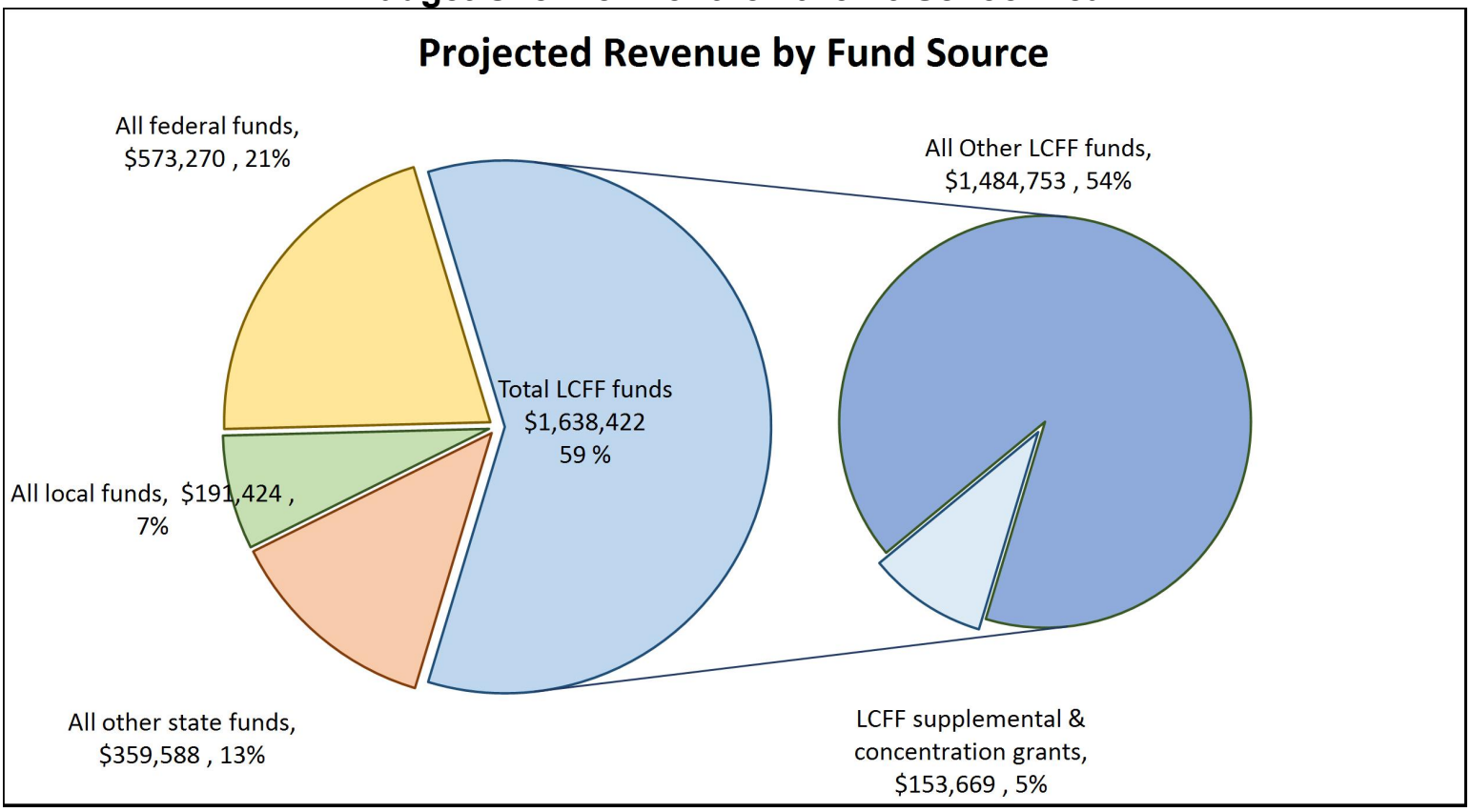
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Two Rock Union Elementary School District
CDS Code: 49-70979-605231
School Year: 2025-26
LEA contact information:
Josh Wilson
Superintendent/Principal
jwilson@trusd.org
707-762-6617

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 2025-26 School Year

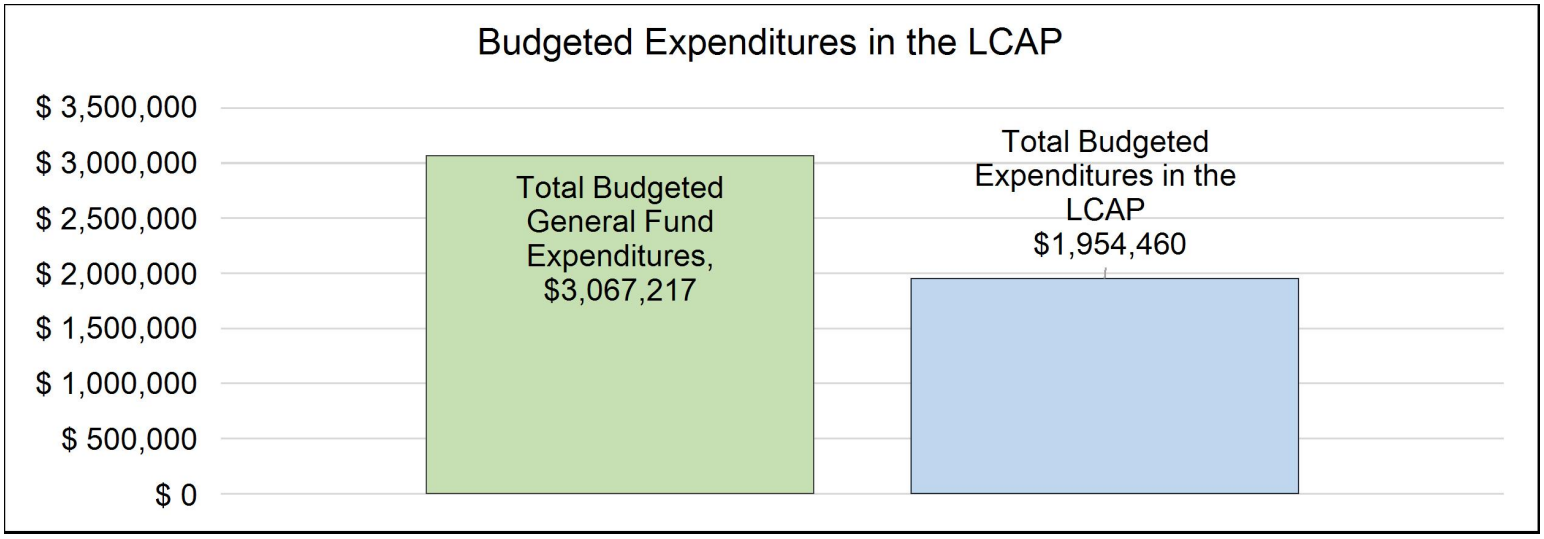


This chart shows the total general purpose revenue Two Rock Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Two Rock Union Elementary School District is $2,762,704, of which $1,638,422 is Local Control Funding Formula (LCFF), $359,588 is other state funds, $191,424 is local funds, and $573,270 is federal funds. Of the $1,638,422 in LCFF Funds, $153,669 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 Two Rock Union Elementary School District plans to spend for 2025-26. 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: Two Rock Union Elementary School District plans to spend $3,067,217 for the 2025-26 school year. Of that amount, $1,954,460 is tied to actions/services in the LCAP and $1,112,757 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

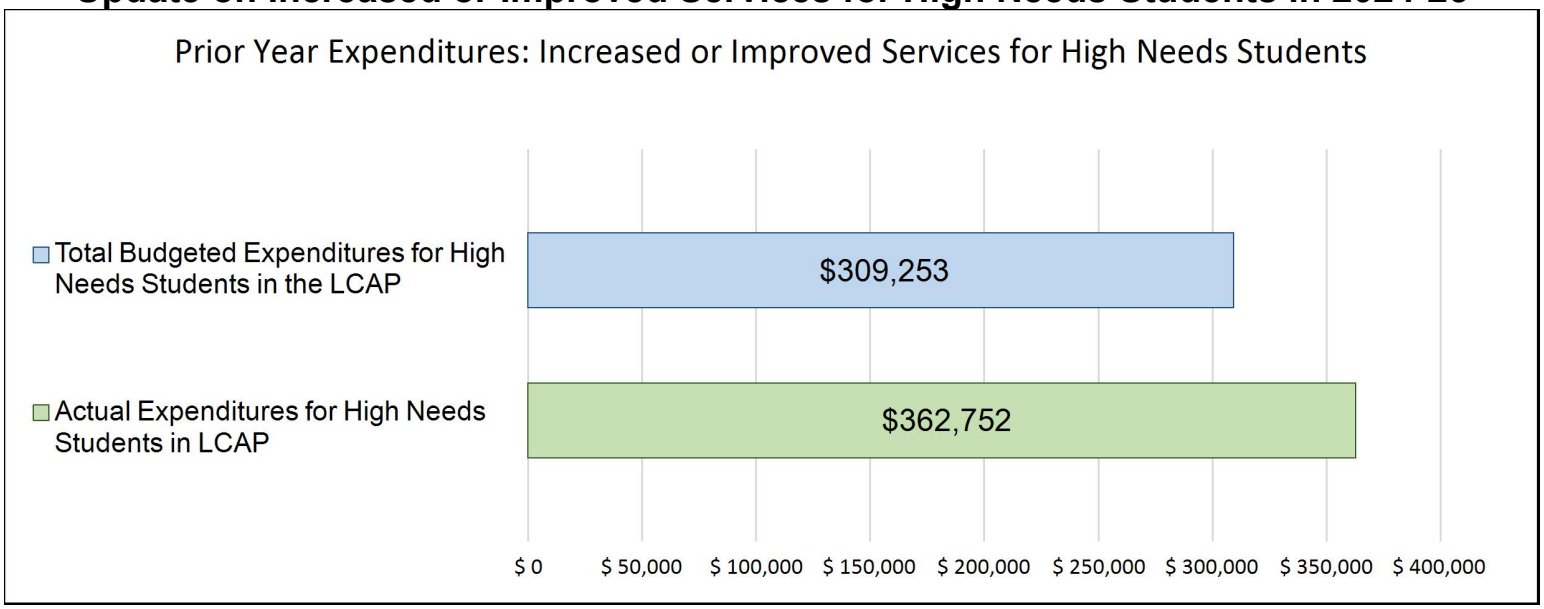
Does not include other operating expenditures, administrative costs, other contract services, and the transfer to other funds.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Two Rock Union Elementary School District is projecting it will receive $153,669 based on the enrollment of foster youth, English learner, and low-income students. Two Rock Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Two Rock Union Elementary School District plans to spend $254,179 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Two Rock Union Elementary School District's LCAP budgeted $309,253 for planned actions to increase or improve services for high needs students. Two Rock Union Elementary School District actually spent $362,752 for actions to increase or improve services for high needs students in 2024-25.

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
Two Rock Union Elementary School District	Josh Wilson Superintendent/Principal	jwilson@trusd.org 707-762-6617

Plan Summary [2025-26]

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.

