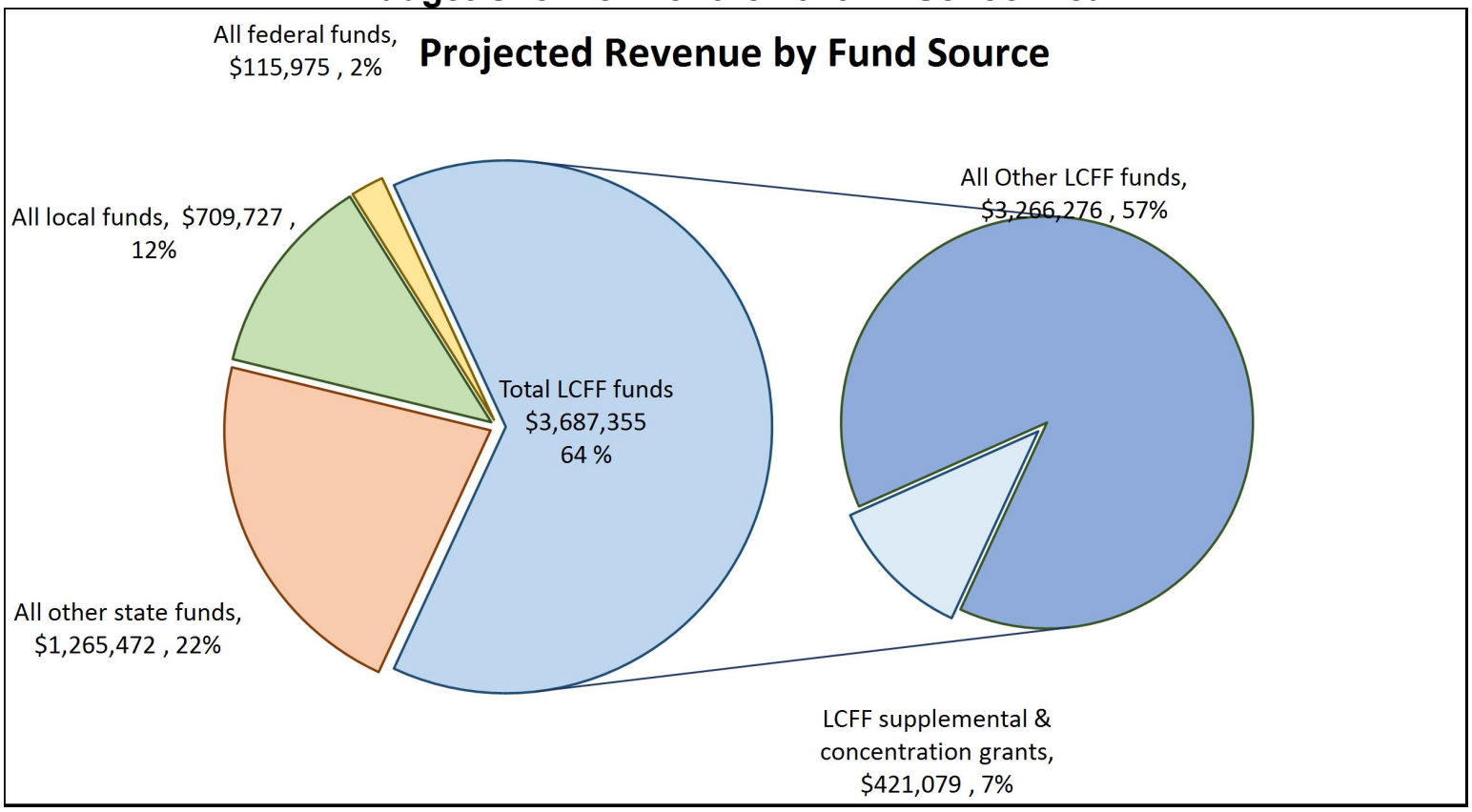
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Maple Elementary School District
CDS Code: 15-6361000000000
School Year: 2026-27
LEA contact information:
Byran Easter
Superintendent
bryaneaster@mapleschool.org
661-746-4439

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

Budget Overview for the 2026-27 School Year

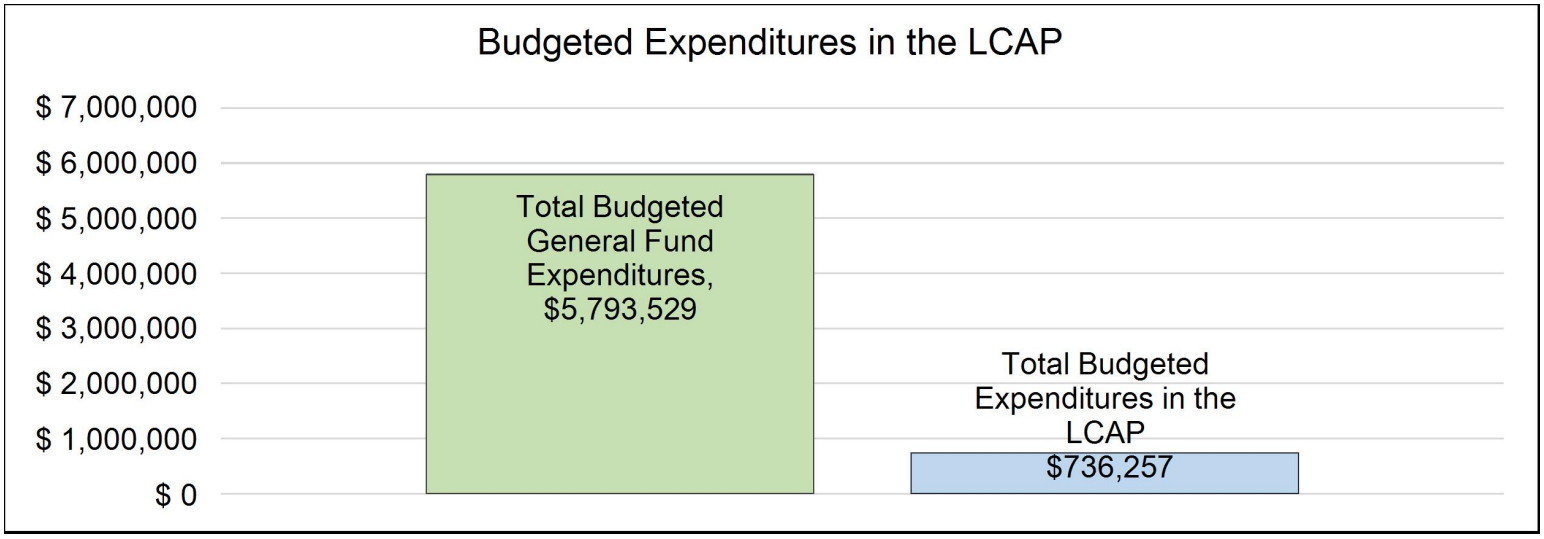


This chart shows the total general purpose revenue Maple Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Maple Elementary School District is $5,778,529, of which $3,687,355 is Local Control Funding Formula (LCFF), $1,265,472 is other state funds, $709,727 is local funds, and $115,975 is federal funds. Of the $3,687,355 in LCFF Funds, $421,079 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 Maple Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Maple Elementary School District plans to spend $5,793,529 for the 2026-27 school year. Of that amount, $736,257 is tied to actions/services in the LCAP and $5,057,272 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

