracurricular activities including art, fitness, gardening, and cooking opportunities.

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

Blake Elementary School District goals and actions continue to be directly shaped by meaningful consultation with educational partners throughout the 2025–26 school year. Feedback was collected through parent meetings, Board discussions, Parent Advisory Team meetings, student surveys, informal daily conversations during student drop-off and pick-up, school events, and ongoing collaboration with staff and Kern County Superintendent of Schools support personnel.

Educational partners consistently identified the importance of maintaining strong academic instruction, preserving the individualized support provided in the one-room schoolhouse setting, improving enrichment opportunities for students, and maintaining a safe, welcoming, and engaging school environment.

Goal 1 was influenced by feedback from parents, staff, students, and Board members who emphasized the importance of maintaining individualized academic support, hands-on learning opportunities, and expanded enrichment activities. Parents and Board members expressed appreciation for the district’s small student-to-teacher ratio, individualized instruction, strong communication, and social-emotional support provided to students. Stakeholders also requested additional opportunities for visual and hands-on learning experiences, expanded field trips, afterschool programs, gardening opportunities, cooking and life-skills activities, and increased enrichment in history and social studies. In response, the district will continue prioritizing instructional aide support, expanded learning opportunities, enrichment activities, and student engagement opportunities within Goal 1 actions.

Goal 2 was influenced by educational partner feedback emphasizing the importance of maintaining a safe, healthy, and engaging learning environment that strengthens school connectedness and community pride. Parents, Board members, and community stakeholders identified facility improvements, playground upgrades, preservation of the historic Red School House, kitchen repairs, and expanded extracurricular and community-building activities as priorities. Educational partners also requested increased opportunities for community volunteers, parent nights, fitness and arts activities, school gardens, graduation celebrations, and activities that provide students with experiences to look forward to throughout the school year. In response, the district will continue to prioritize campus improvements, student enrichment opportunities, family engagement activities, and school climate actions within Goal 2.

DISTRICT ADMINISTRATION/TEACHER/STAFF:

District staff emphasized the continued need for instructional aide support, professional collaboration, and resources that allow staff to effectively support students across multiple grade spans within the one-room schoolhouse model. Staff also identified the importance of maintaining a positive school climate and strengthening student engagement opportunities. As a result, the district will continue to prioritize instructional support staffing, professional learning opportunities, and activities that support student engagement and school connectedness. (Goal 1, Actions 1 through 3).

PARENTS:

Parent feedback highlighted appreciation for individualized instruction, strong communication, and social-emotional support for students. Parents requested additional enrichment opportunities including afterschool programs, field trips, gardening activities, hands-on learning, cooking and life-skills activities, and expanded extracurricular opportunities. Parent input also reinforced the importance of maintaining a safe and welcoming school environment and preserving the historical integrity of the Red School House. This feedback influenced the district’s continued investment in instructional support, enrichment opportunities, school climate activities, and facility improvements. (All Actions in Goal 1 and 2).

PARENT ADVISORY:

The Parent Advisory Team continued to emphasize building a strong sense of community and improving the school environment. Based on feedback, the district will maintain focus on facility improvements, including repairs to the Red School House and playground areas, while continuing to support school events and activities that strengthen student engagement and community connection. (All Actions in Goal 1 and 2).

SELPA ADMINISTRATION:

The district continues to collaborate with SELPA to support students with disabilities and ensure ongoing communication with families regarding student services and supports. Feedback reinforced the importance of maintaining strong communication and individualized support for students receiving special education services.

STUDENTS:

Student feedback and ongoing discussions with staff reflected a desire for engaging activities, leadership opportunities, safe campus environments, extracurricular experiences, and continued support from school staff. Students expressed interest in expanded enrichment opportunities and activities that promote school connectedness. Student input influenced the district's focus on enrichment opportunities, school events, playground improvements, and activities that increase student engagement and connectedness. (Goal 2 Actions 1 through 3).

ELAC & LOCAL BARGAINING UNITS:

Blake School does not have an English Learner Advisory Committee or local bargaining units.

COMMUNITY INPUT:

Board members and community stakeholders emphasized maintaining high-quality instruction, preserving the strengths of the one-room schoolhouse environment, and expanding enrichment opportunities for students. Stakeholders also prioritized campus improvements, volunteer opportunities, parent engagement events, and extracurricular activities including fitness, art, cooking, and gardening opportunities. This feedback influenced the district's prioritization of facility improvements, community engagement activities, and expanded student enrichment opportunities within the LCAP. (All Actions in Goal 1 and 2).

Overall Trends and Impact on the LCAP:

Across all engagement opportunities, stakeholders consistently prioritized:

High-quality instruction supported by instructional aides
Ongoing professional development and coaching for staff
Safe, well-maintained, and improved school facilities
A welcoming and engaging school environment

Based on this feedback and reflections from implementation, the district refined its actions to strengthen professional development structures, maintain targeted academic supports, and prioritize critical facility improvements. These updates ensure continued alignment between stakeholder priorities, available resources, and student needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Blake School District, with active support from parents and the community, aims to help all students reach their highest potential by meeting state standards, preparing for college and/or careers, and developing the skills to become independent, self-sufficient, and confident learners ready for lifelong success.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Blake School District developed this goal to ensure that all students can reach their highest potential, as articulated in Goal 1. The goal aligns with the broader objectives of meeting state standards, preparing students for college and careers, and fostering independence, self-sufficiency, and confidence for lifelong success. The goal underscores the district's commitment to ensuring that all students meet or exceed state educational standards. This is foundational for student success in higher education and future careers. Given the district's small size, fluctuating between 12-20 K-8 students on any given year, a strategic and focused approach is essential.

2022-23 CA Dashboard Data shows:

ELA- 44% of 3-8th grade students met standard, 44% nearly met standard and 11% did not meet the standard.

Math -11% met the standard, 44% nearly met the standard and 44% did not meet the standard.

Based on 24-25 local assessments and benchmarks, 17% of students are below grade level in math and 34% are below in ELA.

Blake Elementary's 2025 California School Dashboard presents a mixed picture of performance and significant challenges related to student engagement and academic achievement, particularly given the school's small enrollment (14 students).

Academic Performance

English Language Arts (ELA): Students scored an average of 65.9 points below standard, reflecting a decline from the previous year and indicating a continued need for targeted literacy instruction and intervention. No student groups received a Dashboard performance color due to low student counts.

Mathematics: In Mathematics, performance remains significantly below standard with students averaging 99.9 points below standard, highlighting the need for focused support in foundational math skills and conceptual understanding. This suggests the need for increased instructional support and a focus on foundational math skills.

Due to the district’s small enrollment size, all student groups do not receive Dashboard performance colors because the number of students tested is below the state reporting threshold. However, both state and local data confirm the continued presence of achievement gaps and the need for sustained academic intervention and instructional support.

Student Engagement:
Student engagement remains an important focus area for the district. The 2025 Dashboard reports a chronic absenteeism rate of 46.2%, representing improvement from the previous year but still indicating that a significant portion of students are missing substantial amounts of instructional time. The White student group was identified with 50% chronic absenteeism rate, which is a reduction of 50% from previous year. The Socioeconomically Disadvantaged student group had a 38.5% chronic absenteeism rate. All student data indicates an urgent need for systemic strategies addressing attendance.

Suspension/Expulsion Rates:
The district continues to maintain 0% suspension and expulsion rates, reflecting a positive and supportive school environment. Students consistently report feeling safe and connected to their school, and parent surveys continue to indicate strong levels of satisfaction with the school climate and communication with staff.

English Learner Progress
Blake Elementary continues to serve a small number of English Learners. Due to the low number of English Learners enrolled, the California Dashboard does not report a color-coded performance level for the English Learner Progress Indicator. Local assessment data, however, continues to be used to monitor English Learner progress toward English proficiency.