Two Rock Elementary School is a single school, school district located in rural southwest Sonoma County. Two Rock currently has an enrollment of 135 students in grades TK-6. The school also houses two preschool programs. The YWCA preschool program serves children beginning at age 2, and the South County Consortium program is for students with disabilities. Both programs rent space from the District. Approximately 60% of the school's diverse student population comes from the United States Coast Guard Training Center (TRACEN) located adjacent to the school site. The remaining population comes from the families living on the surrounding ranches and dairies, along with other students on inter-district transfers. Our student body is comprised of approximately 29% English Language Learners, 46% socially economically disadvantaged (SED), and 0% foster youth. The total unduplicated pupil count is 54.8%. Two Rock Elementary School offers a full educational program to our students which includes physical education, music, art, library, and gardening. We employ a .60 FTE special education teacher. The site has instructional aides for all grade levels to support students in both English and Spanish. Students also benefit from counseling, speech, occupational therapy, and psychological services. We offer an ELOP-funded before-school care program and an ELOP and ASES-funded after-school program, as well as ELOP and District-funded summer intervention programs in mathematics and reading. Afterschool sports are also offered. The District utilizes standards-aligned curriculum in science, social science, and mathematics (kindergarten). Parent participation has significantly increased in the past two years. A challenge we face is that many students come from the Coast Guard Training Facility where parents may be deployed for long periods leaving one parent at home with students. We also encounter the challenge of supporting students who have recently arrived from other countries and have limited English language skills. Their parents may also speak little to no English, which can make it difficult for them to adjust to a new community and school environment. The District's Mission is to foster a shared responsibility for encouraging creativity while developing every child's academic and social skills as a

foundation for lifelong learning. The District's Vision is that all students will be challenged and prepared for rigorous standards in an environment of equity, respect, and responsibility.

There are no schools eligible for the equity multiplier funds in the Two Rock Union School District.

Reflections: Annual Performance

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

2023 DASHBOARD
Our performance based on the 2023 CAASPP Results and 2023 Dashboard is positive overall with 48.39% of students meeting or exceeding standards in English language arts (ELA) and 40.32% of students meeting or exceeding standards in math. However, learning gaps exist for low-income students in both academic areas. In ELA, 25.81% of low-income students met or exceeded standards and, in math, only 12.90% of low-income students met or exceeded standards. Significant achievement gaps also exist for English learners with 10% meeting or exceeding standards in ELA and 5% meeting or exceeding standards in math. Another significant student group where achievement gaps exist is Hispanic youth with 29.41% meeting or exceeding standards in ELA and 20.58% meeting or exceeding standards in math.

In 2023, English learner progress as measured by the English Learner Progress Indicator (ELPI) and the English Language Proficiency Assessments for California (ELPAC) included 52.9% making progress toward English language proficiency. The number of English learners included in this measure was 34 students.

In 2023, chronic absenteeism decreased to 21.9% from 26.8% in 2022. The suspension rate also decreased to 0% in the 2022-23 school year.

2024 DASHBOARD UPDATE
In 2023-24, our performance based on the 2024 CAASPP Results and 2024 Dashboard indicates a decrease in academic performance overall in ELA and an increase in academic performance in math and science. In 2024, the percentage of students who met or exceeded standards in ELA decreased to 38.33% from 48.39% in 2023. Whereas in math, the percentage of students who met or exceeded standards in 2024 increased to 46.66% from 40.32% in 2023. Learning gaps continue to persist for low-income students. However, significant progress was made in 2024 for low-income students. In ELA, 27.27% met or exceeded standards compared to 25.81% in 2024. In math, 39.39% of low-income students met or exceeded standards in math in 2024 compared to 12.90% in 2023. English learner performance also decreased in ELA in 2024 to 0% meeting or exceeding standards from 10% in 2023. In math, there was a slight increase for English learners to 15.38% meeting or exceeding standards compared to 15% in 2023. Finally, Hispanic youth followed the same pattern with a decrease in ELA proficiency from 29.41% meeting or exceeding standards in 2023 to 25.72% in 2024. In math, Hispanic youth increased their performance from 20.58% meeting or exceeding standards in 2023 to 22.85% in 2024. In science, there was a significant increase in the percentage of students meeting or exceeding standards. In 2023, 25% of students met or exceeded standards. In 2024, this percentage increased significantly to 72.72% meeting or exceeding standards in science.

In 2024, English learner progress as measured by the ELPI included 44.4% making progress toward English language proficiency. The number of English learners included in this measure was 27 students.

In 2024, chronic absenteeism decreased again to 11.3% from 21.9% in 2023. The suspension rate also sustained at 0% in the 2023-24 school year.

LOCAL ASSESSMENT RESULTS
The local STAR assessments in reading and math both show gains in the percentage of students at or above proficiency. The percentage of students who are at or above proficiency in reading increased from 48% in 2023-24 to 57% in 2024-25. In the area of math, the percentage of students who are at or above proficiency in math also increased from 53% in 2023-24 to 56% in 2024-25. Increases for each significant student group were also evidenced on the local assessments in 2024-25. The percentage of English learners who are at or above proficiency in reading increased from 0% in 2023-24 to 13% in 2024-25, low-income students at or above proficiency increased from 40% in 2023-24 to 50% in 2024-25, and Hispanic youth at or above proficiency in reading increased from 27% in 2023-24 to 38% in 2024-25. The percentage of English learners at or above proficiency in math increased from 17% in 2023-24 to 25% in 2024-25, low-income students at or above proficiency increased from 50% in 2023-24 to 83% in 2024-25, and Hispanic youth at or above proficiency increased from 44% in 2023-24 to 55% in 2024-25.

LOCAL INDICATORS
The local indicators were reported in the 2023 and 2024 Dashboards at the "standard met" level:
*Basic Services
*Implementation of the Academic Standards
*Parent and Family Engagement
*Local Climate Survey
*Access to Broad Course of Study

JANUARY 2025 YOUTH TRUTH SURVEY RESULTS
The 2025 YouthTruth Student Survey showed some areas of concern related to school safety and belonging. In 2025, 45% of students reported feeling safe at school compared to 73% in 2024. Also, when students were asked if they feel like they are an important part of their school, 25% agreed compared to 35% in 2024. Two areas of strength in the Student Survey are that 94% of students agree their teacher wants them to do their best and 83% agree their teacher treats them with respect. The 2025 YouthTruth Family Survey showed some promising results with 88% of parent/family members feeling they are included in planning school activities. Also, 70% of parent/family members feel informed about important decisions regarding their child's school. In the area of safety, 82% of respondents feel their child's learning environment is safe and 70% say their child is safe from bullying during school. The 2025 YouthTruth Staff Survey also shows positive results relating to safety with 91% of staff members reporting they feel safe from harm while at school.

REQUIRED ACTIONS
There were no RED State Indicators at the school or student group level on the 2023 or 2024 Dashboard.

Our district has carryover of LREBG funds for the 2025-26 school year. Goal 1 Action 3: Bilingual Instructional Assistants. This action was determined through the data collected in our Needs Assessment and is aligned to the allowable expense for the learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.

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.

None

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
PARENTS The Two Rock Student Educational Foundation (TRSEF), serves as our SSC/PTA. Meetings take place after school. Data was reviewed from the Youth Truth Survey; parents at the meeting discussed improving school culture through student centered activities.	The process for engagement started with parent surveys March of 2024. Parents were surveyed on LCAP goals and the needs of the school and what is working.The survey was sent electronically in English and Spanish via email and Remind, the parent notification system. Of the 90 families who attend Two Rock, 24 responded to the survey. Parents were asked to participate in the PAC via school newsletters, emails, in TRSEF, ELAC meetings, and Coffee with the Principal gatherings. During the PAC meetings, stakeholders reviewed data for students and the district and prioritized the requests of ed. partners. From that data review, the groups came up with actions for the various metrics for each goal. Spanish speaking parents had the opportunity review data through an interpreter during ELAC meetings. The Survey was administered in January, 2025; approximately 60 families responded. Survey results were similar to the previous administration.
English Language Advisory Committee (ELAC), The meetings took place in the morning. The participants discussed developing new metrics and goals after reviewing school and student data. The meeting agenda was in English and Spanish with an interpreter. About seven to eight parents attended each meeting.	The parents of ELAC met with the supt/principal, the business manager and the first grade teacher who is the Spanish liaison and ELAC coordinator for the District. A survey in Spanish was given to the parents seeking information on the educational program at Two Rock. Questions such as what is working at Two Rock, what needs to be improved, what would you like to see for your child who is learning

Educational Partner(s)	Process for Engagement
	English that is not currently provided. Spanish speaking families were provided surveys concerning the educational program in English and Spanish.
LCAP Parent Advisory Committee: meetings took place after school, and discussed developing new metrics and goals after reviewing school and student data.	School assessment was provided to parents to review and fill information for questions regarding the school program. They provided information to help determine goals for the District. We met during the months of October, November, January, February and April. A School Board member also attended the meetings. The Dashboard data was also presented to staff to determine areas of growth and needs based on the preceeding year's data.
Staff: 1) Certificated and classified bargaining units; 2)Principal/Administrator; 3) Other staff personnel met during staff meetings to review school and student data including results from the Youth Truth Survey. Certificated staff reviewed the last LCAP's metrics and goals. Using data from assessments and surveys, teachers worked to help develop new metrics and goals for the 2024-2027 LCAP.	During February, March and April certificated staff reviewed state and locals assessment to identify strengths and areas of need. They reviewed the goals of the past LCAP eliminating those that were met or irrelevant and began making new goals. The Youth Truth survey was used to determine needs for school culture and to create a new set of goals. Dashboard data was presented to staff to determine areas of growth and needs based on the preceding year's data. During this update, the Goals and Metrics were reviewed and retained.
Students in grade 3-6.	Students in grades 3-6 participated in the Youth Truth survey. The input on the survey helped guide the decisions regarding school culture and and student engagement in the classroom.
SELPA	The LCAP was shared with SELPA for consultation on August 5, 2024. It was reviewed by a SELPA member and the recommendations were made to include interventions for students with disabilities.

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

Surveys to educational partners were sent out in English and Spanish. The surveys contained the three goals selected by the LCAP committee. Parents responded positively to the three goals and action steps on the survey. The goals and actions were presented at an ELAC
where Spanish speaking parents were provided the opportunity to comment on the goals and LCAP. In the May Board Meeting, an overview of the LCAP was presented with an opportunity for feedback from the public. Throughout the school year, parents and school staff were provided with information regarding the school year and given opportunities for input regarding the educational program at Two Rock Elementary School. The feedback presented by the ed. partners emphasized the need for improving ELL student achievement and improving school literacy in reading and math. Improved communication with staff and parents regarding school programs prioritized. One of the