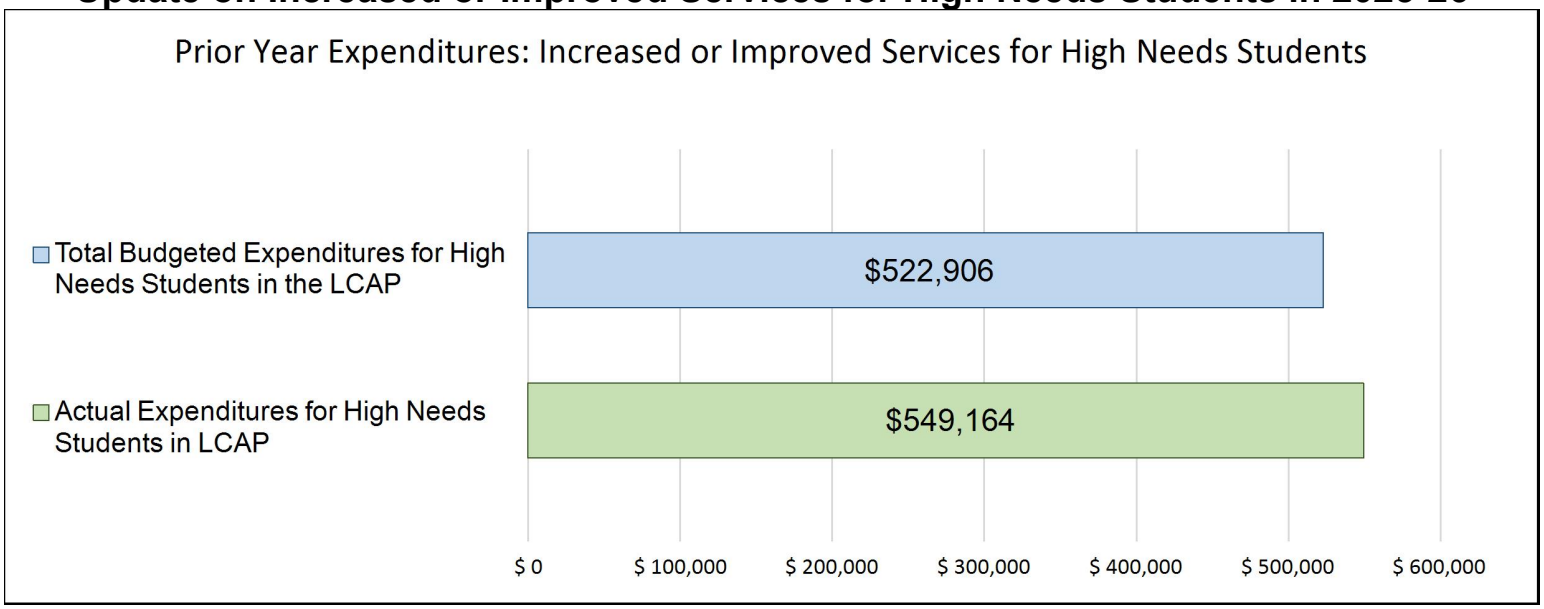
General Fund Expenditures not included in LCAP cover essential operational costs such as salaries, utilities, insurance, and routine facility maintenance. These general expenses are necessary to keep the school operating. This also includes other state, federal, and local funds.

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

In 2026-27, Maple Elementary School District is projecting it will receive $421,079 based on the enrollment of Foster Youth, English learner, and low-income students. Maple Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Maple Elementary School District plans to spend $516,071 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Maple Elementary School District's LCAP budgeted $522,906 for planned actions to increase or improve services for high needs students. Maple Elementary School District actually spent $549,164 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Maple Elementary School District	Byran Easter Superintendent	bryaneaster@mapleschool.org 661-746-4439

Plan Summary [2026-27]

General Information

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

Maple School district is a single-school District located in Kern County between the two farming communities of Shafter and Wasco. Maple was established in 1910 and has been an integral part of this community since the beginning. The District serves students in grades TK (Transitional Kindergarten) to 8th grade. When our students leave Maple the majority attend high school at either Wasco High School or Shafter High School, which is in the Kern High School district. The families of Maple come from very diverse backgrounds, many are long time farmers and many work in education, agriculture or other farming trades. We are located in the heart of the San Joaquin Valley and our families are committed to serving their students and their community. They are extremely supportive of the school and stay very actively engaged. As of October of 2021 the district has no current union representation. The entire teaching staff is involved in reviewing, developing and implementing our LCAP plan. We share our goals growth and progress at staff meetings (monthly), parent meetings (quarterly), Board meetings (bi-annually) and through our parent engagement events and media productions.

Over the past year our staff and board of trustees updated the districts mission statement which is below.

"The Mission of the Maple School District is to provide a supportive learning community, rooted in tradition, and a high-quality education that ensures academic success and opportunities for personal growth. Our unique strength lies in sustaining core values through strong relationships that create a positive generational impact."

Vision:

Maple will promote our vision with:
Moral Conviction
Appreciating our diversity
Preserving the Community
Love of Learning modeled and supported
Equipping our students to Thrive

Current Student Population Demographics:

Kern Integrated Data System Data (Retrieved May 2026)
ALL STUDENTS
284
FEMALE
131 (46.1%)
MALE
153 (53.9%)
AMERICAN INDIAN
3 (1%)
HISPANIC
222 (78.1%)
WHITE
59 (20.7%)
EL
11 (3.8%)
SWD
22 (7.7%)
SED
161 (56.6%)

Reflections: Annual Performance

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

As a district leadership team and staff, we have reflected on and analyzed the local and state level data that represents the work we do for our students and community. Maple has experienced steady growth over the past 4 years in crucial academic and other student outcome areas. This growth has been recognized both locally and across the state of California. Identified successes include: growth in CAASPP Mathematics, Science and ELA proficiency, dramatic reductions in Chronic Absenteeism, higher attendance and positive campus and culture data. Local data also has pointed to growth in STAR literacy and STAR early literacy with the full integration in grades k - 5 for our new literacy intervention curriculum and Walk To Learn model. We have also lowered our suspension rate significantly this year, maintained a

highly qualified staff with no mis-assignments, added additional social emotional support for students and increased our family and community engagement.

SUCCESS "CAASPP Mathematics" - Maple's dramatic increase in the percentage of students meeting the standard in mathematics has kept the district as one of the top in mathematics growth countywide. This has been the case for the past 4 school years!
During the 2021/2022 school year, the rate of met/exceeded standards was 33% in Mathematics and it has continued to grow since by a significant amount.

2024-2025 CAASPP Math Results

All Students DFS
-9.5 (Green)

EL's
-40.1 DFS (No Performance Level)

Socioeconomic Disadvantaged
-22.8 DFS (yellow)

Standard Met/ Exceeded by grade

3rd Grade --25%
4th Grade --54.84%
5th Grade --46.43%
6th Grade --70%
7th Grade --45.16%
8th Grade --56.67%

Schoolwide 50.00%

SUCCESS "CAASPP ELA" - Maple's dramatic increase in the percentage of students meeting the standard in ELA placed the district in the top three schools for ELA growth countywide. We have seen steady growth over the past 4 years. During the 2021/2022 School year the rate of met/exceeded standards was 34.06% and it has continued to grow significantly.

2024-2025 CAASPP ELA Results

All Students DFS
+15.8 (BLUE)

EL's

-34.5 DFS (No Performance Color)

Socioeconomic Disadvantaged
+4.2 DFS (green)

Standard Met/ Exceeded

3rd Grade --42.86%
4th Grade --35.48%
5th Grade --64.29%
6th Grade --73.34%
7th Grade --58.06%
8th Grade --63.33%

School wide Average 56.18%

SUCCESS "CHRONIC ABSENTEEISM" - Maple has continued to maintain a low Chronic Absenteeism rate. For the 24/25 school year the rate was 7.3% which was lower than 23/24 by over 2%. We are currently under 4%.

Current Data - Chronically absent student rate has decreased to 3.46% according to Kern Integrated Data Systems (May 2026)!

CA 2025 Dashboard Data
All Students - Green (7.3%)
SED- Green (8.4%)
English Learners- No Performance Level (N/A)

Suspension Rate

2025 CA Dashboard Data
All students- 2.7% (Orange)
EL- 0% (No Color)
SED- 2.8% (Orange)

Current Data - Student suspension rate has decreased to 0.3% according to the Kern Integrated Data Systems (May 2026)
All students- 0.3%
EL- 0%
SED- 0.61%
SWD - 0%

SUCCESS "CAST" - Maple had significant growth on the CAST with the adoption of new standards aligned curriculum as the driving factor. 2024-2025 CAST Results: (5th grade met/exceeded 39.29% & 8th grade met/exceeded 46.66%)

2024-2025 CAST Results:

5th Grade Science

Exceeded Standard: 14.29%

Met Standard: 25%

Nearly Met Standard: 57.14%

39.29% Met or Exceeded

_____

8th Grade Science

Exceeded Standard: 13.33%

Met Standard: 33.33%

Nearly Met Standard: 53.33%

46.66% met or exceeded Standard

OTHER SUCCESSES - The EdTech specialist position has been critical to maintaining the student device infrastructure on campus. Literacy intervention continues to be a topic of feedback through community surveys and based on local data it was determined that a core phonics intervention program along with student leveling would increase student achievement in ELA. Our "Walk to Learn and 95% Intervention Curriculum" continues to be integrated into grades kindergarten through five showing remarkable results. The performance increase on local assessments has shown evidence for the program. The 5 days of mental health support through our School Psychologist has also increased positive student outcomes due to the increased availability and ability to participate in strong tier 1 campus culture interventions as well as leading our community mentorship programs. This past year Maple launched a family engagement series with a number of family events and activities. This initiative utilized the role of our community coordinator and we believe contributed to strong attendance rates and very low chronic absenteeism. Though the campus is still very new, small improvements have been added slowly to enhance the learning environments for students which increases achievement. Tutoring has also been very successful in our partnership with Sylvan.