English Learners continue to receive daily access to core instruction that integrates both Common Core State Standards and English Language Development standards. Teachers monitor language acquisition progress through classroom assessments, reading inventories, and language development activities.

The district aims to ensure that all students meet state standards, preparing them for future academic and career success. This involves aligning teaching practices with Common Core State Standards and incorporating English Language Development (ELD) standards. The focus on individualized instruction, professional development, practical life skills, and continuous assessment ensures that the district can meet the diverse needs of its small student population, ultimately leading to improved outcomes in both academic and personal development. Regular assessments help identify learning gaps and inform targeted interventions, ensuring that students receive the support they need to achieve at or above grade level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers appropriately assigned Priority 1A. The degree to which teachers are appropriately assigned fully credentialed in the subject area and for the students they are teaching.	2023 CalPads Staffing Report states: 100% of Blake School teachers are appropriately assigned.	2024 CalPads Staffing Report states: 100% of Blake School teachers are appropriately assigned.	2025 Local Data: 0% of Blake School Teachers are appropriately assigned. Teacher currently on a Provisional Internship Permit.	From CALPADS Blake School will maintain 100% of teachers appropriately assigned.	Difference from Baseline is a decrease of 100% as teacher is currently on a Provisional Internship Permit.
1.2	% of students having access to their own copies of standards aligned materials. Priority 1B. The degree every student has sufficient access to standards-aligned instructional materials.	From California Dashboard 23-24 Local Indicators Blake has 100% of all pupils have access to standards aligned materials as measured by textbook inventory.	From California Dashboard 24-25 Local Indicators Blake has 100% of all pupils have access to standards aligned materials as measured by textbook inventory.	From California Dashboard 24-25 Local Indicators Blake has 100% of all pupils have access to standards aligned materials as measured by textbook inventory.	From California Dashboard Local Indicators Blake will maintain 100% of all pupils have access to standards aligned materials.	No difference from baseline.
1.3	Leveled Rubric (1-5 Implementation) of CA Standards for Math and ELA Priority 2A. Implementation of state board adopted academic content and performance standards for all students	2023-24 From CA state standards implementation Rubric (Math and ELA) Local Indicator Blake is at Level 3 for ELA Blake is at Level 3 for Math	2023-24 From CA state standards implementation Rubric (Math and ELA) Local Indicator Blake is at Level 3 for ELA Blake is at Level 3 for Math	2024-25 From CA state standards implementation Rubric (Math and ELA) Local Indicator Blake is at Level 3 for ELA Blake is at Level 3 for Math	From CA state standards implementation Rubric (Math and ELA) Local Indicator Blake will maintain a Level 5 for ELA and Level 5 for Math.	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Leveled Rubric (1-5 Implementation) of CA Standards for ELD Priority 2B. How programs and services will enable English learners to access the Common Core State Standards and the ELD standards for purposes of gaining Academic content knowledge and English language proficiency.	2023-24 From CA state standards implementation Rubric (ELD) Local Indicator. Blake is at Level 2 for ELD	2023-24 From CA state standards implementation Rubric (ELD) Local Indicator. Blake is at Level 2 for ELD	2024-25 From CA state standards implementation Rubric (ELD) Local Indicator. Blake is at Level 1 for ELD	From CA state standards implementation Rubric (ELD) Local Indicator, Blake will be at a Level 5 for ELD.	Difference from Baseline is -1 level for ELD implementation.
1.5	% of parent/guardians participation in decision making for school. Priority 3A. Efforts the school district makes to seek parent input in making decisions for the LEA and each individual school site	Based on Ca Dashboard 23-24 self-reflection. Attendance of parent participation in meetings, Blake has 100% of parents attending and providing input in making decisions at the school.	Based on Ca Dashboard 24-25 self-reflection. Attendance of parent participation in meetings, Blake has 100% of parents attending and providing input in making decisions at the school.	Based on Ca Dashboard 25-26 self-reflection. Attendance of parent participation in meetings, Blake has 70% of parents attending and providing input in making decisions at the school.	Based on Ca Dashboard self-reflection. Attendance of parent participation in meetings, Blake will maintain 100% of parents attending and providing input in making decisions at the school.	Difference from baseline is -30%.
1.6	% of unduplicated parent/guardians participation in decision making for school. Priority 3B. How the LEA will promote parental participation in programs	Based on Ca Dashboard 23-24 self-reflection. Attendance of unduplicated parent participation in meetings, Blake has 100% of parents attending and providing	Based on Ca Dashboard 24-25 self-reflection. Attendance of unduplicated parent participation in meetings, Blake has 100% of	Based on Ca Dashboard 25-26 self-reflection. Attendance of unduplicated parent participation in meetings, Blake has 70% of	Based on Ca Dashboard 23-24 self-reflection. Attendance of unduplicated parent participation in meetings, Blake will maintain 100%	Difference from baseline is -30%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for low income, English learner and foster youth students	input in making decisions at the school.	parents attending and providing input in making decisions at the school.	parents attending and providing input in making decisions at the school.	of parents attending and providing input in making decisions at the school.	
1.7	% of unduplicated parent/guardians participation in decision making for school. Priority 3C. How the LEA will promote parental participation in programs for students with disabilities.	Based on Ca Dashboard 23-24 self-reflection. Attendance of unduplicated parent participation in meetings, Blake has 100% of parents attending and providing input in making decisions at the school.	Based on Ca Dashboard 24-25 self-reflection. Attendance of unduplicated parent participation in meetings, Blake has 100% of parents attending and providing input in making decisions at the school.	Based on Ca Dashboard 25-26 self-reflection. Attendance of unduplicated parent participation in meetings, Blake has 70% of parents attending and providing input in making decisions at the school.	Based on Ca Dashboard 23-24 self-reflection. Attendance of unduplicated parent participation in meetings, Blake will maintain 100% of parents attending and providing input in making decisions at the school.	Difference from baseline is -30%.
1.8	Academic Indicator on Dashboard (Distance from Standard) Priority 4A. Student performance on CAASPP ELA & Math (DFS)	There is no dashboard data available because we had less than 11 students take the CASSPP Assessment. Most Current CA Dashboard Data available is 2022-23 School Year: ELA- 44% of 3-8th grade students met standard, 44% nearly met standard and 11% did not meet the standard.	2023-2024 Dashboard Data There is no dashboard color available because we had less than 12 students take the CASSPP Assessment. ELA- 35.71% of 3-8th grade students met standard, 21.43% nearly met standard and	2024-2025 Dashboard Data There is no dashboard color available because we had less than 12 students take the CASSPP Assessment. ELA- 16.67% of 3-8th grade students met or exceeded standard, 27.78% nearly met standard and	CA Dashboard Data ELA- 60% of 3-8th grade students will have met standard. New 3-Year Outcome for ELA(if enough students take assessment) ELA Distance from Standard will be -20 or below.	Difference from Baseline for ELA Decline 27.33% for met and or exceeded standard Decline 16.22% for nearly met standard Increase of 44.56% students did not meet standard Difference in Distance from Standard for ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math -11% met the standard, 44% nearly met the standard and 44% did not meet the standard.	42.86% did not meet the standard. Math -21.43% met the standard, 28.57% nearly met the standard and 50% did not meet the standard. New Baseline for 2024 ELA Distance from Standard was -37.3. New Baseline for 2024 Math Distance from Standard was -50.	55.56% did not meet the standard. Math -5.56% met or exceeded the standard, 33.33% nearly met the standard and 61.11% did not meet the standard. Distance from Standard for 2025 ELA Distance from Standard was -65.9. Distance from Standard for 2025 Math Distance from Standard was -99.9.	Math -55% will have met the standard. New 3-Year Outcome for Math (if enough students take assessment) Math DFS, -30 or below.	was a decline of 28.6 points. Math Decline 5.54% for met and or exceeded standard Decline 10.67% for nearly met standard Increase of 17.11% students did not meet standard Difference in Distance from Standard for Math was a decline of 49.99 points.
1.9	Proficiency Rate (ELPI Rate) Priority 4E. English Learner Progress Percentage of English learner students who make progress toward English proficiency as measured by ELPAC (ELPI Rate)	There is no dashboard data available because we had less than 11 students take the ELPAC however, our local 23-24 data shows that 100% of EL pupils are making progress toward English proficiency as measured by local assessments.	No Available Dashboard Data due to less than 11 students taking the ELPAC. Our local 24-25 data shows that 100% of EL pupils are making progress toward English proficiency	No Available Dashboard Data due to less than 11 students taking the ELPAC. Our local 25-26 data shows that 100% of EL pupils are making progress toward English proficiency	Local 26-27 data will maintain that 100% of EL pupils are making progress toward English proficiency as measured by local assessment.	No Difference from Baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			as measured by local assessments.	as measured by local assessments.		
1.10	Annual Reclassification Rate Priority 4F. English Learner Reclassification Rate	Reclass Rate- 0% There is no dashboard data available because we had less than 11 students take the ELPAC however, our local 23-24 data shows that 100% of EL pupils are making progress toward English proficiency as measured by local assessment.	Reclass Rate - 20% There is no dashboard data available because we had less than 11 students take the ELPAC however, our local 24-25 data shows that 100% of EL pupils are making progress toward English proficiency as measured by local assessment.	Reclass Rate - 0% There is no dashboard data available because we had less than 11 students take the ELPAC however, our local 25-26 data shows that 100% of EL pupils are making progress toward English proficiency as measured by local assessment.	Reclass Rate- 50% Local data will maintain that 100% of EL pupils are making progress toward English proficiency as measured by local assessment.	No Difference from Baseline.
1.11	Rate of student access to a Broad Course of Study. Priority 7A. A broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable;	As measured by 23-24 master schedule, 100% of students have access to and are enrolled in a broad course of study.	As measured by 24-25 master schedule, 100% of students have access to and are enrolled in a broad course of study.	As measured by 25-26 master schedule, 100% of students have access to and are enrolled in a broad course of study.	Blake will maintain a master schedule, providing 100% of students access to and enrolled in a broad course of study.	No difference from baseline.
1.12	Rate of unduplicated student access to a Broad Course of Study. Priority 7B. Programs and services developed and provided to low	As measured by 23-24 master schedule, 100% of unduplicated students are enrolled in and have access to programs and services.	As measured by 24-25 master schedule, 100% of students have access to and are enrolled in a broad course of study.	As measured by 25-26 master schedule, 100% of students have access to and are enrolled in a broad course of study.	Blake will maintain 100% of unduplicated students enrolled in and have access to	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	income, English learner and foster youth students				programs and services.	
1.13	Rate of SWD serviced inside the classroom. Priority 7C. Programs and services developed and provided to students with exceptional needs	As measured by 23-24 master schedule, 100% of students with disabilities are enrolled in and serviced in programs and services within the classroom.	As measured by 24-25 master schedule, 100% of students have access to and are enrolled in a broad course of study.	As measured by 25-26 master schedule, 100% of students have access to and are enrolled in a broad course of study.	Blake will maintain a master schedule providing 100% of students with disabilities to be enrolled in and serviced in programs and services within the classroom.	No difference from baseline.
1.14	Local benchmark assessments (Math and ELA) Priority 8. Other Pupil Outcomes (Bader Reading and Math Inventory)	Using data from 23-24 local assessments (Bader Reading and Math Inventory), the district has identified 81% of students are working at or above grade level in ELA and 76% are working at or above grade level in math.	Using data from 24-25 local assessments (Bader Reading and Math Inventory), the district has identified 80% of students are working at or above grade level in ELA and 87% are working at or above grade level in math.	Did not use Bader Reading and Math Inventory in 2025-2026 and transitioned to STAR and Diebels. Most Recent data available: 24-25 local assessments (Bader Reading and Math Inventory), the district has identified 80% of students are working at or above grade level in ELA and 87% are working at or above grade level in	Using data from local assessments (Bader Reading and Math Inventory), the district will improve scores to 85% of students are working at or above grade level in ELA and 85% are working at or above grade level in math.	Bader Reading - 1% difference from baseline Bader Math +11% difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				math.		
1.15	Local benchmark assessments (ELA and Math) Priority 8. Other Pupil Outcomes (Renaissance Learning STAR Reading and Math)	Fall 2025- Baseline Established STAR Reading: 30% students need Intervention 30% students on watch for intervention 40% students at/above benchmark English Learners 75% students need intervention 25% students at/above benchmark Socioeconomic Disadvantaged 60% students need intervention 40% students at/above benchmark Early Literacy: Unified Scale Score = 695 33% students need Intervention 33% students on watch for intervention 33% students at/above benchmark	N/A	Spring 2025 Spring 2026 STAR Reading: 38% students need Intervention 13% students on watch for intervention 50% students at/above grade level English Learners 50% students on watch for intervention 50% students need intervention Socioeconomic Disadvantaged 60% students on watch for intervention 40% students need intervention Early Literacy: Unified Scale Score = 729 50% students need Intervention	Spring 2027 STAR Reading: 30% students need Intervention 10% students on watch for intervention 60% students at/above grade level English Learners 40% students need Intervention 20% students on watch for intervention 30% students at/above grade level Socioeconomic Disadvantaged 40% students need Intervention 20% students on watch for intervention 30% students at/above grade level Early Literacy:	STAR Reading: +8% students need Intervention -17% students on watch for intervention +10% students at/above grade level English Learners +50% students on watch for intervention +25% students need intervention -25% students at/above benchmark Socioeconomic Disadvantaged No Difference from Baseline Early Literacy: Unified Scale Score = +34 +20% students need Intervention -30% students on watch for intervention