biggest needs was greater parent participation at the school, which was noted in the January 2025 Youth Truth Survey. This was a big challenge because many students come from the Coast Guard base. Parents may be deployed for long periods of time leaving one parent at home. We also encounter the challenge of supporting students who have recently arrived from other countries and have limited English language skills. Their parents may also speak little to no English, which can make it difficult for them to adjust to a new community and school environment.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth towards meeting or exceeding standards on state assessments in English Language Arts (ELA) and mathematics and demonstrate grade level or above proficiency in literacy and mathematics.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Two Rock established this goal to improve literacy and math outcomes for all students, recognizing that many currently read below grade level. This aligns with the District's objective of ensuring all students read at or above grade level. According to the 2023 CAASPP state assessment, 48.39% of students met or exceeded the standard in English Language Arts (ELA), and 40.32% met or exceeded standards in math. In 2024, student achievement in ELA decreased to 38.33% but increased to 46.66% in math. In 2022-23, on 10% of English learners (ELs) met or exceeded standards in ELA and 5% in math. Achievement for English learners in 2023-24 decreased to 0% in ELA and increased to 15.38% meeting or exceeding standards in math. In 2022-23, Hispanic students showed results of 29.41% meeting or exceeding standards in ELA and 20.58% in math. In 2023-24, Hispanic students showed declines in ELA to 25.72% meeting or exceeding standards and an increase in math to 22.85% meeting or exceeding standards. The goal includes metrics to monitor student performance in both ELA and math. The planned actions will allocate resources and support, particularly for targeted groups such as English learners and low-income students, while benefiting the entire school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	2022-2023 % who met or exceeded standard: All 48.39%	2023-2024 % who met or exceeded standard:		20% growth target overall and for each significant group	All -10.06% English Learner -10.0% LTEL NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner 10.0% LTEL <11 students Low-Income 25.81% Hispanic 29.41% Armed Forces Family 68.76% Source: CAASPP Results	All 38.33% English Learner 0% LTEL <11 students Low-Income 27.27% Hispanic 25.72% Armed Forces Family 45.71% Source: CAASPP Results			Low-Income +1.46% Hispanic -3.69% Armed Forces Family -23.05%
1.2	CAASPP Math	2022-2023 % who met or exceeded standard: All 40.32% English Learner 5.0% LTEL <11 students Low-Income 12.90% Hispanic 20.58% Armed Forces Family 65.63% Source: CAASPP Results	2023-2024 % who met or exceeded standard: All 46.66% English Learner 15.38% LTEL <11 students Low-Income 39.39% Hispanic 22.85% Armed Forces Family 60.00% Source: CAASPP Results		20% growth target overall and for each significant group	All +6.34% English Learner +10.8% LTEL NA Low-Income +26.49% Hispanic +2.27% Armed Forces Family -5.63%
1.3	Properly assigned and fully credentialed teachers	2023-2024 100%	2024-2025 100%		100%	No change
1.4	Student access to standards-aligned instructional materials.	2023-2024 100%	2024-2025 100%		100%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Local Assessment Reading	2023-2024 % at or above proficiency All 48% English Learner 0% LTEL <11 students Low-Income 40% Hispanic 27%	2024-2025 % at or above proficiency All 57% English Learner 13% LTEL <11 students Low-Income 50% Hispanic 38%		20% growth target overall and for each significant group	All +9% English Learner +13% LTEL NA Low-Income +10% Hispanic +11%
1.6	Local Assessment Math	2023-2024 % at or above proficiency All 53% English Learner 17% LTEL <11 students Low-Income 50% Hispanic 44%	2024-2025 % at or above proficiency All 56% English Learner 25% LTEL <11 students Low-Income 83% Hispanic 55%		20% growth target overall and for each significant group	All +3% English Learner +8% LTEL NA Low-Income +33% Hispanic +11%
1.7	Implementation of State Standards including EL access to ELD and Core Standards	2022-2023 Level 4 - Local Indicator LCFF Priority 2	2023-2024 Level 4 - Local Indicator LCFF Priority 2		Level 4 - Local Indicator LCFF Priority 2	no change
1.8	English Learner Progress (ELPI)	2022-2023 % making progress toward English language proficiency 52.9% Source: Dashboard	2024-2025 % making progress toward English language proficiency 44.4%		60%	-8.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Source: Dashboard			
1.9	EL Reclassification Rate	2022-2023 English learner 22% LTEL <11 students	2023-2024 English learner 7% LTEL <11 students		15%	English learner -15% LTEL <11 students
1.10	CAASPP Science	2022-2023 % who met or exceeded standard: All 25.0 <11 students for all student groups Source: CAASPP Results	2023-2024 % who met or exceeded standard: All 72.7% <11 students for all student groups Source: CAASPP Results		10% growth target overall and for each significant group	All +47.7% <11 students for all student groups

Goal Analysis [2024-25]

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.

1.1 Highly Qualified Teachers. This action was fully implemented as planned with no significant challenges. The District was successful in hiring and/or retaining highly qualified teachers for all of the regular education classes including intervention.

1.2 Provide Instructional Assistants in the classroom. This action was fully implemented as planned with no significant challenges. The District was successful in providing instructional assistant support in the K-6 classrooms.

1.3 Provide a bilingual Instructional Assistant for ELL students, long-term EL students, and newcomers. This action was fully implemented as planned with no significant challenges. The District was successful in funding and retaining bilingual instructional assistants in support of students in the 2024-25 school year.

1.4 Provide Induction support for beginning teachers. This action was fully implemented as planned with no significant challenges. The District overestimated costs for this action, but it did not affect the implementation level of this action. The District successfully provided the Teacher Induction Program in partnership with the North Coast School of Education.

1.5 Provide intervention services for students who are performing below grade level in literacy and mathematics and add additional intervention to ELL students. This action was fully implemented as planned with no significant challenges. Intervention instruction was provided by the .50 FTE teacher who also teaches TK.

1.6 Provide support services for students. This action was not implemented as planned. The challenge with implementing this action was the District struggled to recruit a credentialed RSP teacher. The District was able to provide RSP services by hiring a long-term substitute teacher.

1.7 Provide staff development in reading and literacy acquisition, mathematics, other core curriculum, and STEAM and technology integration to core subjects. This action was partially implemented as planned. The District funded professional development for teachers in the areas of early reading literacy and bilingual education. In 2024-25 two teachers were trained in the Orton-Gillingham reading approach; three more teachers will be trained in 2025-26. The District has contracted for the implementation of the K-3 Proficiency reading program in 2025-26. Additionally, the District is planning to pilot a new ELA curriculum, including the Thinking Maps supplemental writing program in 2025-26.

1.8 Intervention teacher. This action was not implemented as planned. The challenge with implementing this action was the District struggled to recruit a full-time RSP/Intervention Teacher but was able to provide support by hiring a long-term substitute teacher.

1.9 Adopt math curriculum for grades TK-6 with resources to support ELL students. This action was partially implemented as planned. The District piloted math materials but the challenge was the District did not select a math curriculum for ongoing use in the classroom in the 2024-25 school year.

1.10 Lexia-STAR; Ren Learn, DIBELS; and IXL. This action was fully implemented as planned with no significant challenges. The District purchased and implemented all these programs listed within the action.

1.11 ELPAC Testing. This action was fully implemented as planned with no significant challenges. The District hired a retired ELD teacher to coordinate and administer the ELPAC tests to students who are identified as English Language Learners.

1.12 Reduce class size and eliminate combination classes. This action was fully implemented as planned with no significant challenges. The District hired an additional 1.0 FTE 8th grade General Education teacher using supplemental funds to reduce class size.

1.13 Data technician/front office secretary. This action was fully implemented as planned with no significant challenges. The position of Data Technician was maintained to support student data collection.

1.14 Professional development for teachers to support ELL/long term EL students. This action was partially implemented as planned with no significant challenges. In 2023-24, the District, in partnership with Sonoma County Office of Education provided designated English Language Development (ELD) professional development for the instructional staff. Teachers received training on three occasions during the

2023-24 school year. Two teachers attended the CABE conference and two teachers attended English Foundations Training by Project GLAD. In 2024-25 one teacher attended CABE and three teachers participated in Project GLAD.

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

The following actions had material differences:

1.4 The District had estimated more in BTSA Fees than necessary.
1.6 This is due to an increase in South County Consortium placements.
1.9 This variance is due to only purchasing pilot materials rather then the full adoption.
1.10 The cost of the software licensing was less then originally estimated.
1.12 The variance is due to final staffing and H&W costs.
1.13 The variance is due to final staffing costs.
1.14 Based on actual cost.

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

Actions 1.1, 1.2, and 1.12
Action 1.1 (Highly Qualified Teachers), Action 1.2 (instructional assistants), and Action 1.12 (small class sizes) work together to provide students with effective classroom learning environments that provide for small class sizes with differentiated supports. These actions were partially effective in making progress toward the goal as measured by overall decreases in ELA performance and overall increases in math performance on statewide assessments. The local STAR assessments in reading and math both support the effectiveness of this action with gains overall in both areas. The percentage of students who are at or above proficiency in reading increased from 48% in 2023-24 to 57% in 2024-25. In the area of math, the percentage of students who are at or above proficiency in math also increased from 53% in 2023-24 to 56% in 2024-25. Increases for each significant student group were also evidenced on the local assessments in 2024-25. The statewide assessments in math demonstrate the effectiveness of the instructional assistants for English learners, low-income students, and Hispanic youth. These groups benefited from the differentiated, small-group instruction supported by the instructional assistants. In 2023-24, 15.38% of English learners met or exceeded standards in math compared to 5% in 2022-23, 39.39% of low-income students met or exceeded standards in math compared to 12.90% in 2022-23, and 22.85% of Hispanic youth met or exceeded standards in math compared to 20.58% in 2022-23. In ELA during the 2023-24 school year, the results for the significant student groups were mixed. In 2023-24, performance in ELA for English learners and Hispanic youth decreased. In 2023-24, 0% of English learners met or exceeded standards in ELA compared to 10% in 2022-23 and 25.72% of Hispanic youth met or exceeded standards in ELA compared to 29.41% in 2022-23. However, the performance of low-income students increased in ELA in 2024-25 to 27.27% from 25.82% in the previous year.

Actions 1.3, 1.5, 1.7 and 1.14
During the 2024-25 school year, Action 1.3 (bilingual instructional assistant), Action 1.5 (academic interventions), 1.7 (PD in literacy and bilingual education), and Action 1.14 (PD to support English learners) worked together and were effective in providing support predominately

for English learners, long-term English learners and newcomers with the acquisition of English and access to the English Language Development (ELD) standards and core content standards. Bilingual instructional assistants provided primary language support in small groups in the classroom. Action 1.5 focused on English learners by providing an additional intervention specifically for English learners. Professional development focused on literacy and bilingual education through Orton Gillingham training and GLAD training. These actions were partially effective in making progress toward the goal of English language acquisition. The local STAR assessment showed gains for English learners in reading from 0% at or above proficiency in reading in 2023-24 to 13% in 2024-25. However, English learners experienced decreases in the statewide ELA assessment. In 2022-23, 10% of English learners met or exceeded standards in ELA, but in 2023-24, that percentage decreased to 0%. Also, the English Learner Progress Indicator (ELPI) which is based on English learner performance on the English Language Proficiency Assessments for California (ELPAC) decreased from 52.9% making progress toward English language proficiency in 2022-23 to to 44.4% in 2023-24. However, in the previous year, the ELPI was GREEN on the 2023 Dashboard with 52.9% of English learners making progress towards English language proficiency. It is important to note that the number of English learners was less than 30 students in 2023-24. For this reason, proficiency scores can be unstable. On the 2024 Dashboard, the ELPI was not assigned a color due to insufficient data.

Action 1.4 provides induction support for beginning teachers. During the 2024-25 school year, the District funded the induction program for first- and second-year teachers. This action was effective in making progress toward the goal, as demonstrated by the teacher's active and positive participation in the induction process. While only one teacher participated during the 2024–25 school year, making it impractical to link student test scores directly to this action, anecdotal feedback from the teacher indicates a high level of satisfaction with the support provided by the North Coast Teacher Induction Program.

Action 1.6 provides funding for a credentialed Resource Specialist Program (RSP) teacher to support students with IEPs and students with identified learning challenges, a licensed Speech and Language Pathologist (SLP), and a Special Education Director to provide a comprehensive special educational program. This action was not effective in making progress toward the goal as evidenced in the District's struggle to recruit a credentialed RSP teacher. The District was able to provide support to students with IEPs and students with identified learning challenges through the services of a long-term substitute teacher. Because there are fewer than 11 students with disabilities tested on statewide assessments, there is insufficient data to measure the effectiveness of this action using test data.

Action 1.8 provided a math intervention teacher to support students one hour a day. This action was effective in making progress toward the goal as evidenced by increases in math in both statewide and local assessments. The percentage of students meeting or exceeding standards as measured by the statewide assessments increased from 40.32% in 2022-23 to 46.66% in 2023-24. The increase for low-income students was even greater with 12.9% proficient in 2022-23 to 39.39% of low-income students proficient in 2023.24. On the local assessment, the percentage of students at or above proficiency in math increased from 53% in 2023-24 to 56% in 2024-25. The increases for low-income students on the local assessment were also significant with 50% at or above proficiency in 2023-24 to 83% in 2024-25.