STAR Early Literacy (EOY)
22/23 Average Scaled Scores - 733

23/24 Average Scaled Scores - 838
24/25 Average Scaled Scores - 726
25/26 Average Scaled Scores - 787

STAR ELA (EOY)
22/23 Average Scaled Scores - 973
23/24 Average Scaled Scores - 993
24/25 Average Scaled Scores - 1000
25/26 Average Scaled Scores - 1004

Acadience Composite Scores (EOY)
22/23 - 53% At/Above Benchmark
23/24 - 57% At/Above Benchmark
24/25 - 55% At/Above Benchmark
25/26 - 50.1% At/Above Benchmark

COURSE OFFERINGS
Maple semester long elective offerings have expanded even more: Agriculture, Home Economics (Sewing, cooking, crafting), Art, Piano, Choir, PLTW, Multimedia and Spanish. Our reading support coach also works with students who need intensive reading intervention.

COMMUNITY SCHOOL COLLABORATIVE:
Maple continues to leverage and strengthen relationships with critical community partners through the West Kern Consortium. Maple operated within the West Kern Consortium (WKC) for federal full-service community schools in collaboration with Lost Hills and Semitropic from 2018 - 2023. They were able to qualify because the demographics were presented as an average across the districts who partnered together to create increased services to the students in these small rural communities. Though the federal grant funding expired in 2023 and Maple was not awarded the CA Community Schools Grant during all rounds of funding, the district has been able to maintain a part time Community School Coordinator position and other grant designed positions through the collaborative relationship with the consortium.

CULTURE AND CLIMATE COMMITTEE
Through the Differentiated Assistance process in 2023, the leadership at Maple created a sharp focus on student behavior expectations guidelines. The Culture and Climate Committee has been a success each year simply by meeting monthly, reviewing referral and suspension data and strengthening tier 1 structures on campus. This committee is made up of admin, classified and certificated staff members.

LREBG NeeDs Assessment:
Maple Elementary School District has reviewed the status of its Learning Recovery Emergency Block Grant (LREBG) funds and determined that it has unexpended LREBG funds for the [2025–26 / 2026–27 / 2027–28] LCAP year(s) in the amount of $30,768.
Because the district has unexpended LREBG funds, Maple Elementary has included actions within the LCAP that are funded, in whole or in part, with LREBG funds. These actions are identified under Goal 2, Action 1.
Maple Elementary’s LREBG needs assessment identified English Learners and Students with Disabilities as the student groups in greatest

need of learning recovery support. English Learners are performing at a Low status level in both ELA (-34.5 DFS) and Mathematics (-40.1 DFS) and demonstrate High chronic absenteeism at 20%. Students with Disabilities are performing at Low status in Mathematics (-44.7 DFS) and demonstrate declining engagement trends. Additionally, all students scoring at CAASPP Level 1 and on the low end of Level 2 in both ELA and Mathematics were identified for targeted intervention, along with all students identified as chronically absent (10% or more instructional days missed).
To address these documented needs, the district will expand Action 2.1 to include an additional Learning Recovery Intervention Support position funded through LREBG funds. This position will provide targeted small-group and individualized academic intervention in English Language Arts and Mathematics, prioritizing students identified through the LREBG needs assessment. Services will focus specifically on students performing at CAASPP Level 1 and low Level 2, English Learners, Students with Disabilities, and students identified as chronically absent who require academic acceleration.
This action aligns with allowable LREBG uses under Education Code Section 32526(c)(2) by expanding instructional supports and providing evidence-based academic intervention services designed to accelerate learning recovery and close achievement gaps.
Research supports the use of targeted small-group intervention and high-dosage tutoring as effective strategies for accelerating academic growth among students with unfinished learning. Studies have found that students receiving frequent, structured intervention in small-group settings demonstrate greater gains in literacy and mathematics achievement than students receiving core instruction alone. The additional intervention aide increases opportunities for individualized support, timely skill remediation, and increased instructional time focused on priority learning standards.

This position is supplemental to existing LCFF-funded staff and will increase intervention capacity to meet demonstrated demand for tutoring and targeted academic support.
The effectiveness of this LREBG-funded action will be monitored through the following metrics:

- CAASPP English Language Arts and Mathematics performance levels and Distance from Standard
- STAR Reading and STAR Mathematics benchmark assessment results
- Acadience Reading benchmark data
- ELPAC progress data for English Learners
- Chronic absenteeism rates

These metrics will be reviewed regularly to evaluate the impact of the intervention services and determine the effectiveness of the action in accelerating learning recovery for identified students.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	During each school year parents are invited to "coffee with the principal" 4 times. Parents are able to dialogue and engage with the principal on a number of topics as well as the agenda topics. Our school hosts 3 to 4 parent engagement nights each year where parents will learn information through a variety of topics. Maple Leadership engages with parents at the events.
Classified Staff Members	We engage with our entire staff four times a year at extra ate start "all staff meetings" where we give data updates, share goals and align campus wide expectations. Staff is an integral part of providing feedback for our goals.
Students	Our students in grades 3 - 8 are given a culture and climate survey twice a year. Feedback is taken in through our Culture and Climate Committee and initiatives are brought forth to the whole staff.
Community	The Maple Superintendent is engaged with local community organizations like Rotary as well as the two main feeder high schools from opposing communities. The engagement with these organizations create a strong partnership as well as healthy vertical alignment for our students as they transition to High School. An LCAP hearing is scheduled for June 9 2026 and in February 2026 a mid year update was presented to the board with goal, action and expenditure updates. There was no public input at the LCAP hearing or adoption, therefore no response from Superintendent was needed to community.

Educational Partner(s)	Process for Engagement
Site Council	The School Site Council meets 4 times each year and includes staff, parents and students. Presentations are given that include new student programs and highlights of successes. Time for parent feedback and input is available at each meeting.
Leadership Team	The Maple Leadership Team composed of Superintendent, Principal, MOT Director and Administrative Assistant meet twice a month to review current issues pertaining to students, facilities, compliance and best leadership practices.
Principal	The principal runs two committees on campus. One is focused on academic interventions and the other is focused on campus/school culture.
Certificated Teacher Reps	The Superintendent meets with two teacher reps (non-union) every quarter to share staffing and budget updates. This is also a time for the reps to share any concerns that other staff members have brought forward.
Student Council	Student council meets each week. On each agenda time is set aside for those on the Site Council to share feedback about any issues pertaining to the school. The Superintendent and Principal may both attend these meetings. Our President and Vice President are both Middle School students.
Teachers	Teachers participate on the Maple learning committees and submit survey data each spring with specific questions geared towards staff.
SELPA	Maple consults with a program specialist from the Kern County SELPA office. Our program specialist for 25/26 was Dhalia Habashy.

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

Maple is a high achieving school where students receive a strong and supportive education. As a rural/small school district, it can often be challenging to access the same level of resources and services available to larger districts. Feedback gathered from parents and community members over the years has remained relatively consistent and is generally focused on four key areas.

Academic Interventions:
Our community believes that Maple can continue to improve the services offered to struggling students. Meeting students' academic needs through intervention is crucial for fostering their growth and success in education. Interventions provide targeted support tailored to individual students, addressing their specific learning challenges and ensuring they receive the assistance they require to thrive academically. By implementing interventions, educators can identify and address gaps in students' understanding, bolster their confidence, and facilitate their progress toward mastery of essential skills and knowledge. These interventions not only help students overcome obstacles, but also

empower them to reach their full potential, promoting a positive and inclusive learning environment where every student has the opportunity to succeed. We are specifically looking at focusing on tier 3 interventions for students. You can find actions specific to this area under Goal 2 and specifically Actions 2.1, 2.2 and 2.3.