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		STAR Math: 10% students need urgent intervention 30% students need Intervention 30% students on watch for intervention 30% students at/above benchmark English Learners 25% students need urgent intervention 50% students need intervention 25% student at/above benchmark Socioeconomic Disadvantaged 20% students need urgent intervention 60% students need intervention 20% student at/above benchmark Unified Scale Score: All Students = 978 English Learners = 956 Socioeconomic Disadvantaged = 959		50% students at/above grade level STAR Math: 0% students need urgent intervention 38% students need Intervention 25% students on watch for intervention 38% students at/above English Learners 50% students need intervention 25% students on watch for intervention 25% student at/above benchmark Socioeconomic Disadvantaged 40% students need urgent intervention 40% students on watch for intervention 20% student at/above benchmark	Unified Scale Score = 800 40% students need Intervention 60% students at/above grade level STAR Math: 0% students need urgent intervention 25% students need Intervention 25% students on watch for intervention 50% students at/above English Learners 45% students need intervention 25% students on watch for intervention 35% student at/above benchmark Socioeconomic Disadvantaged 35% students need urgent intervention 30% students on watch for intervention	+20% students at/above grade level STAR Math: -10% students need urgent intervention +8% students need Intervention -5% Difference of students on watch for intervention +8% students at/above benchmark English Learners -25% students need urgent intervention 0% difference of students need intervention +25% students on watch for intervention 0% difference of students at/above benchmark Socioeconomic Disadvantaged +20% students need urgent intervention