Action 1.9
In the 2024-25 school year, the District had plans to adopt a new math curriculum for grades TK-6 with resources to support English learners. The action was not effectively completed during the 2024-25 school year. However, the District was able to pilot math materials during the 2024-25 school year. The adoption process will continue in the 2025-26 school year.

Action 1.10

Lexia-STAR, Renaissance Learning, DIBELS, and IXL are programs the District provides to teachers to assist with monitoring student progress and support teacher collaboration time as they work collaboratively to use data to guide the instructional process. This action was effective in making progress toward the goal as evidenced by increases in reading and math on the local STAR assessments. The percentage of students who are at or above proficiency in reading increased from 48% in 2023-24 to 57% in 2024-25. In the area of math, the percentage of students who are at or above proficiency in math also increased from 53% in 2023-24 to 56% in 2024-25. Increases for each significant student group were also evidenced on the local assessments in 2024-25. Additionally, teachers expressed high levels of satisfaction with their collaborative work, indicating that the programs effectively support their instructional efforts. This is further supported by the 2024–25 YouthTruth Staff Survey results, in which 86% of teachers agreed with the statement, “Teachers in my school work together to improve instructional practice.”

Action 1.11
The District hired a retired ELD teacher to coordinate and administer the ELPAC tests to students who are identified as English language learners. This action was effective in making progress towards the goal as all English learners completed the ELPAC assessments within the required statewide deadlines.

Action 1.13
The District funded a Data Technician position to support student data collection. This position was effective in making progress toward the goal by effectively assisting the District Superintendent with documenting and tracking student data to make data-informed decisions. The effectiveness of this action is evidenced by the increase in the attendance rate from 94.43% in 2023-24 to 95.84% in 2024-25, the decrease in the chronic absenteeism rate from 21.9% in 2022-23 to 11.3% in 2023-24, and the maintenance of the suspension rate at 0%.

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

There were no changes or updates made to the planned goal or target outcomes.

Metric 1.1 was revised to reflect only CAASPP ELA results. The baseline data and all significant/required student groups were added.
Metric 1.2 is new. It was added to report CAASPP math results that were previously included in Metric 1.1. The baseline data and all significant/required student groups were added.
Metric 1.2 was moved to Metric 1.3. Also, changed the metric description from "highly qualified" to "fully credentialed."
Metric 1.3 was moved to Metric 1.4. Baseline, Year 1, and Target were changed to 100% of students.
Metric 1.4 was moved to Metrics 1.5 and 1.6. STAR Reading and STAR Math were separated into two actions and the metric descriptions were revised.
Metric 1.5 was moved to Metric 1.7. Baseline, Year 1, and Target changed to Local Indicator LCFF Priority 2.
Metric 1.6 was deleted. Not a required metric. Professional development is an action.
Metric 1.8 is new.
Metric 1.9 is new.
Metric 1.10 is new.
Action 1.2 Increased or Improved section language and metrics were revised.

Action 1.5 Increased and Improved section language was revised to focus on reading and ELA. The associated metrics were also revised.
Action 1.6 Increased and Improved section language was revised to focus on math. The associated metrics were also revised.
Action 1.10 Increased and Improved section language and metrics were revised.
Action 1.11 Increased and Improved section language and metrics were revised.
Action 1.12 Increased and Improved section language and metrics were revised.
Action 1.13 Increased and Improved section language and metrics were revised.
Action 1.14 was changed to a limited action focused on English learners. The Increased and Improved section language and metrics were also revised.

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	Provide Highly Qualilfied Teachers	All Teachers will be highly qualified and properly credentialed for grade level and assignment.	$645,760.00	No
1.2	Provide Instructional Assistants in the classroom.	Instructional assistance will provide support in the classroom for unduplicated students and the instructor. K-6th	$34,322.00	Yes
1.3	Provide a Bi-lingual Instructional Assistant for ELL students, long term EL students and newcomers.	The bilingual instructional assistant will provide support for students who have arrived to Two Rock with little or no English speaking skills, writing or reading skills with bilingual materials & supplies. LREBG Funds will be used to fund this action.	$59,441.00	Yes
1.4	Provide Induction support for beginning teacher	The site has one teacher in the induction program through county office of education who is an intern teacher.	$11,070.00	No
1.5	Provide intervention services for students who are performing below grade level in	The site has a .5 intervention teacher to address the learning and literacy gap through implementation of the SIPPS curriculum for all students.	$60,935.00	Yes

Action #	Title	Description	Total Funds	Contributing
	literacy and mathematics and add additional intervention to ELL students.			
1.6	Provide support services for students.	Provide a credentialed resource specialist for grades TK-6 to support students with IEP and identified learning challenges. Also, the District shall provide speech and language services with a licensed SLP. The District shall maintain a Special Education Director to oversee and administer the special education program.	$474,261.00	No
1.7	Provide Staff Development in reading and literacy acquistion, mathematics, other core curriculum and STEAM and technology integration to core subjects.	Continue to support both classified and credential members in reading and literacy support, ie SIPPS and ELD to close the learning and literacy gaps of all students including students with disabilities. Continue to provide STEAM professional development teachers to integrate into regular standards based learning.	$12,167.00	No
1.8	Intervention teacher	A .4 FTE for intervention to provide math support for students in grades 1-4 one hour each day.	$40,282.00	Yes
1.9	Adopt math curriculum for grades TK-6 with resources to support ELL students.	The District will adopt a new math curriculum that reflect the new California Math Standards.	$23,000.00	No
1.10	Lexia-STAR; Ren Learn, DIBELS; and IXL	Continue to support and monitor student learning with online learning tools and meaure student achievement as a local assessment measured on the CA Dashboard for all students.	$21,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	ELPAC Testing	Two Rock's ELL students are provided training and tested by a proctor, (a retired ELD teacher) annually.	$4,368.00	Yes
1.12	To reduce class size and eliminate combination classes, an additional 1.0 FTE teacher was added	A 1.0 FTE was added and a fifth-grade teacher was hired in order to class size reduction and the elimination of combination classes and improve student achievement.	$112,279.00	Yes
1.13	Data technician/front office secretary	This office position tracks student performance and MTSS support data for tracking student progress and achievement. The position supports data collection and assist the intervention teacher.	$26,523.00	Yes
1.14	Professional Development for teachers to support ELL/long term EL students.	Two teachers will attend Guided Language Acquistion Design (GLAD) training to specifically support EL students and professional development provided by the county office of education for ELD instruction. This professional development support teachers and Two Rock long term ELL students.	$1,833.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide and maintain appropriate opportunities for parent and community involvement with effective communication to support a positive learning environment and culture for students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The student body of Two Rock consists of students from military connected families from the adjacent Coast Guard training facility and the surrounding dairies in the rural community. It is important to have effective communication and input between parents from each respective community group. It is part of the school culture to have a positive and welcoming environment for English and Spanish-speaking families. The Youth Truth Survey is an objective measure of family engagement in the school. The actions promote parent and community engagement in the school to ultimately have a positive impact on the educational program of Two Rock and student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	YouthTruth Family Survey	2023-2024 78% of the parents responded	2024-2025 67% of parents responded		90% of parents responding	-11%
2.2	Parent/guardian volunteers at district events (e.g., food bank, excursions, evening events, and classroom)	2023-2024 78 parents volunteered	2024-2025 67 parents volunteered		90 parent/guardian volunteers	-11 parents
2.3	Attendance at parent meetings for parent input and decision-making	2023-2024 4 parents attended ELAC 4 parents attended TRSEF	2024-2025 7-8 parents attended ELAC 10 parents attended TRSEF		ELAC 10 or more TRSEF 8 or more PAC 8 or more	+3-4 parents ELAC +6 parents TRSEF +3-4 PAC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4-5 parents attended PAC	7-8 parents attended PAC			
2.4	Promote parent participation in programs for unduplicated pupils and individuals with exceptional needs	2023-2024 64% of parent/family members are included in planning school activities Source: YouthTruth Family Survey	2024-2025 88% of parent/family members are included in planning school activities Source: YouthTruth Family Survey		90% of parent/family members are included in planning school activities	+24%

Goal Analysis [2024-25]

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 used information from the YouthTruth Family Survey, along with input from ELAC meetings, the Two Rock School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their child's education. This action was fully implemented as planned with no significant challenges. During the 2024–25 school year, there was an increase in the percentage of parents participating in ELAC and TRSEF meetings, representing a notable success in family engagement efforts.

Action 2.2 provided translation services for Spanish-speaking parents. This action was successful and fully implemented as planned with no significant challenges. Two Rock's Community Liaison provided translation services for the school and teacher newsletters and served as the face of the front office. She also served as the interpreter for meetings and other school functions when an interpreter was needed. The site also has a bilingual instructional assistant who provided services for parents, especially during parent/teacher conferences, Back to School Night, Open House, and other evening events with parent participation. Additionally, a bilingual certificated staff member facilitated ELAC meetings.

Action 2.3 provided for parent and family engagement through activities such as Back to School Night, Family Literacy Night, STEAM Night, and other events for families and cultural events. This action was fully implemented as planned. However, recruiting parent volunteers for events proved more challenging during the 2024–25 school year compared to previous years.

Action 2.4 focuses on maintaining relationships with military-connected families since nearly 60% of students who attend Two Rock are from the adjacent Coast Guard base. This action was successful and fully implemented as planned with frequent and consistent communication occurred with families during the 2024-25 school year. No significant challenges were associated with the implementation of this action.

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

2.1 The survey was free
2.3. The cost for materials and supplies were less do to using supplies on-hand.

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

Action 2.1 used information from the YouthTruth Family Survey, along with input from ELAC meetings, the Two Rock School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their child's education. This action was partially effective in making progress toward the goal as evidenced by parent responses to several key questions in the survey. In 2024-25, the percentage of parents who agree they "feel empowered to play a meaningful role in decision-making at my school" is down to 63% compared to 72% in the previous year, while the percentage of parents who agree they "are included in planning school activities" is up to 88% compared to 64% in the previous year. The percentage of parents who agree they "feel represented by parent/family groups (for example, Parent-Teacher Association, School Site Councils, Advisory Councils, etc.) at my school" stayed constant at 67%.

Action 2.2 provided translation services for Spanish-speaking parents. This action was effective in making progress toward the goal, as evidenced by survey responses showing higher percentages among Spanish-speaking parents compared to English-speaking parents on several key survey questions. The percentage of Spanish-speaking parents who "feel represented by parent/family groups (for example, Parent-Teacher Association, School Site Councils, Advisory Councils, etc.) at my school" is 82% compared to 61% of English-speaking parents. The percentage of Spanish-speaking parents who "feel empowered to play a meaningful role in decision-making at my school" is 70% compared to 57% of English-speaking parents. The percentage of Spanish-speaking parents who "feel informed about important decisions regarding my school" is 89% compared to 68% of English-speaking parents.

Action 2.3 provided for parent and family engagement through activities such as Back to School Night, Family Literacy Night, STEAM Night, and other events for families and cultural events. This action was partially effective in making progress toward the goal as evidenced by the decrease in the number of parents volunteering from 78 parents in 2023-24 to 67 parents in 2024-25. However, the survey supports the effectiveness of this action with 88% of parents reporting they "are included in planning school activities" compared to 64% in the previous year.