Tutoring:
Parents and community members have also expressed a desire to expand tutoring opportunities for students. During the current school year, Maple has seen positive outcomes through the implementation of tutoring supports, with students benefiting from additional individualized academic assistance outside of the regular instructional day. Families have shared appreciation for these services and would like to see tutoring opportunities continue to grow and become more accessible to students who need additional support. Maple recognizes the value tutoring provides in reinforcing classroom learning, increasing student confidence, and improving academic achievement. Actions connected to expanded student supports and academic assistance can also be found under Goal 2.

School to Home Communication:
Another consistent area of feedback from families has been the desire for stronger and more effective communication practices between the school and home. Families value timely, clear, and consistent communication regarding student progress, school events, programs, and opportunities for involvement. Maple understands that strong partnerships between schools and families are essential to student success. As a result, the district is continuing to evaluate and improve communication systems and practices to ensure families feel informed, connected, and engaged in their child’s educational experience. Efforts to improve communication will include refining outreach methods, increasing consistency in messaging, and providing families with more opportunities for engagement and feedback. Actions under goal 3 will address this area for the coming school year.

Maple Meal Services:
Our community has continued to share the desire for improved meal services for many years. As a meal vendor that works with another provider district, Maple's meals haven't had the best reviews in recent years. A healthy, nutritious, and tasty meal is essential to a student’s learning each and every day. Students cannot learn on an empty stomach. The Universal Meals Program has been huge for many of our families. By providing all students with access to nutritious meals regardless of their socioeconomic status, universal meal programs help alleviate food insecurity and ensure that every child has the fuel they need to thrive in the classroom. This feedback has been consistent through the years, and though there is no action tied to this due to it not being a part of LCFF funding, it is necessary to call out because we have begun to address the community concerns by looking at alternative meal service providers and refining processes to better serve students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Maple Elementary School will provide high-quality instruction in a safe, secure, child-centered environment utilizing highly qualified staff and ensuring access to standards-aligned materials and supports with the goal of increasing student achievement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to meet State Priority Goals 1 (Basic Services),2 (Implementation of Standards) and 7 (Course Access). The campus is less than five years old due to a complete modernization with the FIT report showing the highest marks. Basic service improvements have become the focus. Hiring practices and curriculum adoptions must be in line with high expectations correlating to student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teacher appropriately assigned. Source: Local Data and DataQuest Priority 1a (Basic Services) Teachers Appropriately assigned and Fully	23-24 School Year A) 100% of core teachers being appropriately assigned, teaching inside their subject area and authorized to serve EL students as evidenced by our credential audit report.	24-25 School Year A) 100% of core teachers being appropriately assigned, teaching inside their subject area and authorized to serve EL students as evidenced	25-26 School Year A) 100% of core teachers being appropriately assigned, teaching inside their subject area and authorized to serve EL students as evidenced	A) 100% of core teachers being appropriately assigned, teaching inside their subject area and authorized to serve EL students as evidenced by our	0% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Credentials as measured by credential audit report	2022-23 Teaching Assignment Monitoring Outcomes 100%- Clear 0%- Out of field 0%- Ineffective	by our credential audit report. 2024-25 Teaching Assignment Monitoring Outcomes 100%- Clear 0%- Out of field 0%- Ineffective	by our credential audit report. 2025-26 Teaching Assignment Monitoring Outcomes 100%- Clear 0%- Out of field 0%- Ineffective	credential audit report. 2026 Teaching Assignment Monitoring Outcomes 100%- Clear 0%- Out of field 0%- Ineffective	
1.2	% of student having access to standards aligned materials Source: Local Data Priority 1b (Basic Services) Access to Standards Aligned Instructional Materials as measured by curriculum inventory	23-24 School Year B) 100% of students have access to standards aligned textbooks as measured by inventory and enrollment records and Willlams quarterly updates	24-25 School Year B) 100% of students have access to standards aligned textbooks as measured by inventory and enrollment records and Willams quarterly updates	25-26 School Year B) 100% of students have access to standards aligned textbooks as measured by inventory and enrollment records and Willams quarterly updates	B) 100% of students have access to standards aligned textbooks as measured by inventory and enrollment records and Willams quarterly updates	0% Difference
1.3	3 point scale (Poor to Good Rating) with an overall rating up to "Exemplary" Source: Local Data Priority 1c (Basic Services) School Facilities in good repair as measured by Facility Inspection Tool (FIT)	23-24 School Year C) The Maple facilities are nearly brand new due to the remodel of the school in 2020. Small improvements are made each year based on feedback. Currently rated "Exemplary".	24-25 School Year C) The Maple facilities are nearly brand new due to the remodel of the school in 2020. Small improvements are made each year based on feedback. Currently rated "Exemplary".	24-25 School Year C) The Maple facilities are nearly brand new due to the remodel of the school in 2020. Small improvements are made each year based on feedback. Currently rated "Exemplary".	C) Maintain "Exemplary" rating	Currently equal to Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	% of teachers using state standards during instruction Source: Local Data Priority 2a (Implementation of State Standards) As measured by classroom observations	23-24 School Year A) During teacher evaluations, 100% of teachers were observed as utilizing state standards during instruction	24-25 School Year A) During teacher evaluations in 23/24, 100% of teachers were observed as utilizing state standards during instruction. Due to the low teacher turnover and evaluation cycle, no teachers had scheduled evaluations for the 24/25 school year.	25-26 School Year A) During teacher evaluations in 25/26, 100% of teachers were observed as utilizing state standards during instruction.	A) Maintain 100% of teachers utilizing state standards during instruction.	0% Difference
1.5	% of teachers using state standards during instruction including ELD standards Source: Local Data Priority 2b (Implementation of State Standards) Programs and Services enabling ELs to access Common Core and ELD standards as measured by a review Designated and Integrated ELD implementation through administrative observation	23-24 School Year A) During teacher evaluations, 100% of teachers were observed as utilizing state standards during instruction including ELD standards. This includes EL students.	24-25 School Year A) During teacher evaluations, 100% of teachers were observed as utilizing state standards during instruction including ELD standards during the 23/24 school year. This includes EL students. Due to the low teacher turnover and evaluation cycle, no teachers had scheduled	25-26 School Year A) During teacher evaluations, 100% of teachers were observed as utilizing state standards during instruction including ELD standards during the 25/26 school year. This includes EL students.	B) Maintain that during teacher evaluations, 100% of teachers as utilizing state standards during instruction including ELD standards. This includes EL students.	0% Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			evaluations for the 24/25 school year.			
1.6	Rate of students enrolled in VAPA, Elective and intervention courses Source: Local Data Priority 7a (Course Access) Access to a broad course of study as measured by a review of daily and master schedules	23-24 School Year A) 100% of students have access to all courses as evidenced by local data through Aeries	24-25 School Year A) 100% of students have access to all courses as evidenced by local data through Aeries	25-26 School Year A) 100% of students have access to all courses as evidenced by local data through Aeries	A) 100% of Students have access to and are enrolled a program designed to meet their needs.	0% Difference
1.7	Rate of students participating in Expanded Learning Programs Source: Local Data Priority 7b (Course Access) Programs and services developed and provided to unduplicated pupils as measured by a review of program enrollment data	23-24 School Year B) Currently we are able to provide 100% of our Unduplicated students with access to our ELOP program.	24-25 School Year B) Currently we are able to provide 100% of our Unduplicated K - 6 students with access to our ELOP program including some 7th and 8th grade students.	25-26 School Year B) Currently we are able to provide 100% of our Unduplicated K - 6 students with access to our ELOP program including some 7th and 8th grade students.	B) Maintain 100% of our Unduplicated students with access to our ELOP program.	0% Difference
1.8	Rate of SWD served inside the regular classroom for at least 80% of the day Source: Local Data Priority 7c (Course Access) Programs and services developed and provided to students with disabilities as measured by a review of special	23-24 School year C) 88% of exceptional needs students are served through regular education classroom for at least 80% of their day	24-25 School year C) 87% of exceptional needs students are served through regular education classroom for at least 80% of their day	25-26 School year C) 86.4% of exceptional needs students are served through regular education classroom for at least 80% of their day	C) 90% of exceptional needs students are served through regular education classroom for at least 80% of their day	1.6% below the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	education programs and services detailed in student IEPs.					
1.9	CAASPP Performance Rate on Math Source: CA Dashboard Priority 4A Math Performance on CAASPP (DFS)	2022-2023 CAASPP Math Results All Students DFS -14.1 (green) EL's -67.1 DFS (No Performance Level) Socioeconomic Disadvantaged -33.9 DFS (yellow) Standard Met/ Exceeded by grade 3rd--23% 4th--56% 5th--51% 6th--34% 7th--36% 8th--57% School Average 44%	2023-2024 CAASPP Math Results All Students DFS -15.6 (Yellow) EL's -47.3 DFS (No Performance Level) Socioeconomic Disadvantaged -23.5 DFS (green) Standard Met/ Exceeded by grade 3rd Grade --40% 4th Grade --30% 5th Grade --69% 6th Grade --41% 7th Grade --42% 8th Grade --36% Schoolwide 43.35%	2024-2025 CAASPP Math Results All Students DFS -9.5 (Green) EL's -40.1 DFS (No Performance Level) Socioeconomic Disadvantaged -22.8 DFS (yellow) Standard Met/ Exceeded by grade 3rd Grade --25% 4th Grade -- 54.84% 5th Grade -- 46.43% 6th Grade --70% 7th Grade -- 45.16% 8th Grade -- 56.67% Schoolwide 50.00%	2026-2027 CAASPP Math Results All Students DFS 15 (green) EL's -20 DFS (No Performance Level) Socioeconomic Disadvantaged -5 DFS (yellow) Standard Met/ Exceeded by grade 3rd--33% 4th--66% 5th--61% 6th--44% 7th--46% 8th--67% School Average 54%	CAASPP Math Results All Students DFS +4.6 DFS EL's +24 DFS Socioeconomic Disadvantaged +11.1 DFS Standard Met/ Exceeded by grade 3rd Grade +2% 4th Grade -1.2% 5th Grade -4.6% 6th Grade +46% 7th Grade +9.1% 8th Grade -1% Schoolwide (+6)%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	CAASPP Performance Rate on ELA Source: CA Dashboard Priority 4A ELA Performance on CAASPP (DFS)	2022-2023 CAASPP ELA Results All Students DFS -20.9 (Yellow) EL's -70.7 (No Performance Color) Socioeconomic Disadvantaged -36.3 (Yellow) Standard Met/ Exceeded 3rd--24% 4th--56% 5th--50% 6th--37% 7th--32% 8th--45% Schoolwide Average 42%	2023-2024 CAASPP ELA Results All Students DFS -13.7 (Yellow) EL's -44.7 (No Performance Color) Socioeconomic Disadvantaged -29.7 (Yellow) Standard Met/ Exceeded 3rd Grade --30% 4th Grade --15% 5th Grade --72% 6th Grade --48% 7th Grade --58% 8th Grade --44% School wide Average 45.09%	2024-2025 CAASPP ELA Results All Students DFS +15.8 (BLUE) EL's -34.5 DFS (No Performance Color) Socioeconomic Disadvantaged +4.2 DFS (green) Standard Met/ Exceeded 3rd Grade -- 42.86% 4th Grade -- 35.48% 5th Grade -- 64.29% 6th Grade -- 73.34% 7th Grade -- 58.06% 8th Grade -- 63.33% School wide Average 56.18%	2026-2027 CAASPP ELA Results All Students DFS +5 (Green) EL's -20 (No Performance Color) Socioeconomic Disadvantaged -10 (Yellow) Standard Met/ Exceeded 3rd--32% 4th--63% 5th--59% 6th--46% 7th--41% 8th--54% Schoolwide Average 51%	CAASPP ELA Results All Students DFS +36.7 DFS EL's +36.2 DFS Socioeconomic Disadvantaged +40.5 DFS Standard Met/ Exceeded 3rd Grade +18.8% 4th Grade -20.5% 5th Grade +14.2% 6th Grade +36.3% 7th Grade +26% 8th Grade +18.3% School wide Average +14.1%
1.11	Avg. Reading Scale Scores	STAR Early Literacy 23/24 Average Scaled Scores - 838	STAR Early Literacy	STAR Early Literacy	STAR Early Literacy	STAR Early Literacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data Priority 8: Other Pupil Outcomes (Required Metrics) Ed Code 51210 and 51220	STAR ELA 23/24 Average Scaled Scores - 993 Acadience Composite Scores 23/24 - 57% At/Above Benchmark	24/25 Average Scaled Scores - 726 STAR ELA 24/25 Average Scaled Scores - 1000 Acadience Composite Scores 24/25 - 55% At/Above Benchmark	25/26 Average Scaled Scores - 787 STAR ELA 25/26 Average Scaled Scores - 1004 Acadience Composite Scores 25/26 - 50.1% At/Above Benchmark	Average Scaled Scores - increase by 3% STAR ELA Average Scaled Scores - Increase by 3% Acadience Composite Scores At/Above Benchmark Increase by 5%	Average Scaled Scores (-)51 STAR ELA Average Scaled Scores +11 Acadience Composite Scores (-)6.9% At/Above Benchmark
1.12	CAASPP Performance Rate on Science (% Met or Exceeded Standard) Source: CA Dashboard Priority 4A: CAST Performance on CAASPP	2022-2023 CAST Results: 5th Grade Science Exceeded Standard: 11% Met Standard: 29% Nearly Met Standard: 59% 40% Met or Exceeded _____ 8th Grade Science Exceeded Standard: 3% Met Standard: 24%	2023-2024 CAST Results: 5th Grade Science Exceeded Standard: 20% Met Standard: 36.7% Nearly Met Standard: 33.3% 56.7% Met or Exceeded _____ 8th Grade Science Exceeded Standard: 4%	2024-2025 CAST Results: 5th Grade Science Exceeded Standard: 14.29% Met Standard: 25% Nearly Met Standard: 57.14% 39.29% Met or Exceeded _____ 8th Grade Science Exceeded Standard: 13.33%	Increase Standards Met/Exceeded by 9% after 3 years.	CAST Results: 5th Grade Science Exceeded Standard: +3.29% Met Standard: -4% Nearly Met Standard: -1.8% -0.71% Met or Exceeded _____ 8th Grade Science Exceeded Standard: +10.3% Met Standard: +9.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Nearly Met Standard: 66% 27% met or exceeded Standard	Met Standard: 20% Nearly Met Standard: 68% 24% met or exceeded Standard	Met Standard: 33.33% Nearly Met Standard: 53.33% 46.66% met or exceeded Standard		Nearly Met Standard: -12.7% +19.6% met or exceeded Standard