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Unified Scale Score All Students=986 English Learners = 981 Socioeconomic Disadvantaged = 985	35% student at/above benchmark Unified Scale Score All Students=1000 English Learners = 990 Socioeconomic Disadvantaged = 990	-60% students need intervention +40% students on watch for intervention 0% difference of students at/above benchmark Unified Scale Score All Students=+5 English Learners = +25 Socioeconomic Disadvantaged = +26
1.16	Local benchmark assessments (Reading) Priority 8. Other Pupil Outcomes (DIBELS)	Fall 2025- Baseline Established DIBELS Composite Score Avg = 325 17% students at Risk (Intensive Support) 67% students Some Risk (Strategic Support) 8% students Minimal Risk (Core Support) 8% students Negligible Risk (Core Support)	N/A	Spring 2026 DIBELS Composite Score Avg = 416 60% students at Risk (Intensive Support) 20% students Some Risk (Strategic Support) 10% students Minimal Risk (Core Support) 10% students Negligible Risk (Core Support)	Spring 2027 DIBELS Composite Score Avg = 450 20% students at Risk (Intensive Support) 20% students Some Risk (Strategic Support) 30% students Minimal Risk (Core Support) 30% students Negligible Risk (Core Support)	DIEBELS Composite score Avg: +91 Increase 43% students at Risk (Intensive Support) Decrease 47% students with some risk (Strategic Support) Increase 2% students minimal risk (Core Support) Increase 2% students Negligible Risk (Core Support)

Goal Analysis [2025-26]

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

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

Action 1.1
During the 2025–26 school year, Blake Elementary School District experienced a staffing transition that resulted in the hiring of a new teacher serving under a valid California Commission on Teacher Credentialing Provisional Internship Permit (PIP) while completing credential requirements. To support successful implementation and ensure high-quality instruction for students, the district partnered with Kern County Superintendent of Schools to provide intensive coaching, mentoring, professional development, classroom support, and ongoing instructional guidance. The district will continue supporting the teacher's progress toward earning a full teaching credential while maintaining instructional quality through coaching, collaboration, and targeted professional learning opportunities.

Implementation of this action was adjusted to support a newly hired teacher at Blake, with a focused emphasis on classroom management, standards-based instruction, grade-level planning, and small-group instruction. Professional development was delivered in partnership with the Kern County Superintendent of Schools and included participation in structured learning sessions such as Conscious Classroom Management and Welcome to Teaching, along with job-embedded coaching. Additional professional learning focused on strengthening literacy instruction, including standards deconstruction, development of an effective literacy block (fluency, phonics, reading, writing, and vocabulary), use of running records to monitor student progress, and strategies to support English learners. Coaching cycles supported lesson planning, differentiation, and both whole-group and small-group instruction. Classroom engagement was another focus of lesson development and observations noticed an increased in student to student dialogue.

The academic support component was implemented as planned through the hiring of classified staff to provide small-group and one-on-one instruction in ELA and Math, increasing instructional time for students with the greatest needs and supporting progress toward grade-level mastery.

A key success of this action was the integration of professional development and coaching with classroom practice, resulting in improved classroom management, stronger instructional planning, and increased student engagement. Additionally, targeted intervention support allowed students in the lowest performance bands to receive more focused and responsive instruction. Challenges included scheduling time for coaching, collaboration, and intervention, as well as balancing intensive support for a new teacher with broader implementation goals.

Action 1.2
Implemented as planned by providing students with expanded access to supplemental resources in the areas of art and music through instruction delivered by a trained professional during the school day and in after-school settings. Students engaged in a variety of art and music learning opportunities supported by instructional aides and appropriate materials and supplies, resulting in increased exposure to creative and performing arts. Students performed in many performances this year for the community and had positive parent feedback. A key success of this action was the consistent opportunity for students to participate in engaging, hands-on enrichment experiences that supported creativity, expression, and overall student engagement.

A challenge in implementation was that the planned foreign language component, including the use of Duolingo, was not utilized during the reporting period. As a result, students did not receive the intended exposure to foreign language instruction outlined in the action. Future implementation will focus on integrating the language program more intentionally to ensure all components of the action are fully realized.

Action 1.3
Implemented as planned through the adoption of a new progress monitoring system using Renaissance Learning to support supplemental reading and math programs. Staff received training on the use of research-based progress monitoring tools, including curriculum-based measures and computer-adaptive assessments, to evaluate student learning in English and Math. These tools were used to identify students in need of additional support and to provide targeted interventions focused on specific skill gaps. Teacher utilized ongoing progress monitoring data to adjust instruction, determine the effectiveness of interventions, and make timely decisions to continue, intensify, or modify supports. Supplemental instructional materials, educational websites, and content-based activities were used to reinforce learning and support student engagement.

A key success of this action was the implementation of a consistent progress monitoring system that provided real-time data, allowing educators to more effectively target instruction and respond to student needs. This resulted in more strategic intervention practices and improved alignment between assessment and instruction. A challenge in implementation included building staff capacity to consistently utilize progress monitoring data to inform instruction and ensuring fidelity in the use of the system across classrooms. Continued focus will be placed on strengthening staff use of data to drive instructional decisions and maximize the impact of interventions.

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 review of budgeted versus estimated actual expenditures revealed some material differences across actions, largely due to staffing and implementation variables. These differences did not significantly alter the scope of services but highlighted operational adjustments that occurred during the year. The budgeted expenditures and the Estimated Actual expenditures for Goal 1, Blake planned to spend $49,130 and the estimated actual expenditures were $69,809.79. There was an approximate overspent amount of $20,679 for Goal 1.

Action 1.1 experienced a material difference between the budgeted amount of $45,130 and the estimated actual expenditures of $63,368.51. This increase was primarily due to higher-than-anticipated personnel costs, including adjustments to salaries and increased health and welfare benefit expenses for staff providing academic support services. These changes reflect staffing cost variations that occurred during implementation while maintaining the intended scope and delivery of services outlined in the action.

Action 1.2 was under budget by $1453. This was largely due to cost being lower than expected and not using Duolingo subscription service this year.

Action 1.3 experienced a material difference between the budgeted amount of $2000 and the estimated actual expenditures of $5894. This increase was primarily due to a new supplemental resource contract with Renaissance Learning.

In summary, while a few actions had expenditures that varied from initial projections, the differences were generally due to strategic savings, hiring, or difference in material cost. These did not result in reduced service levels for unduplicated pupils and the overall percentage of increased or improved services remained consistent with the intent and proportionality obligations outlined in the LCAP. There is no carry-over LCAP funding.

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

Action 1.1 (Professional Development and Academic Support) was effective in improving instructional practice and increasing targeted support for students. Blake was able to retain and utilize additional support staff to provide small-group and one-on-one instruction in ELA and Math, increasing instructional time for students performing below grade level. Professional development, delivered in partnership with the Kern County Superintendent of Schools, along with coaching support, strengthened classroom management, standards-based instruction, and the use of small-group instruction. Classroom observations and coaching data indicated increased student engagement, with 50% of observed lessons demonstrating active participation.

During the 2025–26 school year, Blake Elementary School District experienced a staffing transition that resulted in the hiring of a new teacher serving under a valid California Commission on Teacher Credentialing Provisional Internship Permit (PIP) while completing credential requirements. Due to this staffing change, the district's teacher assignment metric declined from the prior year.

Action 1.2 (Supplemental Resources for a Broad Range of Study) was partially effective. Students had multiple opportunities to engage in art and music through instruction provided by a trained professional during the school day and after-school programs. These experiences supported student engagement and were evident through classroom activities and student participation in enrichment opportunities. However, the foreign language component, including the use of Duolingo, was not implemented, limiting full realization of the action as originally planned.

Action 1.3 (Supplemental Reading/Math Support Programs) was effective, particularly in strengthening the district’s use of progress monitoring to inform instruction. The implementation of Renaissance Learning provided teachers with timely and reliable data to monitor student progress and adjust interventions. This resulted in more targeted support for students and improved responsiveness to learning needs. As a result, 70% of students demonstrated growth in targeted skill areas, and teachers were able to make more informed decisions to adjust or intensify interventions.