Action 2.4 focuses on maintaining relationships with military-connected families since nearly 60% of students who attend Two Rock are from the adjacent Coast Guard base. This action was effective in making progress toward the goal as evidenced by 83% of parents reporting they "feel engaged with my school," 78% of parents reporting they "feel comfortable approaching the school administration about my concern," and 95% of parents reporting they "feel comfortable approaching teachers about my child's progress."

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

There were no changes or updates made to the planned goal or target outcomes.

Metrics 2.1, 2.2, and 2.3 formatting was revised.
Metric 2.4 is new. It fills the requirement for State Priority 3 - Promoting parental participation in programs for unduplicated pupils and individuals with exceptional needs.
Action 2.1 Increased and Improved section language and metrics were revised.
Action 2.2 Increased and Improved section language and metrics were revised.
Action 2.3 Increased and Improved section language and metrics were revised.

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	Use information from the YouthTruth Survey, ELAC, and LCAP surveys to inform the school for school culture and environment.	Use information from YouthTruth Family Survey, along with input from ELAC and Two Rock School Education Foundation meetings, and school staff to provide parents with opportunities to be involved in their students' education.	$0.00	Yes
2.2	Provides translation services for and community outreach for Spanish speaking parents seek ways to support families where Spanish is the primary language in the home.	Provide translation services for Spanish speaking parents. Two Rock's Community Liaison provides translation services for the school and teacher newsletters and is the face of the front office. She is also the interpreter for Town Hall style meetings and other school functions where an interpreter is needed. The site also has a bilingual instructional assistant who provides services for parents, especially during parent/teacher conferences, Back to School Night, Open House, and other evening events with parent participation. A bilingual certificated staff member facilitates ELAC meetings.	$10,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Provide parent education nights and events to showcase student work and cultural events.	Provide parent and familes nights such as Back to School Night, Family Literacy Night, STEAM Night and other events for families and cultural events.	$500.00	Yes
2.4	Pursue partnerships with the adjacent Coast Guard base for parent and student engagment and provide opportunities and events for parent volunteers in the classroom and school for our Coast Guard and local families.	Nearly 60% of the students who attend Two Rock are from the adjacent Coast Guard base. It is important to maintain a relationship with the command and families to understand the challenges and needs of military connected families.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will be present and engaged in their learning in order to be successful and provided with physically and emotionally safe environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We believe it is important for students to feel safe in a welcoming learning environment. The metrics measure student engagement, a well maintained school facility and a broad range of courses for student learning. Each of the Action itiems promote a safe learning environment and access to subjects beyond the core academic subjects. We believe a safe school and a broad course of study will promote and increase student attendance and engagement in the Two Rock educational program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	YouthTruth Surveys: Measures of safety and connectedness	2023-2024 Students: 73% feel safe at school Parents: 77% feel their child's learning environment is safe Staff: 88% feel safe from harm while at school Students: 35% feel they are an important part of school	2024-2025 Students: 45% feel safe at school Parents: 82% feel their child's learning environment is safe Staff: 91% feel safe from harm while at school Students: 25% feel they are an		100% of students, parents, and staff feel safe Students: 100% of students, parents, and staff feel connected	Students: -28% feel safe at school Parents: +5% feel their child's learning environment is safe Staff: +3% feel safe from harm while at school Students: -10% feel they are an

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents: 72% feel engaged with their child's school Staff: 94% of teachers work together to improve instructional practice Source: YouthTruth Surveys	important part of school Parents: 83% feel engaged with their child's school Staff: 86% of teachers work together to improve instructional practice Source: YouthTruth Surveys			important part of school Parents: +11% feel engaged with their child's school Staff: -8% teachers work together to improve instructional practice
3.2	Attendance Rate	2023-2024 93.11% Source: P-2	2024-2025 94.9% Source: P-2		97.1%	+1.79%
3.3	Chronic Absenteeism Rate	2022-2023 All: 21.9% English learners: 30.0% LTELs: <11 students SWD: 15.8% Low-Income: 26.2% Hispanic: 30.1% White: 13.0% Source: Dashboard	2023-2024 All: 11.3% English learners: 25.6% LTELs: <11 students SWD: 11.8% Low-Income: 14.5% Hispanic: 17.1% White: 2.9% Source: Dashboard		<10%	All: -10.6% English learners: -4.4% LTELs: <11 students SWD: -4% Low-Income: -11.7% Hispanic: -13% White: -10.1%
3.4	Suspension Rate	2022-2023	2023-2024		0%	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% Source: Dashboard	0% Source: Dashboard			
3.5	Expulsion Rate	2022-2023 0% Source: DataQuest	2023-2024 0% Source: DataQuest		0%	no change
3.6	School Facilities in Good Repair	2023-2024 "good" rating for overall Source: Facilities Inspection Tool (FIT)	2024-2025 "good" rating for overall Source: Facilities Inspection Tool (FIT)		Maintain positive FIT rating	no change
3.7	Facility maintenance, custodian, and landscape maintenance	2023-2024 40 hrs/wk custodial services 8 hrs/wk maintenance and landscape contract 2 hrs/wk Landscape contract	2024-2025 40 hrs/wk custodial services contract 16 hrs/wk maintenance 2 hrs/wk Landscape contract		Maintain same level of service as 2024-25	8 additional hours of contracted time per week.
3.8	Access to a broad course of study including PE, art, music, and library for all students	2023-2024 All students: 40 minutes weekly PE 30 minutes weekly music 30 minutes weekly library	2024-2025 All students: 40 minutes weekly PE 30 minutes weekly music 30 minutes weekly library		Maintain same level of service	no change

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

Goal Analysis [2024-25]

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 3.1 provided funding for the implementation of the YouthTruth Survey of students, families, and staff to measure school climate and culture. The survey was fully implemented as planned with a 90% response rate from students, a 67% response rate from families, and a 100% response rate from staff. The survey was successful in providing the district with data to measure key areas like engagement, belonging, emotional and physical safety, and teacher-student relationships. The data helped the district identify strengths and gaps in the school climate that may be impacting learning and well-being.

Action 3.2 was not implemented in the 2024-25 school year. It was only implemented during the 2022-23 and 2023-24 school years as part of a pilot study with Penn State University. The Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) was administered to students to identify those who may need additional social, academic, and/or emotional support. This action will be deleted from the 2025-26 LCAP.

Action 3.3 provided for the maintenance of facilities including classrooms, the multipurpose room, and other school facilities to ensure a safe, secure, and inviting learning environment that instills pride. The action was fully implemented as planned. However, the district continues to face ongoing challenges. Due to budget constraints, custodial and landscaping services must be contracted out. Additionally, the condition of aging facilities remains a persistent issue, requiring the district to increase maintenance staff hours in order to address rising maintenance demands and ensure that the school environment remains safe, clean, and functional.

Action 3.4 provided for counseling services to support student's social and emotional needs. This action was fully implemented as planned. This remains a challenge; however, in response to the increasing demand for counseling services, the district expanded the contracted time from 7 hours per day, 3 days a week, to 8 hours per day, 3 days a week during the 2024–25 school year. The contracted time will return to 7 hours per day, 3 days a week in the 2025-26 school year.

Action 3.5 provided funding to maintain the play areas. The action was successful and fully implemented as planned. In 2023-24 major updates were made to the TK playground and in the summer of 2023, major upgrades were made to the large playground structure. During the 2024-25 school year, work was limited to maintenance of the play areas.

Action 3.6 provided for a standards-aligned physical educational program. This action was fully implemented as planned. There were no challenges with implementing this action, however, the district increased the hours of the PE specialist from a half day to a 7-hour day to give students increased access to physical education opportunities.

Action 3.7 provided students with after-school extended enrichment opportunities including music, art, and library. This action was not implemented as planned due to lack of staffing.

Action 3.8 provided funding for additional chromebooks for new classroom teachers and replenishment of current chromebooks to maintain a 1:1 ratio. The action was fully implemented and successful as planned with purchases for 3rd grade completed.

Action 3.9 maintained funding for the STEAM lab and the garden. The action was successful and fully implemented as planned. While there was a material difference in expenditures due to a leave of absence, the implementation level of the action was not impacted. Existing staff assumed additional responsibilities and workload, ensuring continuity of the programs.

Action 3.10 provided for a six-week summer program for students through a third-party vendor. This action was fully implemented as planned through a contract with Champions to provide extended learning opportunities and a summer camp. The challenge is the district has contracted for a targeted number of students and is working to fill those spots with last-minute enrollments.

Action 3.11 provided for the maintenance of technology including chromebook updates, ipad support, the internet, and security infrastructure. The action was fully implemented as planned through an outside vendor. The challenge was increasing costs beyond planned expenditures due to late student enrollment costs associated with onboarding and additional technology-realted warranty work.

Action 3.12 provided funding for contracting with a vendor to provide a before- and after-school program for students. This action was fully implemented as planned. The contractor is challenged with recruiting bilingual staff to work with our English learners.

Action 3.13 funded a 0.1 FTE library clerk to support literacy and provide opportunities for students to access books and enrichment. The action also provided funding for a library accounting system with the Follet Software. This action was fully implemented as planned with only one challenge, due to budget limitations, the district is unable to continue funding for the library clerk in the 2025-26 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.

3.3 The variance is based on final staffing costs.

3.4 The variance is due to increase from 7 to 8 hours per day.

3.5 The work was deferred to subsequent year.

3.6 The cost was due to increased days for PE specialist.

3.7 There was no cost for enrichment due to lack of staffing.

3.8 New devices were purchased for 2nd grade only. 3rd grade was deferred to subsequent year.

3.9 Cost for coordinator stipends was less due to leave of absence.

3.10 The cost of the ASES/ELOP programs was less based on participation.

3.11 The cost for tech support was increased based on actual need.

3.12 The cost for summer program was reduced based on participation

3.13 The cost was less due to reduced hours in library services

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

Action 3.1 provided for the administration of the YouthTruth Survey of students, families, and staff to measure school climate and culture. The survey was effective in making progress toward the goal based on the high percentages of respondents. There was a 90% response rate from students, a 67% response rate from families, and a 100% response rate from staff.

Actions 3.2 was not implemented during the 2024-25 school year and was deleted from the 2025-26 LCAP.

Action 3.3 provided for the maintenance of facilities including classrooms, the multipurpose room, and other school facilities to ensure a safe, secure, and inviting learning environment that instills pride. The action was effective in making progress toward the goal as evidenced by the "good" rating overall on the Facilities Inspection Tool (FIT). The effectiveness of this action was further supported by responses from the family survey in which 79% of parents stated they "feel proud of the school."

Action 3.4 provided targeted counseling support. However, these actions have not yet yielded the desired level of progress toward the goal, as reflected in students' survey responses. In response to the increased needs identified through the survey, the district took effective steps by extending the counselor's work hours, thereby enhancing the availability of support services. Student's responses to the survey indicate a downward trend in three areas. 1) the percentage of students who agreed they "like going to school" decreased from 35% in 2023-24 to 22% in 22% in 2024-25, 2) the percentage of students who agreed they "feel safe at school" decreased from 73% in 2023-24 to 45% in 2024-25, and 3) the percentage of students who "feel like an important part of school" decreased from 35% in 2023-24 to 25% in 2024-25. One survey response supports the effectiveness of the district's action to increase counseling time. Specifically, there was a notable improvement in the percentage of students who agreed with the statement, "When upset, there is an adult from school you can talk to," which increased from 48% in 2023–24 to 58% in 2024–25. This suggests that extending the counselor's hours had a positive impact on students' perception of available emotional support.