Goal Analysis [2025-26]

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

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

All actions in Goal 1 were implemented, there were many successes in implementing the actions in goal 1. Some success are described below:
Successes:
Action 1.1 Supplemental Curriculum - A success in the use of 95% intervention material campus wide. The administration regularly observed the intervention groups and materials during informal and formal classroom visits. Teacher continue to focus on best practices for their 95% CORE teaching.

Action 1.2 Technology Support/Course Offerings - A success in that this position supports the technology infrastructure of the school which has led to higher
student engagement outcomes in the classroom. In addition this teacher provides science enrichment through the PLTW Program which has directly impacted the schools science assessment scores.

Action 1.3 Additional Middle School Teacher Position - A success in that the schedule/course offerings for grades 6 - 8 offers more courses, levels
and allows for a coordinated middle school schedule rather than a single core setting for each grade level.

Action 1.4 School Safety Improvement - This action directly added to the security of our school by completing a controlled access feature to our front door and a camera.

Action 1.5 Administrator Support Position - The principal works well with all staff and students in any capacity. The principal position is a core component that is crucial to student success. Previously we utilized Supplemental funds to pay for a portion of the
principal salary. This has been changed with the LCAP now only reflecting that Title 1, Title 2 finding is used to contribute towards the salary.

Action 1.6 - Learning Space Improvement Projects - This specific Title 4 funding created a safer campus by adding a controlled access.

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.