Effectiveness was supported by:
Metric 1.3 (Implementation of Academic Standards – State Priority 2A):
The district demonstrates strong implementation of academic standards, with ratings of 3 in English Language Arts and Math on the local indicators. Next Generation Science Standards are at a 4 (Full Implementation), reflecting continued expansion of curriculum adoption. Visual and Performing Arts are also rated at a 5, supporting access to a broad course of study. World Language is at a 3 (Initial Implementation), aligning with the identified challenge in Action 1.2. These results indicate that professional development and coaching are supporting standards-aligned instruction across content areas.

Metric 1.9 (ELPI Rate)
While no data is available on CA Dashboard for ELPI Rate due to low enrollment numbers to receive any data, local progress of English learners show 100% making progress on local assessments.

Metric 1.11 (Access to Broad Course of Study):
Students continued to have access to enrichment opportunities in art and music, with 100% of students participating in at least one enrichment activity during the school year.
Metric 1.14 (Local Assessments):
The district identified that 50% of students are working at or above grade level in ELA (an increase of 10% from BOY) and 38% of students working at or above grade level in Math (an increase of 8% from BOY), reflecting progress toward improved academic outcomes.

All Students

Districtwide local assessment data demonstrated overall improvement in mathematics achievement and foundational literacy development during the school year.

STAR Math districtwide scaled scores increased from 978 during the winter benchmark window to 986 during the spring benchmark window.
STAR Math districtwide percentile rank increased from the 33rd percentile to the 34th percentile.
DIBELS Early Literacy scaled scores increased from 695 to 729 between winter and spring benchmark administrations.
Districtwide STAR Math performance levels demonstrated improvement, including movement out of the “Urgent Intervention” category by spring benchmark administration.
Districtwide STAR Reading performance levels demonstrated improvement with increased movement toward benchmark proficiency levels during spring benchmark administration.

Due to the district’s small enrollment size, some STAR Reading scaled score reports did not generate districtwide comparison data.
Because of the district's extremely small student population, movement of one or two students can significantly impact percentage however, classroom performance data and ongoing progress monitoring indicated continued growth in literacy skills and student engagement throughout the school year.

English Learners

Local assessment data for English Learners demonstrated measurable academic growth during the 2025–26 school year, particularly in mathematics achievement and reading performance.

STAR Math scaled scores increased from 956 during the winter benchmark window to 981 during the spring benchmark window.
STAR Math percentile rank increased from the 26th percentile to the 31st percentile.
STAR Reading percentile rank increased from the 22nd percentile to the 26th percentile.
DIBELS Early Literacy scaled scores increased from 695 to 729 between winter and spring benchmark windows.
STAR Reading performance levels demonstrated improvement, with students moving from “On Watch” performance levels toward higher proficiency levels by spring benchmark administration.
STAR Math performance levels demonstrated improvement, including a reduction in students identified within the “Urgent Intervention” category during the spring benchmark administration.

The district recognizes the need to continue strengthening literacy development, reading comprehension, and academic vocabulary supports for English Learners through targeted instructional strategies, intervention supports, and ongoing progress monitoring.

Socioeconomically Disadvantaged Students

Local assessment data for Socioeconomically Disadvantaged students also demonstrated positive growth trends during the 2025–26 school year, particularly in mathematics achievement and benchmark performance levels.

STAR Math scaled scores increased from 959 during the winter benchmark window to 985 during the spring benchmark window.
STAR Math percentile rank increased from the 25th percentile to the 30th percentile.
STAR Reading percentile rank increased from the 23rd percentile to the 29th percentile.
STAR Reading performance levels demonstrated improvement, with students moving from “On Watch” performance levels into “At/Above Benchmark” performance levels during the spring benchmark administration.
STAR Math performance levels demonstrated improvement, including a reduction in students identified within the “Urgent Intervention” category during the spring benchmark period.
Spring STAR Math benchmark data demonstrated that 20% of students performed At/Above Benchmark, 40% performed within the On Watch category, and 40% remained within the Intervention category.
Spring STAR Reading benchmark data demonstrated that 40% of students performed At/Above Benchmark while 60% remained within the Intervention category, reflecting improvement from winter benchmark data.

Ineffectiveness supported by:

Metric 1.8 (CA Dashboard) shows a decline in reading and math scores for all student and student groups.

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.

Based on reflection of prior implementation, the district refined Action 1.1 to increase the effectiveness and consistency of professional development and academic support. While the previous action emphasized broad professional learning opportunities, the district identified the need for a more structured and sustained approach to coaching, mentoring, and classroom application. As a result, the action was revised to include a clearly defined schedule for professional development and job-embedded coaching cycles, ensuring consistent support for teachers throughout the year.

Metric 1.8 removed all local assessment metrics and moved those to create a new metric of 1.15 (STAR) and 1.16 (Dibels).

Metric 1.14 (Bader Reading and Math Inventory) will be a phased out assessment and replaced with metric 1.15 and 1.16.

Additionally, the district strengthened the alignment between professional development and classroom instruction by prioritizing key focus areas such as classroom management, standards-based instruction, small-group learning, and support for English learners. The role of

academic support staff was also clarified and enhanced to ensure that two classified personnel consistently provide targeted small-group and one-on-one intervention in reading and mathematics for students performing below grade level. These changes were made to improve coherence between professional learning and instructional practice, increase consistency in implementation, and accelerate student progress toward grade-level mastery. The district also revised Action 1.3 to strengthen the use of data-driven instruction and progress monitoring to better support student learning in reading and mathematics. While the original action emphasized the use of the Barton Reading and Spelling System and supplemental educational websites, the district identified the need for a more comprehensive and systematic approach to monitoring student progress and evaluating the effectiveness of interventions. Based on reflections from the 2025–26 school year and the district's efforts to strengthen local assessment and progress-monitoring systems, Blake Elementary School District added new local metrics aligned to DIBELS (Metric 1.16), STAR Reading, and STAR Math assessments (Metric 1.15) for the 2026–27 LCAP. These assessments provide more consistent and measurable local data regarding student literacy and mathematics growth and will support the district in monitoring student progress, identifying intervention needs, and evaluating the effectiveness of instructional supports These changes were made to improve the effectiveness of supplemental programs, ensure timely adjustments to instruction, and accelerate student progress toward grade-level mastery. Changes in budget for each action has been updated based on projected declining enrollment, personnel cost, and removing LREBG additional funding for Action 1.1 as funding has been exhausted during the 2025-26 school year. Personnel cost are higher than expected therefore there is an increase in funding for Action 1.1 as well as small adjustments to the budget in Actions 1.2 and 1.3 based on budget allocation and cost to implement the actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development and Academic Support	The district will implement a focused system of professional development and academic support to strengthen classroom management, standards-based instruction, and small-group teaching in ELA and Math. Professional development will be delivered in partnership with the Kern County Superintendent of Schools and will include structured training sessions, collaborative planning, and job-embedded coaching and mentoring cycles.	$65,425.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional learning will prioritize classroom management, student engagement, literacy and math instruction, and support for English learners. Coaching and mentoring will provide ongoing support through modeling, co-planning, and feedback to ensure effective implementation in the classroom. Additional professional development in science will be provided to support curriculum implementation. To ensure consistency and impact, the district will establish a structured schedule for professional learning and coaching cycles throughout the year. Targeted academic support will be provided by two classified personnel (one full-time and one part-time) who will serve as intervention specialists, delivering small-group and one-on-one instruction to students performing below grade level in reading and mathematics. This support will be aligned to classroom instruction and focused on accelerating progress toward grade-level mastery. Funding for this action will support KCSOS professional development services (including coaching, mentoring, and science training), sub release time for staff participation, instructional materials and supplies, and Title II dollars in the amount of $660 will be used to support mentoring and induction for teachers and school leaders.		
1.2	Supplemental Resources for a broad range of study.	Supplemental resources for a broad range of study will involve instruction in fine arts, music and foreign language and strategies necessary to excel in their respective subjects. The supplemental resources will be facilitated by expert educators in the areas of arts/crafts, performing arts, and music appreciation. Supplemental Resources Include: Instructional aides (art/music) Material and Supplies	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Supplemental Reading/Math Support Programs	The district will implement supplemental reading and math support programs to accelerate learning and close achievement gaps for students performing below grade-level expectations. Using the Renaissance Learning platform, staff will utilize research-based assessment and progress monitoring tools to identify student needs, track growth, and adjust instruction and interventions in real time. Teachers will provide differentiated instruction through small-group and one-on-one support aligned to identified skill gaps. Professional development, instructional materials, and subscriptions will support effective implementation of data-driven practices to ensure students make measurable progress toward grade-level mastery. Supplemental programs will be provided to all students as well as those identified as performing in the lowest academic categories. Teacher will tailor the programs toward each individual student's needs and track student progress through local assessments and rubrics. Supplemental Reading/Math Support Programs will include: Training for staff Materials and supplies Subscriptions for educational websites	$4,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Blake School will expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming environment through which all stakeholders are actively engaged in the learning process.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The development of this goal is a strategic response to the unique challenges and needs identified through data analysis and community feedback. The data for Blake School highlights a need to improve student attendance. Chronic absenteeism is linked to a lack of priority placed on school attendance within the community. Enhancing school climate and culture is crucial to changing this mindset. By celebrating student achievements and increasing family involvement in school activities, the goal aims to foster a positive school environment. This can help students and families view school attendance as a priority and a positive experience. The goal focuses on leveraging community and parental involvement to overcome these challenges. Building strong partnerships can help compensate for the limited resources and provide a support network for both students and staff.