Action 3.5 provided funding to maintain the play areas. Although there were no investments made in the play areas during the 2024–25 school year, the action was effective in making progress toward the goal, as the playgrounds remained safe and accessible for students. This is supported by the overall "good" rating on the Facilities Inspection Tool (FIT). However, student survey results suggest an area for further

attention, with only 58% of students reporting that they feel safe on the playground. This indicates a potential gap between physical safety and students' perception of safety, which may require additional exploration and targeted support.

Action 3.6 provides for a standards-aligned physical educational program. This action was effective in making progress toward the goal, as all students received the required number of PE minutes each week. To support and sustain this outcome, the district increased the work days of the PE specialist, ensuring consistent and comprehensive physical education instruction.

Action 3.7 and 3.10 work together to provide after- and before-school student supervision and enrichment courses including music, art, and library through the ELOP program. These actions were effective in making progress toward the goal as evidenced by the indicators of student engagement in school. The attendance rate in 2024-25 was 94.9%, and the chronic absenteeism rate decreased from 21.9% in 2022-23 to 11.3% in 2023-24.

Actions 3.8 and 3.12 work together to provide staff and students with the tools necessary to succeed in a 21st-century learning environment. These actions were effective in making progress toward the goal, as demonstrated by the implementation of an up-to-date technology replenishment plan that ensures equitable access to current and reliable technology resources. Students, particularly those from low-income households, have increased opportunities to engage with digital learning platforms, develop essential technology skills, and access instructional resources that support academic achievement.

Action 3.9 maintains funding for the STEAM lab and the garden. These actions were effective in making progress toward the goal as evidenced by by the indicators of student engagement in school and student performance in math and science. The indicators of student engagement include the attendance rate which was 94.9% in 2024-25 and the chronic absenteeism rate which decreased from 21.9% in 2022-23 to 11.3% in 2023-24. Student achievement in math as measured by statewide assessments increased to 46.66% in 2023-24 from 40.32% in the previous year. The local assessment in math showed student performance increased from 53% in 2023-24 to 56% in 2024-25. Also, student achievement in science as measured by the statewide assessment increased to 72.72% in 2023-24 from 25% in the previous year.

Action 3.11 provides for a six-week summer program for students. The summer school program provides an opportunity to close achievement gaps in language arts and math. This action was partially effective in making progress toward the goal as evidenced by measures of student academic achievement. Student academic performance on the statewide assessments was mixed with an overall decrease in ELA and overall increases in math. The local STAR assessments in reading and math both support the effectiveness of this action with gains overall in both areas. The percentage of students who are at or above proficiency in reading increased from 48% in 2023-24 to 57% in 2024-25. In the area of math, the percentage of students who are at or above proficiency in math also increased from 53% in 2023-24 to 56% in 2024-25.

Action 3.13 funded a 0.1 FTE library clerk to support literacy and provide opportunities for students to access books and enrichment. The action also provided funding for a library accounting system with the Follet Software. This action was effective in making progress toward the goal as evidenced by the indicators of student engagement in school. The attendance rate in 2024-25 was 94.9%, and the chronic absenteeism rate decreased from 21.9% in 2022-23 to 11.3% in 2023-24. However, insufficient funds have resulted in a discontinuation of the library clerk in the 2025-26 school year.

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

Metrics 3.1, 3.6, 3.7, and 3.8 formatting was revised.
Metric 3.1 was revised to include survey data for parents and staff about safety, and for students, parents, and staff about connectedness to school.
Action 3.1 Increased and Improved section was revised to include relevant data and associated metrics.
Action 3.2 was deleted because the pilot ended.
Action 3.4 Increased and Improved section was revised to include relevant data and associated metrics.
Action 3.8 Increased and Improved section was revised to include relevant data and associated metrics.
Action 3.9 Increased and Improved section was revised to include relevant data and associated metrics.
Action 3.12 Increased and Improved section was revised to include relevant data and associated metrics.
Action 3.13 was deleted due to budget constraints.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Administer Youth Truth Survey for students, this action will assist will identify needs of the Disricts unduplicated students.	Youth Truth Survey measure school climate and culture	$250.00	Yes
3.2	Implement and monitor MTSS support for students in academics and and emotional needs.	Continue to implement the Student Social, Academic and Emotional survey to determine the needs of students for support and create a system of MTSS for all students including, ELL, students with disabilities, SED and military connected families.	$0.00	No
3.3	Provide full time facility maintenance/custodian and landscape	Maintain the facility such as classrooms, multipurpose room and other school facilities for safe and secure learning environment. Provide landscape and irrigation maintainance for curb appeal and an inviting appearance for students and staff. Instill pride in the school.	$109,000.00	No

Action #	Title	Description	Total Funds	Contributing
	and irrigation maintenance.			
3.4	Counseling Service	Provide counseling services to support students' social and emotional needs. The counselor supports unduplicated students including students of military families.	$53,531.00	Yes
3.5	Continue to maintain and upgrade TK-6 playground areas	Maintain a safe play area for all students with wood chips replacements and maintenance of equipment.	$8,000.00	No
3.6	PE for students	All students shall be provided with a physical education program that meets states standards.	$13,000.00	No
3.7	Enrichment Courses and offerings	Provide access to a wide range of courses by adding additional instruction music, art and library. Offer after school enrichment courses to include all students including TK-6.	$17,593.00	No
3.8	Educational Devices	Purchase additional chromebooks for the new classroom teacher and maintain current stock of chromebooks to retain the 1:1 ratio of devices.	$5,000.00	Yes
3.9	STEAM and Garden	Maintain STEAM lab and purchase new technology such as a new computer and other technology to support the class. Maintain the garden with supplies for enrichment and support outdoor learning for all students. The STEAM program shall have a teacher(s) receive a stipend annually. This specifically targets low income and ELL students.	$1,722.00	Yes
3.10	Summer school or program	Provide a six week summer program for students through a third party vendor or a summer school educational program.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	Technology Support for the District/school	Contract with a third party vendor to maintain the technology used by staff and students such chromebook updates, ipad support, the internet, and security infrastructure.	$21,000.00	No
3.12	Provide after school and before school care and extended learning opportunities.	Partner with a third party vendor for after school care for all students TK-6. Also provide before school care for all students.	$161,627.00	Yes
3.13				

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$153,669	$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
10.491%	0.000%	$0.00	10.491%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Provide Instructional Assistants in the classroom. **Need:** This action will address the learning loss and achievement gaps of low-income students and English learners in ELA and mathematics. In 2023–24, statewide assessment results revealed significant achievement gaps among	Instructional aides are assigned to classrooms to support students in ELA and mathematics. Aides will also work with students in intervention groups to promote grade reading competency. This action is being provided on an LEA-wide basis because instructional aide support should be available to all students in need, regardless of unduplicated status. However, the action is principally directed to the needs of low-income	1.1 CAASPP ELA 1.2 CAASPP Math 1.5 Local Assessment Reading 1.6 Local Assessment Math

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
	student groups. In English Language Arts (ELA), 0% of English learners and 27% of low-income students met or exceeded standards, compared to 38% of all students districtwide. In mathematics, only 15% of English learners and 39% of low-income students met or exceeded standards, while 47% of all students achieved proficiency. More recent local reading assessments from 2024–25 showed modest improvement, with 13% of English learners and 50% of low-income students scoring at or above proficiency, compared to 57% of all students. These disparities highlight the need for the assistance of instructional aides to close achievement gaps and improve outcomes for English learners and socio-economically disadvantaged students. **Scope:** LEA-wide	students and English learners because the data confirms they have the greatest need.	
1.5	**Action:** Provide intervention services for students who are performing below grade level in literacy and mathematics and add additional intervention to ELL students. **Need:** This action addresses the needs of low-income students and English learners who are performing below grade level in ELA. In 2023–24, statewide assessment results revealed significant achievement gaps among student groups. In English Language Arts	The intervention teacher will support students in ELA through SIPPS reading intervention resources. A large percentage of students are reading below grade level, particularly unduplicated students, as indicated on statewide and local assessments. The action will address this need through small group reading instruction. This action is being provided on an LEA-wide basis because high-quality intervention services should be available to any student who is struggling in reading, regardless of unduplicated status. However, the action is principally directed to the needs of low-income students and English	1.1 CAASPP ELA 1.5 Local Assessment Reading

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
	(ELA), 0% of English learners and 27% of low-income students met or exceeded standards, compared to 38% of all students districtwide. More recent local reading assessments from 2024–25 showed modest improvement, with 13% of English learners and 50% of low-income students scoring at or above proficiency, compared to 57% of all students. These disparities highlight the need for interventions to improve outcomes for English learners and socio-economically disadvantaged students. **Scope:** LEA-wide	learners because the data confirms they have the greatest need.	
1.8	**Action:** Intervention teacher **Need:** The need for intervention support in math is evident in the statewide assessment results. In 2023–24, statewide assessment results revealed significant achievement gaps among student groups. In mathematics, only 15% of English learners and 39% of low-income students met or exceeded standards, while 47% of all students achieved proficiency. **Scope:** LEA-wide	The intervention teacher will support students in math who are performing two or more levels below grade level. This action is being provided on an LEA-wide basis because high-quality intervention services should be available to any student who is struggling in math, regardless of unduplicated status. However, the action is principally directed to the needs of low-income students and English learners because the data confirms they have the greatest need.	1.2 CAASPP Math 1.6 Local Assessment Math
1.10	**Action:** Lexia-STAR; Ren Learn, DIBELS; and IXL	Lexia, STAR (by Renaissance Learning), Renaissance Learning (Ren Learn), DIBELS, and	1.1 CAASPP ELA 1.2 CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: This action will address the learning loss and achievement gaps of low-income students and English learners in ELA and mathematics. In 2023–24, statewide assessment results revealed significant achievement gaps among student groups. In English Language Arts (ELA), 0% of English learners and 27% of low-income students met or exceeded standards, compared to 38% of all students districtwide. In mathematics, only 15% of English learners and 39% of low-income students met or exceeded standards, while 47% of all students achieved proficiency. More recent local reading assessments from 2024–25 showed modest improvement, with 13% of English learners and 50% of low-income students scoring at or above proficiency, compared to 57% of all students. These disparities highlight the need for the assistance of instructional aides to close achievement gaps and improve outcomes for English learners and socio-economically disadvantaged students. **Scope:** LEA-wide	IXL provided targeted support to help low-achieving students build foundational skills, track progress, and receive personalized instruction. This action is being provided on an LEA-wide basis because high-quality supplemental instructional resources should be available to any student who is struggling in ELA or math, regardless of unduplicated status. However, the action is principally directed to the needs of low-income students and English learners because the data confirms they have the greatest need.	1.5 Local Assessment Reading 1.6 Local Assessment Math 1.8 ELPI
1.12	**Action:** To reduce class size and eliminate combination classes, an additional 1.0 FTE teacher was added **Need:**	By reducing class sizes, the student-to-teacher ratio is lowered, allowing for increased individualized attention and improved access to instructional support, both of which are critical for addressing achievement gaps. In previous years, grades 5 and 6 were organized as combination	1.1 CAASPP ELA 1.2 CAASPP Math 1.5 Local Assessment Ready 1.6 Local Assessment Math