Each action area in Goal 1 except for Action 1.4 utilized all amounts of total expenditures. There were not major adjustments to funding in these actions other than Action 1.4. Many of
our actions are fully expended because the costs are above and beyond what is written into the LCAP. Our LCAP has nearly 2 times planned expenditures over actual LCFF Supplemental funding.
Action 1.1 - 100% spent due to a slight decrease in needed materials
Action 1.2 - 102% spent and had a slight increase in estimated budget due to increase in personnel cost
Action 1.3 - 100% spent
Action 1.4 - 110% spent due to a higher cost towards the specific project
*These funds were planned to be completely spent during the current year, but the project has been moved to the summer season and will be in the 25/26 budget cycle.
Action 1.5 - 105% spent and had a slight increase in estimated budget due to increase in personnel cost
Action 1.6 - 100% spent due to grant funding covering the specific projects planned for the year

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

All actions (1.1 through 1.6) in Goal 1 were effective in making progress towards Goal 1 and increasing student achievement. While these actions did not work in isolation of each other, they all collectively attributed to the successful results below. On the 2025 CA Dashboard ELA results all students had an increase of 29.5 Distance from Standard from the previous year. Our English Learners Students had significant gains in both ELA and Math. Our Socioeconomic Disadvantaged Students had positive gains as well in ELA (+33.1 DFS)

Each action under goal 1 has brought about success in difference ways. Actions that were specifically effective were in Action 1.2 where we have seen the effectiveness of the PLTW program extending the science learning for all students on campus. Our CAST scores have truly seen transformational growth over the past three years.

2024-2025 CAST Results:

5th Grade Science

Exceeded Standard: 14.29%

Met Standard: 25%

Nearly Met Standard: 57.14%

39.29% Met or Exceeded

8th Grade Science

Exceeded Standard: 13.33%

Met Standard: 33.33%

Nearly Met Standard: 53.33%

46.66% met or exceeded Standard

Under Action 1.3, our students in grades 6 - 8 have continued to benefit from a traditional model Middle school schedule with uniform class rotations and 4 separate teachers. This traditional model has also allowed for a strong level of collaboration between the 4 middle school teachers. (See CAASPP ELA and Math Results Below)

Under Action 1.1, our continued support 95% intervention materials have contributed to the ELA growth for our students on the State Assessment.

2024-2025 CAASPP ELA Results

All Students DFS
+15.8 (BLUE)

EL's
-34.5 DFS (No Performance Color)

Socioeconomic Disadvantaged
+4.2 DFS (green)

Standard Met/ Exceeded

3rd Grade --42.86%
4th Grade --35.48%
5th Grade --64.29%
6th Grade --73.34%
7th Grade --58.06%
8th Grade --63.33%

School wide Average 56.18%

2024-2025 CAASPP Math Results

All Students DFS
-9.5 (Green)

EL's
-40.1 DFS (No Performance Level)

Socioeconomic Disadvantaged
-22.8 DFS (yellow)

Standard Met/ Exceeded by grade

3rd Grade --25%
4th Grade --54.84%
5th Grade --46.43%
6th Grade --70%
7th Grade --45.16%
8th Grade --56.67%

Schoolwide 50.00%

STAR Early Literacy
25/26 Average Scaled Scores - 787

STAR ELA
25/26 Average Scaled Scores - 1004

Acadience Composite Scores
25/26 - 50.1% At/Above Benchmark

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.

All actions will remain the same for the 2026/2027 School year with planned expenditures only increasing to account for total compensation adjustments to personnel salaries and benefits at a rate of 3.5%
Action 1.5 which represents all federal funding through Title 1 and Title 2 has been adjusted due to lower revenue as a result of federal census data.

This multi-funded Principal position provides support services to students, increases parent involvement, provides coaching, and professional development to staff.
Title 1 Federal Funds, Title 2 Federal Funds and REAP Funds are used for this action

Title 1 -$2,728
Title 2 -$1,669
Reap - $41,205
The principal serves all students in the LEA

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	Supplemental Curriculum	Purchase Supplemental Curriculum aligned to CCSS for use in intervention areas for all students. This includes but is not limited to writing support and math support. The supplemental curriculum will provide targeted ELA and Math Interventions to students to master grade level standards as well as resources to staff to implement digital and print resources to enhance core instruction in ELA, Math, and Science.	$20,000.00	Yes
1.2	Technology Support/Course Offering	Maintain Technology Specialist and PLTW Certificated Employee position which serves the 1:1 Chromebook needs of the campus as well as the enrichment opportunities provided through the PLTW program. Maple Elementary School is enhancing its curriculum by integrating technology support and offering Project Lead the Way (PLTW) courses. The primary purpose of this action is to provide students with hands-on, project-based learning experiences that promote critical thinking, problem-solving, and creativity. This action will maintain (.5) Technology Specialist and (.5) PLTW Certificated Employee position which serves the 1:1 Chromebook needs of the campus as well as the enrichment opportunities provided through the PLTW program. Technology Specialist will ensure all necessary technology is available and functioning while PLTW Employee will	$160,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		integrate technology into their daily lessons, utilizing interactive tools to enhance learning. All students within the district, particularly those from diverse backgrounds and underrepresented groups in STEM fields, will have access to PLTW courses. This ensures equitable opportunities for all students to engage in rigorous STEM education.		
1.3	Additional Middle School Teacher Position	Increase the middle school teacher staffing by one to increase course offerings. This increases access for grades 6-8 to highly qualified teachers. This increased staffing in the middle school grades will increase student achievement due to smaller staff to student ratios in grades 6-8.	$109,350.00	Yes
1.4	School Safety Improvement	Improving safety for all staff and students on campus in the areas of access and emergency training. The comprehensive safety committee will plan and implement new campus safety structures. Trained professionals will also work with all staff on proper emergency procedures in a variety of scenarios.	$5,000.00	No
1.5	Administrator Support Position	This multi-funded Principal position provides support services to students, increases parent involvement, provides coaching, and professional development to staff. Title 1 Federal Funds, Title 2 Federal Funds and REAP Funds are used for this action Title 1 -$2,728 Title 2 -$1,669 Reap - $41,205 The principal serves all students in the LEA	$45,602.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Learning Space Improvement Projects	Title 4 Funding - This funding is federal funding that will improve campus learning and activity spaces. These spaces will be accessible to all students and assist in creating positive outcomes for students on campus both academically and socially.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maple School will provide a rigorous and engaging learning experience that will maximize each student's potential leading to academic growth in the areas of Math and English Language Arts resulting in higher levels of achievement on state assessments.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was created to meet State Priorities 4 (Pupil Achievement) and 8 (Other Pupil Outcomes).
Based on our data collected from all STAR assessment windows and CAASPP data from the 2022-2023 school year, we will continue to support our students academic needs through additional supports.

As evidenced by a summary of STAR and CAASPP scores, we had significant growth in all areas and will focus on students "not meeting standards"
2 A