Due to the district's small enrollment size, all student groups do not receive Dashboard performance colors because the number of students tested is below the state reporting threshold. However, both state and local data confirm the continued presence of achievement gaps and the need for sustained academic intervention and instructional support.

Student Engagement:
Student engagement remains an important focus area for the district. The 2025 Dashboard reports a chronic absenteeism rate of 46.2%, representing improvement from the previous year but still indicating that a significant portion of students are missing substantial amounts of instructional time. The White student group was identified with 50% chronic absenteeism rate, which is a reduction of 50% from previous year. The Socioeconomically Disadvantaged student group had a 38.5% chronic absenteeism rate. All student data indicates an urgent need for systemic strategies addressing attendance.

Suspension/Expulsion Rates:
The district continues to maintain 0% suspension and expulsion rates, reflecting a positive and supportive school environment. Students consistently report feeling safe and connected to their school, and parent surveys continue to indicate strong levels of satisfaction with the school climate and communication with staff.

Engaging students, parents, staff, and the community in the educational process is essential for creating a supportive and effective learning environment. The goal aims to ensure that all voices are heard and that there is a collaborative effort to improve the school's overall performance and climate.

At Blake School, we believe student achievement is related to their sense of belonging to their school. With increased school pride and school connectedness, students will have the desire to attend school and feel empowered to do their best. School pride and connectedness comes from a safe and healthy learning environment. Students who feel safe at school will feel the freedom to express themselves and engage in learning experiences without fear.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Rubric Rating (4-Point Scale on Fit Report, Exemplary, Good, Fair, Poor) Priority 1c: School facilities maintained in good repair: All facilities continue to have an overall rating of "Good" as indicated on the FIT report.	From California Dashboard Local Indicators Blake has a May 2023 FIT report that indicates a "Good" rating at 96%.	From California Dashboard Local Indicators Blake has a May 2025 FIT report that indicates a "Good" rating at 96%.	From California Dashboard Local Indicators Blake has a May 2026 FIT report that indicates a "Good" rating at 96%.	From California Dashboard Local Indicators Blake will maintain an FIT report that indicates a "Exemplary" rating at 100%.	No difference from baseline.
2.2	District Attendance Rate Priority 5a: School attendance rates	Using local 23-24 SIS data, the Blake School District attendance rate is 95%.	Using local 24-25 SIS data, the Blake School District attendance rate is 89%.	Using local 25-26 SIS data, the Blake School District attendance rate is 95%.	Using local 23-24 SIS data, Blake School District will maintain an attendance rate of 97%.	No difference from baseline.
2.3	Chronic Absenteeism Rate Priority 5b: Chronic absenteeism rates	23-24 CA Dashboard reports Blake School District has a 41.2% Chronic Absenteeism rate.	2024 CA Dashboard reports Blake School District has a	2025 CA Dashboard reports Blake School District has a	Dashboard reports Blake School District has a 20% or lower Chronic Absenteeism rate.	Increase of 5% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			76.2% Chronic Absenteeism rate.	46.2% Chronic Absenteeism rate. Using KIDS Data as of March 18, 2026 the current Chronically Absent Rate is 17%.		
2.4	Middle School dropout rates. Priority 5c: Middle School dropout rates.	Using local 23-24 SIS data, Blake School District dropout rate is 0%.	Using local 24-25 SIS data, Blake School District dropout rate is 0%.	Using local 25-26 SIS data, Blake School District dropout rate is 0%.	Using local 23-24 SIS data, Blake School District dropout rate will remain at 0%.	No difference from baseline.
2.5	Suspension Rate Priority 6a: Pupil suspension rate	Using local 23-24 SIS data and CA Dashboard, Blake School District suspension rate is 0%.	2024 Dashboard Data, Blake School District suspension rate is 0%.	2025 Dashboard Data, Blake School District suspension rate is 0%.	Using local student information data Blake School District will maintain a 0% suspension rate.	No difference from baseline.
2.6	Expulsion Rate Priority 6b: Pupil expulsion rate	Using local student information data from 2023-2024, Blake School District has a 0% expulsion rate.	Using local student information data from 2023-2024, Blake School District has a 0% expulsion rate.	Using local student information data from 2025-26, Blake School District has a 0% expulsion rate.	Using local student information data Blake School District will maintain 0% expulsion rate.	No difference from baseline.
2.7	Student and Parent Connectedness Rate Priority 6c: Other local measures on sense of safety and school connectedness.	Using local surveys Blake is 100% of students report they feel safe and connected to school. Parent survey indicate 100% of parents feel a sense of safety and	Using local surveys Blake is 100% of students report they feel safe and connected to school. Parent survey indicate 100% of	Using local surveys Blake is 100% of students report they feel safe and connected to school. Parent survey indicate 100% of	Using local surveys Blake will maintain that 100% of students will report that they feel safe and connected to school.	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		connectedness to the school.	parents feel a sense of safety and connectedness to the school.	parents feel a sense of safety and connectedness to the school.	Parent survey will indicate 100% of parents feel a sense of safety and connectedness to the school.	

Goal Analysis [2025-26]

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

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

Action 2.1 was mostly implemented through ongoing repairs, maintenance, and targeted upgrades to maintain a safe and welcoming school environment. The district successfully completed key improvements to the red schoolhouse, including the installation of a new heating and cooling system and repairs to doors and door jambs, which enhanced the usability of the space for instructional and student support purposes such as a library, resource room, and cafeteria. General campus upkeep was maintained through routine maintenance of classrooms, playground areas, and school grounds.

A significant success of this action was the improvement of indoor learning environments within the red schoolhouse, allowing for expanded use of the facility and increased access to student resources. Additionally, continued maintenance of school grounds supported a safe and functional environment for students and staff.