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
	This action addresses the needs of low-income students and English learners who are performing below grade level in ELA and math. In 2023–24, statewide assessment results revealed significant achievement gaps among student groups. In English Language Arts (ELA), 0% of English learners and 27% of low-income students met or exceeded standards, compared to 38% of all students districtwide. More recent local reading assessments from 2024–25 showed modest improvement, with 13% of English learners and 50% of low-income students scoring at or above proficiency, compared to 57% of all students. In 2023–24, the statewide assessments in math revealed significant achievement gaps among student groups. In mathematics, only 15% of English learners and 39% of low-income students met or exceeded standards, while 47% of all students achieved proficiency. These disparities highlight the need for reduced class sizes so that these student groups may receive more one-on-one support during the instructional day. **Scope:** LEA-wide	classes. Eliminating these combination classes ensures that students in each grade receive instruction that is fully dedicated to their specific grade-level standards for the entire school day. This action is being implemented on an LEA-wide basis, as all students benefit from smaller class sizes. However, it is principally directed to meet the needs of English learners and low-income students, as evidenced by persistent achievement gaps. Reducing class sizes is intended to provide these student groups with more targeted academic support.	
1.13	**Action:** Data technician/front office secretary **Need:**	This action supports all students, with a particular focus on English Learners (ELs) and low-income students. Student data is regularly monitored to evaluate the effectiveness of the educational program and to inform instructional decisions.	1.1 CAASPP ELA 1.2 CAASPP Math 1.5 Local Assessment Ready

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
	This action addresses the needs of low-income students and English learners who are performing below grade level in ELA and math. In 2023–24, statewide assessment results revealed significant achievement gaps among student groups. In English Language Arts (ELA), 0% of English learners and 27% of low-income students met or exceeded standards, compared to 38% of all students districtwide. More recent local reading assessments from 2024–25 showed modest improvement, with 13% of English learners and 50% of low-income students scoring at or above proficiency, compared to 57% of all students. In 2023–24, the statewide assessments in math revealed significant achievement gaps among student groups. In mathematics, only 15% of English learners and 39% of low-income students met or exceeded standards, while 47% of all students achieved proficiency. These disparities highlight the need to actively monitor student progress. **Scope:** LEA-wide	Progress is tracked systematically to identify learning gaps and implement targeted interventions that address individual student needs. This action is being provided on an LEA-wide basis because all students will benefit from progress monitoring. However, the action is principally directed to the needs of English learners and low-income students because the data indicates learning gaps for these student groups.	1.6 Local Assessment Math
2.1	**Action:** Use information from the YouthTruth Survey, ELAC, and LCAP surveys to inform the school for school culture and environment. **Need:**	This action is designed to improve communication and encourage greater parent involvement in school activities and meetings. This action is being provided on an LEA-wide basis because strong school-home communication is essential to the academic and social-emotional	2.2 Promote parent participation in district events 2.4 Promote parent participation in programs for unduplicated pupils and

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 YouthTruth Survey indicated that the school needs to improve school culture and increase parent participation in school activities and decision-making. **Scope:** LEA-wide	success of all students. However, the action is principally directed to meet the needs of low-income students and English learners, as these groups often face barriers to communication such as limited access to technology, language differences, or inconsistent home-school engagement.	individuals with exceptional needs
2.3	**Action:** Provide parent education nights and events to showcase student work and cultural events. **Need:** Participation in district events helps low-income and English learner families stay informed, engaged, and empowered which helps support better educational outcomes for their children. **Scope:** LEA-wide	This action is principally directed to meet the needs of low-income students and English learners. These families often face barriers to engagement such as language differences, limited access to transportation or childcare, and unfamiliarity with the educational system. Participation in events is important for building strong home-school partnerships, ensuring families have access to important information, and empowering them to advocate for their children's education.	2.2 Promote parent participation in district events 2.3 Parent input and decision-making
3.1	**Action:** Administer Youth Truth Survey for students, this action will assist will identify needs of the Disricts unduplicated students. **Need:** There is a demonstrated need to increase students' sense of safety and connectedness to school. According to the 2024–25 YouthTruth Student Survey, only 45% of students reported feeling safe at school, and just 25% indicated that they feel like an important part of their school community.	The YouthTruth Student Survey provides valuable insight into students' perceptions of their school experience, helping to measure levels of engagement, sense of belonging, and feelings of safety on campus. The data collected through this survey informs district efforts to improve school climate and ensure that all students feel supported and secure, particularly low-income students, who may face adverse childhood experiences (ACEs), food insecurity, housing instability, and limited access to learning resources. Such challenges can negatively impact students' ability to focus, attend school consistently, and engage fully in classroom	3.1 YouthTruth Survey

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
	These findings highlight the importance of implementing targeted strategies to improve school climate, foster a greater sense of belonging, and ensure that all students feel valued, supported, and secure in their learning environments. **Scope:** LEA-wide	instruction, placing them at greater risk of falling behind academically and not meeting grade-level expectations. This action is being provided on an LEA-wide basis because all students benefit from a sense of safety and connectedness at school. However, it is principally directed to meet the needs of low-income students who may experience greater levels of disengagement from school.	
3.4	**Action:** Counseling Service **Need:** There is a demonstrated need to provide counseling services to students. According to the 2024–25 YouthTruth Student Survey, when students were asked if there is an adult from school they can talk to when they are upset, 58% agreed. This shows that many students may not feel they have someone they can turn to for help. Also, low-income students and English learners experienced higher chronic absenteeism rates at 14.5% and 25.6%, respectively, compared to 11.3% overall. Without that support, students might struggle more with their emotions and feel less connected to school. **Scope:** LEA-wide	Low-income students often face more difficult social and emotional experiences at school due to a combination of environmental and personal factors. The social and emotional challenges of low-income students often stem from the combination of economic hardship and unequal access to the resources that support healthy development. Addressing this requires intentional efforts to strengthen relationships between students and staff and expand access to mental health supports. The action is provided on an LEA-wide basis but is principally directed to meet the needs of unduplicated students because the data supports a greater need for unduplicated students due to conditions that often contribute to social and emotional challenges at school.	3.1 YouthTruth Survey
3.8	**Action:** Educational Devices	Educational devices assist all students with achieving literacy and math competency through	1.1 CAASPP ELA 1.2 CAASPP Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Low-income students have a greater need for technology provided by the school to ensure they have equal access to learning opportunities. Without these resources, these students are at risk of falling behind their peers due to economic barriers outside their control. **Scope:** LEA-wide	programs such as STAR Rennaisance Learning and IXL learning apps. Also, the core curriculum has a digital component requiring access to technology. This action is being provided on an LEA-wide basis because all students will benefit from digital learning access. However, the action is principally directed to meet the needs of low-income students due to greater economic barriers.	1.5 Local Assessment Reading 1.6 Local Assessment Math 3.9 Access to a full range of courses such as art, music, library for all students
3.9	**Action:** STEAM and Garden **Need:** There is a continued need to increase student engagement in school. Although chronic absenteeism decreased significantly in 2023-24, there continues to be greater levels of chronic absenteeism for English learners and low-income students compared to all students. In 2023-24, 25.6% of English learners and 14.5% of low-income students were chronically absent, compared to 11.3% of students overall. **Scope:** LEA-wide	Providing students with integrated, hands-on math and science learning opportunities and providing more outdoor education opportunities will work to engage students in school. This action is being provided on an LEA-wide basis because all students will benefit from hands-on, outdoor education. However, it is principally directed to the needs of English learners and low-income students because they are demonstrating greater need.	3.2 Attendance Rate 3.3 Chronic Absenteeism 3.9 Access to a full range of courses such as art, music, library for all students
3.12	**Action:** Provide after school and before school care and extended learning opportunities. **Need:**	Before- and after-school programs give families, especially low-income families, safe, reliable care so parents can maintain employment and financial stability. The programs also help to increase	3.1 Youth Truth Survey 3.2 Attendance Rate 3.3 Chronic Absenteeism Rate

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
	Although chronic absenteeism decreased significantly in 2023-24, there continues to be greater levels of chronic absenteeism for English learners and low-income students compared to all students. In 2023-24, 25.6% of English learners and 14.5% of low-income students were chronically absent, compared to 11.3% of students overall. **Scope:** LEA-wide	regular attendance at school and reduce chronic absenteeism. This action is being provided on an LEA-wide basis because all students and families will benefit from before- and after-school programs. However, it is principally directed to meet the needs of low-income students whose families may face challenges such as irregular work hours, limited access to affordable childcare, and economic instability.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Provide a Bi-lingual Instructional Assistant for ELL students, long term EL students and newcomers. **Need:** English learner progress as evidenced by the English Learner Progress Indicator (ELPI) decreased to 44.4% in 2023-24 from 52.9% in the previous year. **Scope:** Limited to Unduplicated Student Group(s)	This action will address English learner needs by adding small group or 1:1 support to increase English proficiency and literacy skills of Spanish-only speaking students.	1.1 CAASPP ELA 1.5 Local Assessment Reading 1.8 ELPI

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** ELPAC Testing **Need:** English learner progress as evidenced by the English Learner Progress Indicator (ELPI) decreased to 44.4% in 2023-24 from 52.9% in the previous year. The ELPI is based on ELPAC scores. **Scope:** Limited to Unduplicated Student Group(s)	This action will support the needs of English learners by providing a certificated bilingual teacher to assist with the administration of the ELPAC and to ensure that students receive appropriate language support in accordance with state and federal requirements.	1.8 ELPI
1.14	**Action:** Professional Development for teachers to support ELL/long term EL students. **Need:** English learner progress as evidenced by the English Learner Progress Indicator (ELPI) decreased to 44.4% in 2023-24 from 52.9% in the previous year. Also, the percentage of English learners who met or exceeded standards in ELA/ELD as measured by the 2023-24 CAASPP ELA assessment was 0% compared to 33% of students overall. **Scope:** Limited to Unduplicated Student Group(s)	This action addresses the needs of English learners by providing teachers with ongoing professional development to ensure they remain current and proficient in research-based instructional strategies. This support helps maintain high-quality first instruction that addresses the linguistic and academic needs of English learners.	1.1 CAASPP ELA 1.5 Local Assessment Reading 1.8 ELPI
2.2	**Action:** Provides translation services for and community outreach for Spanish speaking parents seek ways to support families where Spanish is the primary language in the home.	Translation services help Spanish-speaking families fully understand important school information, participate in meetings, and support their children's education. By providing communication in their home language, these services remove language barriers, promote family	2.1 YouthTruth Surveys 2.2 Promote parent participation in district events 2.3 Parent input and decision-making

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Approximately 20% of parents and guardians speak only Spanish at home. Translation services are essential to ensure these families have full access to the educational program. **Scope:** Limited to Unduplicated Student Group(s)	engagement, and ensure equitable access to educational programs and resources.	2.4 Promote parent participation in programs for unduplicated pupils and individuals with exceptional needs

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,464,723	153,669	10.491%	0.000%	10.491%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,395,794.00	$430,013.00	$60,000.00	$68,653.00	$1,954,460.00	$1,162,256.00	$792,204.00

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	Provide Highly Qualilfied Teachers	All	No			All Schools	Ongoing	$645,760.00	$0.00	$645,760.00	$0.00	$0.00	$0.00	$645,760.00	
1	1.2	Provide Instructional Assistants in the classroom.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$34,322.00	$0.00	$34,322.00	$0.00	$0.00	$0.00	$34,322.00	
1	1.3	Provide a Bi-lingual Instructional Assistant for ELL students, long term EL students and newcomers.	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners	All Schools	Ongoing	$59,441.00	$0.00	$31,284.00	$28,157.00	$0.00	$0.00	$59,441.00	
1	1.4	Provide Induction support for beginning teacher	All	No			All Schools	Two years	$6,106.00	$4,964.00	$6,106.00	$0.00	$3,000.00	$1,964.00	$11,070.00	
1	1.5	Provide intervention services for students who are performing below grade level in literacy and mathematics and add additional intervention to ELL students.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$59,935.00	$1,000.00	$59,935.00	$1,000.00	$0.00	$0.00	$60,935.00	
1	1.6	Provide support services for students.	Students with Disabilities	No			All Schools	Ongoing	$151,682.00	$322,579.00	$372,749.00	$76,636.00	$0.00	$24,876.00	$474,261.00	
1	1.7	Provide Staff Development in reading and literacy acquistion, mathematics, other core curriculum and STEAM and technology integration to core subjects.	All	No			All Schools	Ongoing	$0.00	$12,167.00	$0.00	$12,167.00	$0.00	$0.00	$12,167.00	
1	1.8	Intervention teacher	English Learners Low Income	Yes	LEA-wide	English Learners	All Schools	Ongoing	$38,364.00	$1,918.00	$0.00	$0.00	$0.00	$40,282.00	$40,282.00	