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student performance on CAASPP ELA Source: CA Dashboard Priority 4A (Pupil Achievement)	2022-2023 CAASPP ELA Results All Students DFS -20.9 Yellow EL's -70.7 (No Performance Level) Socioeconomic Disadvantaged	2023-2024 CAASPP ELA Results All Students DFS -13.7 (Yellow) EL's -44.7 (No Performance Color)	2024-2025 CAASPP ELA Results All Students DFS +15.8 (BLUE) EL's -34.5 DFS (No Performance Color)	2026-2027 CAASPP ELA Results All Students DFS +5 (Green) EL's -20 (No Performance Color)	CAASPP ELA Results All Students DFS +36.7 DFS EL's +36.2 DFS Socioeconomic Disadvantaged +40.5 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-36.3 Yellow Standard Met/ Exceeded by grade 3rd--24% 4th--56% 5th--50% 6th--37% 7th--32% 8th--45% School Average 42%	Socioeconomic Disadvantaged -29.7 (Yellow) Standard Met/ Exceeded 3rd Grade --30% 4th Grade --15% 5th Grade --72% 6th Grade --48% 7th Grade --58% 8th Grade --44% School wide Average 45.09%	Socioeconomic Disadvantaged +4.2 DFS (green) Standard Met/ Exceeded 3rd Grade -- 42.86% 4th Grade -- 35.48% 5th Grade -- 64.29% 6th Grade -- 73.34% 7th Grade -- 58.06% 8th Grade -- 63.33% School wide Average 56.18%	Socioeconomic Disadvantaged -10 (Yellow) Standard Met/ Exceeded 3rd--32% 4th--63% 5th--59% 6th--46% 7th--41% 8th--54% Schoolwide Average 51%	Standard Met/ Exceeded 3rd Grade +18.8% 4th Grade -20.5% 5th Grade +14.2% 6th Grade +36.3% 7th Grade +26% 8th Grade +18.3% School wide Average +14.1%
2.2	Student performance on CAASPP Math (DFS) Source: CA Dashboard Priority 4A (Pupil Achievement)	2022-2023 CAASPP Math Results All Students DFS -14.1 (green) EL's -67.1 (No Performance Level) Socioeconomic Disadvantaged -33.9 (yellow)	2023-2024 CAASPP Math Results All Students DFS -15.6 (Yellow) EL's -47.3 DFS (No Performance Level) Socioeconomic Disadvantaged -23.5 DFS (green)	2024-2025 CAASPP Math Results All Students DFS -9.5 (Green) EL's -40.1 DFS (No Performance Level) Socioeconomic Disadvantaged -22.8 DFS (yellow)	2026-2027 CAASPP Math Results All Students DFS 15 (green) EL's -20 DFS (No Performance Level) Socioeconomic Disadvantaged -5 DFS (yellow)	CAASPP Math Results All Students DFS +4.6 DFS EL's +24 DFS Socioeconomic Disadvantaged +11.1 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Standard Met/ Exceeded by grade 3rd--23% 4th--56% 5th--51% 6th--34% 7th--36% 8th--57% School Average 44%	Standard Met/ Exceeded by grade 3rd Grade --40% 4th Grade --30% 5th Grade --69% 6th Grade --41% 7th Grade --42% 8th Grade --36% Schoolwide 43.35%	Standard Met/ Exceeded by grade 3rd Grade --25% 4th Grade -- 54.84% 5th Grade -- 46.43% 6th Grade --70% 7th Grade -- 45.16% 8th Grade -- 56.67% Schoolwide 50.00%	Standard Met/ Exceeded by grade 3rd--33% 4th--66% 5th--61% 6th--44% 7th--46% 8th--67% School Average 54%	Standard Met/ Exceeded by grade 3rd Grade +2% 4th Grade -1.2% 5th Grade -4.6% 6th Grade +46% 7th Grade +9.1% 8th Grade -1% Schoolwide (+6)%
2.3	Student performance on CAST Source: CA Dashboard Priority 4A (Pupil Achievement)	2022-2023 CAST Results: A) State Assessments (Goal minimum 3% Increase) 5th Grade Science Exceeded Standard: 11% Met Standard: 29% Nearly Met Standard: 59% 40% Met or Exceeded	2023-2024 CAST Results: 5th Grade Science Exceeded Standard: 20% Met Standard: 36.7% Nearly Met Standard: 33.3% 56.7% Met or Exceeded _____ 8th Grade Science	2024-2025 CAST Results: 5th Grade Science Exceeded Standard: 14.29% Met Standard: 25% Nearly Met Standard: 57.14% 39.29% Met or Exceeded _____ 8th Grade Science	Increase Standards Met/Exceeded by 9% after 3 years.	CAST Results: 5th Grade Science Exceeded Standard: +3.29% Met Standard: -4% Nearly Met Standard: -1.8% -0.71% Met or Exceeded _____ 8th Grade Science Exceeded Standard: +10.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8th Grade Science Exceeded Standard: 3% Met Standard: 24% Nearly Met Standard: 66% 27% met or exceeded Standard	Exceeded Standard: 4% Met Standard: 20% Nearly Met Standard: 68% 24% met or exceeded Standard	Exceeded Standard: 13.33% Met Standard: 33.33% Nearly Met Standard: 53.33% 46.66% met or exceeded Standard		Met Standard: +9.3% Nearly Met Standard: -12.7% +19.6% met or exceeded Standard
2.4	E) Progress in EL, % of students making progress toward English Proficiency Source: CA Dashboard and Local Data (KiDS) Priority 4E (Pupil Achievement) Percentage of EL students making progress toward proficiency as measured by CA Dashboard.	2023-24 Percentage of EL students making progress toward proficiency. CA Dashboard 54.5% making progress (No Performance Level) Local data obtained from KiDS shows that 54% of students made progress on English Language Proficiency in 2023-2024 Of the17 students that have scores for the last two years, 17% declined and 33% maintained and 50% gained.	2024-25 Percentage of EL students making progress toward proficiency. CA Dashboard 58.8% making progress (No Performance Level) Local data obtained from KiDS shows that 65% of students made progress on English Language Proficiency in 2024-2025	2025-26 Percentage of EL students making progress toward proficiency. CA Dashboard 45.5% making progress (No Performance Level) Of the 15 students that have scores for the last two years, 13% declined and 33% maintained and 53% gained. 2024-2025 ELPAC Results:	2026 Percentage of EL students making progress toward proficiency. CA Dashboard 56% making progress Local data obtained from KiDS shows that 56% of students made progress on English Language Proficiency in 2023-2024 2026-27 ELPAC Results: Overall	Percentage of EL students making progress toward proficiency. CA Dashboard +1.58% making progress +3 of the students that have scores for the last two years. -4% change in Declined 0% changed in maintaining +3% have Gained ELPAC Results: Overall IFEP (Initial Fluent English Prof) -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-2023 ELPAC Results: Overall IFEP (Initial Fluent English Prof) 29% Intermediate EL 14% Novice EL. 57% Oral Language Performance: Level 4: 36.7% Level 3: 53.3% Level 2: 6.7% Level 1: 3.3% Written Language Performance: Level 4: 10% Level 3: 46.7% Level 2: 26.7% Level 1: 16.7%	Of the20 students that have scores for the last two years, 5% declined and 30% maintained and 65% gained. 2023-2024 ELPAC Results: Overall IFEP (Initial Fluent English Prof) 25% Intermediate EL 25% Novice EL. 50% Oral Language Performance: Level 4: 63% Level 3: 11% Level 2: 14% Level 1: 11% Written Language Performance: Level 4: 11% Level 3: 22% Level 2: 29% Level 1: 37%	Overall IFEP (Initial Fluent English Prof) 25% Intermediate EL 25% Novice EL. 50% Oral Language Performance: Level 4: 56% Level 3: 18% Level 2: 18% Level 1: 6% Written Language Performance: Level 4: 0% Level 3: 31% Level 2: 50% Level 1: 18%	IFEP (Initial Fluent English Prof) 30% Intermediate EL 10% Novice EL. 60% Oral Language Performance: Level 4: 40% Level 3: 53% Level 2: 5% Level 1: 2% Written Language Performance: Level 4: 15% Level 3: 50% Level 2: 28% Level 1: 7%	Intermediate EL +11% Novice EL. -7% Oral Language Performance: Level 4: +19.3% Level 3: (-)35.3% Level 2: +11.3% Level 1: +2.7% Written Language Performance: Level 4: (-) 10% Level 3: (-) 15.7% Level 2: (+) 23.3% Level 1: (+) 1.3%
2.5	Priority 4 (Pupil Achievement) Source: Local Data (KiDS) F) Reclassification Rate	2022-2023 Reclassification rate of 5% as measured by the Kern KiDS Dashboard	2023-2024 Reclassification rate of 40.7% as measured by the Kern KiDS Dashboard	2024-2025 Reclassification rate of 31.25% as measured by the Kern KiDS Dashboard	Reclassification rate of 8%	Reclassification Rate of +27.25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Avg. Scale Scores on Reading and % at/above benchmark Source: Local Assessment Data (STAR and Acadience) Priority 8- Other Pupil Outcomes	23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 838 Socioeconomic Disadvantaged- 760 English Learners-615 Acadience Composite Scores 23/24 - 57% At/Above Benchmark Socioeconomic Disadvantaged- 53% At/Above Benchmark English Learners- 14% At/Above Benchmark 23/24 From Kern Integrated Data System (KiDS) STAR Math Average Scale Scores- 1005 Socioeconomic Disadvantaged- 991 English Learners-944 23/24 STAR ELA Average Scale Scores- 983 Socioeconomic Disadvantaged-965 English Learners-902	24/25 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 688 Socioeconomic Disadvantaged- 688 English Learners-627 Acadience Composite Scores 24/25- 55% At/Above Benchmark Socioeconomic Disadvantaged- 50% At/Above Benchmark English Learners- 18% At/Above Benchmark 24/25 From Kern Integrated Data System (KiDS) STAR Math Average Scale Scores- 1009	25/26 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 787 Socioeconomic Disadvantaged- 770 English Learners-673 Acadience Composite Scores 25/26- 50.1% At/Above Benchmark Socioeconomic Disadvantaged- 43% At/Above Benchmark English Learners- 22% At/Above Benchmark 25/26 From Kern Integrated Data System (KiDS) STAR Math Average Scale Scores- 967	STAR Early Literacy Average Scaled Scores - +10% STAR ELA Average Scaled Scores - +10% Acadience Composite Scores 62% At/Above Benchmark	STAR Early Literacy Average Scaled Scores (-)51 Socioeconomic Disadvantaged +10 English Learners- +58 Acadience Composite Scores (-)6.9% At/Above Benchmark Socioeconomic Disadvantaged- (-)10% At/Above Benchmark English Learners- +8% At/Above Benchmark STAR Math Average Scale Scores (-)38 Socioeconomic Disadvantaged- (-)14 English Learners- (-)55 ELA Average Scale Scores +21 Socioeconomic Disadvantaged +28