However, some components of the action were not fully realized. The sprinkler system was only partially repaired rather than fully replaced as originally planned, and upgrades to play structures and the sandbox were not completed during the reporting period. These challenges were primarily due to resource constraints and prioritization of critical facility needs.

Overall, the action contributed to maintaining a safe and operational campus, with key facility improvements completed, while additional upgrades will be addressed in future implementation cycles.

Action 2.2 was minimally implemented during the reporting period, with limited opportunities for extended instructional learning provided to students. While the action was designed to offer a variety of enrichment experiences—including Camp KEEP, a before-school program, and a summer camp—these components were not implemented during the year.

One component that was successfully implemented was participation in field trips, including student attendance at a local fair event where students engaged in hands-on learning activities during Kid Day. This provided students with opportunities to experience learning outside of the classroom and supported engagement through real-world applications.

Despite this success, the majority of the planned extended learning opportunities—including Camp KEEP, the before-school program, and the summer camp—were not carried out. These gaps limited the district’s ability to fully provide differentiated learning experiences in areas such as STEM/STEAM, physical fitness, and the arts as originally intended.

Challenges in implementation included capacity, staffing, and logistical constraints that impacted the district’s ability to launch and sustain extended learning programs. As a result, implementation of this action did not fully meet the scope outlined in the plan, and future efforts will focus on re-establishing these opportunities to better support student engagement and enrichment beyond the school day.

2.3. Fully Implemented: The district participated in the Positivity Project again this year. Students participated in group and individual projects based on character traits, goal setting and growth mindset.

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 review of budgeted versus estimated actual expenditures revealed some material differences across actions, largely due inability to secure a vendor for school repairs and lack of staff available for after-school. These differences did not significantly alter the scope of services but highlighted operational adjustments that occurred during the year. The budgeted expenditures and the Estimated Actual expenditures for Goal 2, Blake planned to spend $43,000 and the estimated actual expenditures were $46,571. There was an approximate overspent planned amount of $3,571 for Goal 2.

Action 2.1 had a significant material difference as the heating and cooling project was more than anticipated. While the cost exceeded the original budget, the project was prioritized to ensure a safe and effective learning environment for students and staff.

Action 2.2 did not expend the full budgeted amount, as several planned components—including the after-school program—were not implemented. This was due to limited staffing capacity and challenges in securing personnel, particularly with the addition of a new teacher and competing priorities for available resources.

Action 2.3 did not have a material difference, as expenditures aligned with the planned budget and implementation occurred as expected.

In summary, while a few actions had expenditures that varied from initial projections, the differences were generally due to strategic savings, hiring, or difference in material cost. The material difference does not represent the total LCAP carry-over funding amount.

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

Action 2.1 (Repair, Maintenance, and Updates to School Campus) was highly effective. The district completed major facility improvements, including the installation of a new heating and cooling system in the red schoolhouse, creating a more stable and comfortable learning environment for students and staff. Additional repairs improved overall campus safety and functionality. These improvements contributed to maintaining high facility conditions, as reflected in Metric 2.1 (Facility Inspection Report), which remains at 96%, indicating the campus is in good repair and supports student learning.

Action 2.2 (Extended Instructional Learning Time) was minimally effective. While students participated in limited field trip experiences, including hands-on learning opportunities during Kid Day at the fair, the majority of planned extended learning programs (Camp KEEP, before-school program, and summer camp) were not implemented. As a result, the action had limited impact on expanding learning opportunities beyond the school day. However, Metric 2.7 (Student Connectedness Survey) remains high at 100%, suggesting that overall student connection to school continues to be supported through other programs and schoolwide efforts.

Action 2.3 (Positivity Project Implementation) was effective. The district continued to promote a positive school culture through character development, student goal setting, and opportunities for student voice. These efforts contributed to a safe and supportive learning environment, as evidenced by Metric 2.5 (Suspension Rate) and Metric 2.6 (Expulsion Rate), both of which remain at 0, and Metric 2.7 (Student Connectedness Survey), with 100% of students reporting they feel safe and connected to school.

Effectiveness for Actions in Goal 2 was supported by:
-Metric 2.1 (Facility Inspection Report): Remains at 96%
-Metric 2.5 (Suspension Rate): Remains at 0
-Metric 2.6 (Expulsion Rate): Remains at 0
-Metric 2.7 (Student Connectedness Survey): Using local surveys Blake is 100% of students report they feel safe and connected to school. Parent survey indicate 100% of parents feel a sense of safety and connectedness to the school.

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.

Changes in budget for Action 2.3 was slightly increased for projected planned expenses for the 2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Repair, maintenance, and updates to School Campus	Repairs and maintenance to the campus and playgrounds will occur on an on-going basis to keep and create a safe and welcoming environment for the students, staff and community. Upkeep of the school grounds will include general maintenance and upkeep to ensure school is safe and conducive to a positive learning experience for all. Repairs and upgrade will include but not limited to: Classroom updates	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Classroom supplies for storage Ground maintenance and upkeep		
2.2	Extended Instructional Learning Time	Extended Instructional Learning will promote learning, outside of the classroom and improve student engagement and pride in their school. Instructional learning outside of the classroom engages students in creativity, problem solving, and critical thinking skills. The middle school students (6-8th grade) attend Camp KEEP. The district offers a 2 week summer camp for all students. During camp, students participate in educational activities, STEM/STEAM projects and sports clinics. The district is offering a before school program that focuses on a nutritional breakfast, homework help, STEAM/STEM, sports and fine arts activities. Extended instructional learning will involve teacher, paraprofessional, aides and specialized personnel who will provide opportunities for differentiated learning experiences in the areas of physical fitness, arts and music, science and technology and field trips. Extended Instructional Learning time will include: Camp KEEP Before School Program Summer Camp Field Trips	$19,000.00	No
2.3	Positivity Project Implementation	The district has partnered with the Positivity Project to engage students in daily activities that will empower them to build positive relationships and become their best selves. The partnership equips educators with the resources, training, and strategy to teach their students positive psychology's 24 character strengths. The program strives to make children aware that every one of them has all 24 character strengths and to provide the foundation for genuine self-confidence grounded in self-awareness. In addition, student learn why everyone is different and how to appreciate those differences.	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is supported by Learning Recovery Emergency Block Grant (LREBG) funds. Blake School District is partnering with the Positivity Project to foster student engagement and well-being by promoting positive character development. This program embeds daily classroom activities rooted in positive psychology to help students recognize, develop, and apply their 24 character strengths, ultimately contributing to stronger relationships and increased self-awareness. The initiative equips educators with structured lessons and implementation strategies designed to support a schoolwide culture of empathy, resilience, and personal growth. Students learn to recognize their own strengths and the strengths of others, fostering an environment where diversity is appreciated and emotional intelligence is elevated. The action includes: -Professional development and implementation support for all participating educators -Positivity Project fees -Instructional materials and supplies -Daily integration of the character strengths curriculum into classroom instruction Research Base: The Positivity Project is grounded in Tier 1 evidence-based practices supported by research in positive psychology and Social-Emotional Learning (SEL). Studies from the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the University of Pennsylvania’s Positive Psychology Center demonstrate that character education programs significantly improve student academic performance, behavior, and well-being. SEL initiatives like the Positivity Project have also been associated with reductions in discipline incidents and improved school climate. Monitoring Metrics: The district will measure the impact of this action using:		

Action #	Title	Description	Total Funds	Contributing
		-Student engagement and behavior data (e.g., attendance, referrals, and suspensions) -School climate surveys (students and staff) -Teacher implementation feedback and participation rates -Reflections and artifacts from student work demonstrating character strength development Funding Details: This action is supported by LREBG funds in the amount of $4,000, specifically allocated to: -Positivity Project program fees -Professional development related to the curriculum -Instructional materials and supplies necessary for classroom implementation		