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
						Low Income										
1	1.9	Adopt math curriculum for grades TK-6 with resources to support ELL students.	All	No			All Schools	2024-2025 school year	$0.00	$23,000.00	$0.00	$23,000.00	$0.00	$0.00	$23,000.00	
1	1.10	Lexia-STAR; Ren Learn, DIBELS; and IXL	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$21,500.00	$21,500.00	$0.00	$0.00	$0.00	$21,500.00	
1	1.11	ELPAC Testing	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$4,368.00	$0.00	$4,368.00	$0.00	$0.00	$0.00	$4,368.00	
1	1.12	To reduce class size and eliminate combination classes, an additional 1.0 FTE teacher was added	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$111,729.00	$550.00	$38,279.00	$74,000.00			$112,279.00	
1	1.13	Data technician/front office secretary	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$26,523.00	$0.00	$26,523.00				$26,523.00	
1	1.14	Professional Development for teachers to support ELL/long term EL students.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$1,833.00	$0.00		$1,833.00			$1,833.00	
2	2.1	Use information from the YouthTruth Survey, ELAC, and LCAP surveys to inform the school for school culture and environment.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.2	Provides translation services for and community outreach for Spanish speaking parents seek ways to support families where Spanish is the primary language in the home.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$10,496.00	$0.00	$10,496.00	$0.00	$0.00	$0.00	$10,496.00	
2	2.3	Provide parent education nights and events to showcase student work and cultural events.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00	$0.00	$0.00	$0.00	$500.00	

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
2	2.4	Pursue partnerships with the adjacent Coast Guard base for parent and student engagment and provide opportunities and events for parent volunteers in the classroom and school for our Coast Guard and local families.	All Coast Guard families	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Administer Youth Truth Survey for students, this action will assist will identify needs of the Disricts unduplicated students.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$250.00	$250.00	$0.00	$0.00	$0.00	$250.00	
3	3.2	Implement and monitor MTSS support for students in academics and and emotional needs.	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	Provide full time facility maintenance/custodian and landscape and irrigation maintenance.	All	No			All Schools	Ongoing	$0.00	$109,000.00	$109,000.00	$0.00	$0.00	$0.00	$109,000.00	
3	3.4	Counseling Service	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$53,531.00	$0.00	$7,000.00	$45,000.00	$1,531.00	$53,531.00	
3	3.5	Continue to maintain and upgrade TK-6 playground areas	All	No			All Schools	Ongoing	$0.00	$8,000.00	$8,000.00	$0.00	$0.00	$0.00	$8,000.00	
3	3.6	PE for students	All	No			All Schools	Ongoing	$0.00	$13,000.00	$0.00	$1,000.00	$12,000.00	$0.00	$13,000.00	
3	3.7	Enrichment Courses and offerings	All	No			All Schools	Ongoing	$0.00	$17,593.00	$0.00	$17,593.00	$0.00	$0.00	$17,593.00	
3	3.8	Educational Devices	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	
3	3.9	STEAM and Garden	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$1,222.00	$500.00	$1,722.00	$0.00	$0.00	$0.00	$1,722.00	
3	3.10	Summer school or program	All	No			All Schools	Ongoing	$0.00	$25,000.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00	
3	3.11	Technology Support for the District/school	All	No			All Schools	Ongoing	$0.00	$21,000.00	$0.00	$21,000.00	$0.00	$0.00	$21,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.12	Provide after school and before school care and extended learning opportunities.	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$10,475.00	$151,152.00	$25,000.00	$136,627.00	$0.00	$0.00	$161,627.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,464,723	153,669	10.491%	0.000%	10.491%	$254,179.00	0.000%	17.353 %	**Total:**	$254,179.00
								LEA-wide Total:	$208,031.00
								Limited Total:	$46,148.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Provide Instructional Assistants in the classroom.	Yes	LEA-wide	English Learners Low Income	All Schools	$34,322.00	
1	1.3	Provide a Bi-lingual Instructional Assistant for ELL students, long term EL students and newcomers.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$31,284.00	
1	1.5	Provide intervention services for students who are performing below grade level in literacy and mathematics and add additional intervention to ELL students.	Yes	LEA-wide	English Learners Low Income	All Schools	$59,935.00	
1	1.8	Intervention teacher	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
1	1.10	Lexia-STAR; Ren Learn, DIBELS; and IXL	Yes	LEA-wide	English Learners Low Income	All Schools	$21,500.00	
1	1.11	ELPAC Testing	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,368.00	

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	1.12	To reduce class size and eliminate combination classes, an additional 1.0 FTE teacher was added	Yes	LEA-wide	English Learners Low Income	All Schools	$38,279.00	
1	1.13	Data technician/front office secretary	Yes	LEA-wide	English Learners Low Income	All Schools	$26,523.00	
1	1.14	Professional Development for teachers to support ELL/long term EL students.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
2	2.1	Use information from the YouthTruth Survey, ELAC, and LCAP surveys to inform the school for school culture and environment.	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
2	2.2	Provides translation services for and community outreach for Spanish speaking parents seek ways to support families where Spanish is the primary language in the home.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,496.00	
2	2.3	Provide parent education nights and events to showcase student work and cultural events.	Yes	LEA-wide	English Learners Low Income	All Schools	$500.00	
3	3.1	Administer Youth Truth Survey for students, this action will assist will identify needs of the Disricts unduplicated students.	Yes	LEA-wide	English Learners Low Income	All Schools	$250.00	
3	3.4	Counseling Service	Yes	LEA-wide	Low Income	All Schools	$0.00	
3	3.8	Educational Devices	Yes	LEA-wide	English Learners Low Income	All Schools	$0.00	
3	3.9	STEAM and Garden	Yes	LEA-wide	English Learners Low Income	All Schools	$1,722.00	
3	3.12	Provide after school and before school care and extended learning opportunities.	Yes	LEA-wide	English Learners Low Income	All Schools	$25,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,862,451.00	$1,792,431.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Provide Highly Qualilfied Teachers	No	$677,928.00	$674,306
1	**1.2**	Provide Instructional Assistants in the classroom	Yes	$22,461.00	$21,796
1	**1.3**	Provide a Bi-lingual Instructional Assistants for ELL students, long term EL students and newcomers.	Yes	$77,077.00	$76,696
1	**1.4**	Provide Induction support for beginning teacher	No	$10,047.00	6,820
1	**1.5**	Provide intervention services for students who are performing below grade level in literacy and mathematics and add additional intervention to ELL students.	Yes	$54,493.00	55,438
1	**1.6**	Provide support services for students.	No	$300,632.00	$363,492
1	**1.7**	Provide Staff Development in reading and literacy acquistion, mathematics, other core curriculum and STEAM and technology integration to core subjects.	No	$10,000.00	$10,668
1	**1.8**	Intervention teacher	Yes	$20,271.00	$22,329
1	**1.9**	Adopt math curriculum for grades Tk-6 with resources to support ELL students.	No	$33,000.00	$6,196

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	1.10	Lexia-STAR; Ren Learn, DIBELS; and IXL	Yes	$35,000.00	$31,276
1	1.11	ELPAC Testing	No	$4,106.00	$3,800
1	1.12	To reduce class size and eliminate combination classes, an additional 1.0 FTE teacher was added	Yes	$109,538.00	$100,453
1	1.13	Data technician/front office secretary	Yes	$24,370.00	$26,538
1	1.14	Professional Development for teachers to support ELL/long term EL students.	Yes	$480.00	$225
2	2.1	Use information from the Youth Truth Survey, ELAC, and LCAP surveys to inform the school for school culture and environment.	Yes	$500.00	$0
2	2.2	Provides translation services for and community outreach for Spanish speaking parents seek ways to support families where Spanish is the primary language in the home.	Yes	$10,028.00	$10,040
2	2.3	Provide parent education nights and events to showcase student work and cultural events.	Yes	$500.00	$250
2	2.4	Pursue partnerships with the adjacent Coast Guard base for parent and student engagment and provide opportunities and events for parent volunteers in the classroom and school for our Coast Guard and local families.	No	$0.00	$0
3	3.1	Administer Youth Truth Survey for students, this action will assist will identify needs of the Disricts unduplicated students.	Yes	$250.00	$250

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Implement and monitor MTSS support for students in academics and and emotional needs.	No	$0.00	$0
3	3.3	Provide full time facility maintenance/custodian and landscape and irrigation maintenance.	No	$99,000.00	$97,000
3	3.4	Counseling Service	No	$56,531.00	$58,320
3	3.5	Continue to maintain and upgrade TK-6 playground areas	No	$18,000.00	$0
3	3.6	PE for students	No	$11,500.00	$14,352
3	3.7	Enrichment Courses and offerings	No	$19,370.00	0
3	3.8	Educational Devices	Yes	$12,500.00	$9,445
3	3.9	STEAM and Garden	Yes	$3,219.00	$1,741
3	3.10	Summer school or program	No	$39,000.00	$23,000
3	3.11	Technology Support for the District/school	No	$16,500.00	$18,500
3	3.12	Provide after school and before school care and extended learning opportunities.	Yes	$187,627.00	$153,000
3	3.13	Library Clerk	Yes	$8,523.00	$6,500

2024-25 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)
$143,126	$309,253.00	$362,752.00	($53,499.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Provide Instructional Assistants in the classroom	Yes	$22,461.00	$21,796		
1	1.3	Provide a Bi-lingual Instructional Assistants for ELL students, long term EL students and newcomers.	Yes	$39,871.00	$76,696		
1	1.5	Provide intervention services for students who are performing below grade level in literacy and mathematics and add additional intervention to ELL students.	Yes	$52,493.00	$55,438		
1	1.8	Intervention teacher	Yes	$0.00	$22,329		
1	1.10	Lexia-STAR; Ren Learn, DIBELS; and IXL	Yes	$35,000.00	$31,276		
1	1.12	To reduce class size and eliminate combination classes, an additional 1.0 FTE teacher was added	Yes	$109,538.00	$100,453		
1	1.13	Data technician/front office secretary	Yes	$24,370.00	$26,538		
1	1.14	Professional Development for teachers to support ELL/long term EL students.	Yes		$0		
2	2.1	Use information from the Youth Truth Survey, ELAC, and LCAP surveys to inform the	Yes	$500.00	$0		

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)
		school for school culture and environment.					
2	**2.2**	Provides translation services for and community outreach for Spanish speaking parents seek ways to support families where Spanish is the primary language in the home.	Yes	$10,028.00	$10,040		
2	**2.3**	Provide parent education nights and events to showcase student work and cultural events.	Yes	$500.00	$250		
3	**3.1**	Administer Youth Truth Survey for students, this action will assist will identify needs of the Disricts unduplicated students.	Yes	$250.00	$250		
3	**3.8**	Educational Devices	Yes	$2,500.00	$9,445		
3	**3.9**	STEAM and Garden	Yes	$3,219.00	$1,741		
3	**3.12**	Provide after school and before school care and extended learning opportunities.	Yes	$0.00	$0		
3	**3.13**	Library Clerk	Yes	$8,523.00	$6,500		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,410,745	$143,126	0	10.145%	$362,752.00	0.000%	25.714%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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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