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
$21282	$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
7.064%	0.000%	$0.00	7.064%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development and Academic Support **Need:** A reflection of data from all state priority metrics in the 23-24 year indicates that areas of need are in two major areas. The first is a focus on academic performance for all students, with an emphasis on meeting the needs of at risk students and providing a	Intervention specialists will deliver personalized instruction tailored to the needs of each student, helping to close learning gaps and improve academic performance. Intervention specialists district-wide ensures that all schools can provide necessary support to their most at-risk students, promoting consistency in educational quality. Providing targeted intervention for students performing below grade level addresses gaps in foundational literacy and math skills because students receive explicit instruction and increased	Local Benchmark Assessment in ELA and Math (Metric 1.14) Self-Assessment Survey for Implementation of Standards in ELA and Math (Metric 1.3) ELPI Rate (1.9)

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
	diverse and enriched curriculum for intermediate and junior high school students. The second area of need is an investment in school climate and culture, emphasizing student attendance, student and family expectations of school success and increasing student and family involvement in school activities. It is important to remember that Blake is a rural school of 23 students in grades TK-8. Some grades have 1-2 students, while there are no students in grade five. Test scores are a reflection of student growth from year to year and because of student movement in and out of the school, are not always reflective of the same students. In the primary grades (K-2), 0% were below grade level in math and 8% were below grade level in ELA according to the My Math curriculum benchmark assessment and the Bader Inventory. Students in grades 3-8 have completed the McGraw Hill benchmark assessments and the Bader Inventory two times per year and 17% of the students were below grade level in math and 26% were below grade level in ELA. Below grade level scores for primary grades (K-2) decreased 14% (from 14% working below grade level to 0% working below grade level) in math and 20% (from 28% working below grade level to 8% working below grade level) in ELA. Below grade level scores for upper elementary (3-8th) increased 3% (from 14% to 17%) working below grade level in math. There was an decrease in below grade level scores in ELA for upper elementary, (3-8th) from 14% to 8% working below grade level.	practice time, which leads to improved skills as measured by local and state assessments. Consistent training across the district ensures all staff are equipped to provide high-quality support, promoting uniformity in the effectiveness of interventions. Data analysis allows for timely identification of issues and necessary adjustments to instruction and improving student outcomes. This action directly addresses the achievement gaps by providing personalized instruction to students performing below grade level. The professional development will equip teacher and staff with specific strategies to effectively support these student groups, improving their academic outcomes. Equipping educators with the latest teaching strategies will enhance the quality of instruction and better support struggling learners. This action is being provided on an LEA-wide basis because all students can benefit from additional support when they struggle academically. Comprehensive training ensures consistency in instructional quality and equity across the district and are being provided on a LEA-wide bases because all students can benefit from high quality teaching staff that have learned impactful strategies to support student learning. This action working in conjunction with the other actions in this Goal is intended to address the Academic Performance needs of all students at Blake School.	

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
	The ELPI Rate for EL's was 100% and while this might not showcase a need, Blake would like to continue this progress and ensure all English Learners are making progress towards English Proficiency. The self-assessment from the 2023-24 From CA state standards implementation Rubric (Math and ELA) Local Indicator was: Level 3 for ELA implementation of state standards, however, Blake has reached Level 4 in Standards and Framework, Planning and Instruction. Level 3, for Math ELA implementation of state standards, however, Blake has reached Level 4 in Standards and Framework, Planning and Instruction. The trend data of local assessments show there continues to be a performance gap in academic achievement for English Learners and low income students. All low income and English Learners in all grade levels are showing at least 1 grade level below in academic achievement for ELA and Math. The assessment scores of the English learners and low income students revealed low decoding ability, fluency, reading comprehension, poor spelling and lack of grammar knowledge. In math, the assessment scores revealed the English Learners and the low income students had deficiencies in fact fluency and gaps in various concept areas. Compared to all		

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
	students, their grade level equivalency is behind their peers therefore Blake is focused on decreasing this performance gap. The English Language Learners are concentrated in K-4 and 33% of the students are at grade level in both ELA and Math. 41% of Blake students qualify as low income (11/27), with 45% scoring below grade level in ELA and 9% below grade level in Math. The district determined that this action is the most effective use of supplemental and concentration grant funds after considering alternative approaches, including isolated intervention programs or grade-level specific supports. While targeted programs would serve a limited number of students, strengthening teacher capacity and providing coordinated intervention support increases the quality and consistency of instruction received by unduplicated pupils throughout the district. This approach allows students to receive both direct intervention services and improved core instruction during the school day. This determination is supported by educational research, district experience, and instructional improvement theory. Research on job-embedded professional learning demonstrates that ongoing coaching, collaborative planning, modeling, and feedback are more effective in changing instructional practice than one-time workshops. Educational theory further supports that student achievement improves		

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
	when teachers receive sustained professional learning aligned to identified student needs and when struggling students receive timely, targeted intervention in small-group settings. District implementation experience during prior years showed improved student growth, increased engagement, stronger classroom management practices, and greater use of standards-aligned instructional strategies when professional development and intervention supports were provided together. Educational Partner Input expressed the need for maintaining the instructional aide needed to support the teacher in meeting the needs of TK-9th grade students to meet the staff and parent stakeholder's desire to ensure students are receiving quality, standards based instruction. **Scope:** LEA-wide		

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 as Blake does not have any Limited Actions

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.

Blake school does not receive additional concentration grant add-on funding therefore an increase in staffing is not applicable.

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	1:5	
Staff-to-student ratio of certificated staff providing direct services to students	1:14	

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	301286	21282	7.064%	0.000%	7.064%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$50,000.00	$62,765.00	$0.00	$660.00	$113,425.00	$57,765.00	$55,660.00

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**	Professional Development and Academic Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$52,765.00	$12,660.00	$50,000.00	$14,765.00		$660.00	$65,425.00	
1	**1.2**	Supplemental Resources for a broad range of study.	All	No			All Schools	2026-2027	$1,000.00	$0.00		$1,000.00			$1,000.00	
1	**1.3**	Supplemental Reading/Math Support Programs	All	No			All Schools	2026-2027	$0.00	$4,000.00		$4,000.00			$4,000.00	
2	**2.1**	Repair, maintenance, and updates to School Campus	All	No			All Schools	2026-2027	$0.00	$20,000.00		$20,000.00			$20,000.00	
2	**2.2**	Extended Instructional Learning Time	All	No			All Schools	2026-2027	$4,000.00	$15,000.00		$19,000.00			$19,000.00	
2	**2.3**	Positivity Project Implementation	All	No			All Schools	2026-2027	$0.00	$4,000.00		$4,000.00			$4,000.00	

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
301286	21282	7.064%	0.000%	7.064%	$50,000.00	0.000%	16.596 %	**Total:**	$50,000.00
								LEA-wide Total:	$50,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development and Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$92,130.00	$116,382.38

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development and Academic Support	Yes	$45,130.00	63368.51
1	**1.2**	Supplemental Resources for a broad range of study.	No	$2,000.00	547.07
1	**1.3**	Supplemental Reading/Math Support Programs	No	$2,000.00	5894.21
2	**2.1**	Repair, maintenance, and updates to School Campus	No	$20,000.00	38961.84
2	**2.2**	Extended Instructional Learning Time	No	$19,000.00	3815.75
2	**2.3**	Positivity Project Implementation	No	$4,000.00	3795.00

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)
24140	$30,235.00	$50,000.00	($19,765.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Professional Development and Academic Support	Yes	$30,235.00	50000		

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)
295468	24140	0	8.170%	$50,000.00	0.000%	16.922%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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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