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomic Disadvantaged- 999 English Learners- 1004 24/25 STAR ELA Average Scale Scores- 1002 Socioeconomic Disadvantaged- 989 English Learners- 935	Socioeconomic Disadvantaged- 977 English Learners- 889 STAR ELA 25/26 Average Scaled Scores - 1004 Socioeconomic Disadvantaged- 993 English Learners- 949		English Learners +47

Goal Analysis [2025-26]

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

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

All actions in Goal 2 were implemented, there were many successes in implementing the actions in goal 2. Some success are described below:
Successes:
Action 2.1 Classified Staff Support - These two classified support staff supported our students in their classrooms through small group intervention and targeted one on one interventions. These staff members supported their teachers through all classroom activities.

Action 2.2 Walk to Learn Materials - Our 95% Intervention program imbedded within Walk To Learn continues to bring extreme growth to our students and especially our most struggling readers. Our WTL Program has continued to evolve and be a successful model that we hope to incorporate into math in the next few years.

Action 2.3 Walk to Learn Aide Support - Over the past 2 years our fully expanded k - 5 Walk To Learn program has had a significant impact on our students progress towards reading on grade level. Growth on our benchmark assessments has shown that students are improving their core phonics skills at all grade levels. In addition, our 95% program has been used during elective time with 6th, 7th and 8th grade students reading 3 grade levels below where they need to be.

Action 2.4 Staff Professional Development - This past year we had 6 teachers attended the PLC conference in the fall and returned with valuable knowledge to share with their grade span and colleagues. This also led into our focus for the year on the 15 day planning cycle. Our principal also created a structure for a "guiding coalition" to lead the PLC work alongside their peers.

Action 2.5 Our tutoring program which was through Sylvan proved to be very popular and successful with many students performing higher on their academic outcomes.

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

Each action area in Goal 2 except for Action 2.2 utilized all amounts of total expenditures. There were not major adjustments to funding in these actions other than Action 2.2. Many of
our actions are fully expended because the costs are above and beyond what is written into the LCAP. Our LCAP has nearly 2 times planned expenditures over actual LCFF Supplemental funding.
Action 2.1 - 100% spent
Action 2.2 - 140% spent due to adding some assessment licenses for acadience
Action 2.3 - 120% spent due to increase in cost for personnel
Action 2.4 - 100% spent
Action 2.5 - 128% spent due to monthly invoice allocation for services with Sylvan

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

Each action under goal 2 has brought about success in difference ways. Through the effectiveness of Actions 2.1 - 2.5 we have seen the growth in our CAASPP Assessments in ELA, Science and Mathematics. And our reclassification rate continues to be high compared to 2 years ago when it was just 5%.

ELPI RATE 25/26 - 53%

2024-2025 CAASPP ELA Results

Standard Met/ Exceeded

3rd Grade --42.86%
4th Grade --35.48%
5th Grade --64.29%
6th Grade --73.34%
7th Grade --58.06%
8th Grade --63.33%

School wide Average 56.18%

2024-2025 CAASPP Math Results

Standard Met/ Exceeded by grade

3rd Grade --25%
4th Grade --54.84%
5th Grade --46.43%
6th Grade --70%
7th Grade --45.16%
8th Grade --56.67%

Schoolwide 50.00%

2024-2025 CAST Results:

5th Grade Science
Exceeded Standard: 14.29%
Met Standard: 25%
Nearly Met Standard: 57.14%
39.29% Met or Exceeded

_____
8th Grade Science
Exceeded Standard: 13.33%
Met Standard: 33.33%
Nearly Met Standard: 53.33%
46.66% met or exceeded Standard

2024-2025
Reclassification rate of 31.5% as measured by
the Kern KiDS Dashboard

25/26 From Kern Integrated Data System (KiDS, Spring)
STAR Early Literacy
Average Scaled Scores - 787
Socioeconomic Disadvantaged- 770
English Learners- 673

Acadience Composite Scores

25/26- 50.1% At/Above Benchmark
Socioeconomic Disadvantaged- 43% At/Above Benchmark
English Learners- 22% At/Above Benchmark

25/26 From Kern Integrated Data System (KiDS)
STAR Math Average Scale Scores- 967
Socioeconomic Disadvantaged- 977
English Learners- 889

STAR ELA
25/26 Average Scaled Scores - 1004
Socioeconomic Disadvantaged- 993
English Learners- 949

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.

For the 2026/2027 School year Action 2.1 will represent our LREBG funding in that we have created a classified academic interventionist position that will be providing targeted one on one tier 3 support to students in specific academic areas. Actions with personnel cost have been adjusted with an increase to account for total compensation adjustments to personnel salaries and benefits at a rate of 3.5%

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	Classified Staff Support Staff	Two additional Aides providing intervention and support to students in multiple classrooms. Two additional classroom aides will be hired to provide targeted academic interventions for students who are struggling in both English Language Arts (ELA) and Mathematics. These aides will work under the guidance of certificated teachers and administration to deliver personalized support to students identified as needing extra help meeting grade-level standards. The purpose is to provide consistent and focused intervention support to students who are struggling to meet grade-level standards. This support is	$77,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
		essential for helping these students bridge the gap in their learning, improve their academic performance, and increase their confidence in their abilities. In addition to the two aides described above, the district will add one additional Learning Recovery Intervention Aide position funded with $15,384 in Learning Recovery Emergency Block Grant (LREBG) funds. This supplemental position will provide targeted academic intervention in English Language Arts and Mathematics for students identified through the district's LREBG needs assessment, including English Learners, Students with Disabilities, students scoring at CAASPP Level 1 or at the low end of Level 2, and students identified as chronically absent. This position increases intervention capacity beyond existing LCFF-funded staffing and is specifically designed to support learning recovery for identified student groups. Progress will be monitored using CAASPP performance data (Distance from Standard and achievement levels), STAR benchmark assessments in ELA and Math, ELPAC progress data for English Learners, local reading benchmark measures (Acadience), and chronic absenteeism rates to ensure the effectiveness of intervention supports. Consistent with the California Multi-Tiered System of Support (CA MTSS) Framework, providing targeted intervention through additional instructional staff strengthens Tier 2 and Tier 3 supports by delivering timely, data-informed instruction matched to student need. Research demonstrates that increasing opportunities for small-group instruction and individualized academic support improves student achievement and accelerates learning recovery for students who are performing below grade level.		
2.2	Literacy Intervention Materials (95% and Walk To Learn)	95% intervention materials are specific to the literacy intervention program that certain students will participate in to improve student ELA outcomes. These materials work in conjunction with the Walk To Learn Model where leveled groups of students receive ELA instruction on their current local assessment data level. Through Acadience and STAR assessments, students will be grouped into one of 5 Walk to Learn Groups. Any students	$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needing urgent intervention (lowest two groups) will utilize the 95% materials in their groups.		
2.3	Walk to Learn Aide Support	3 Aides will support the Walk to Learn Model in Kinder through 5th grade. These aides will also assist with intervention services for middle school students. The addition of 3 classroom aides will ensure effective implementation of the 95 Percent Group and Walk to Learn programs, addressing the significant literacy needs identified at Maple Elementary School. The program targets literacy intervention and allows additional support for implementation. The intervention support will also assist with middle school students.	$75,615.00	Yes
2.4	Staff Professional Development	Various staff members will engage in meaningful professional developments to further equip them to support students in their specific roles.	$5,000.00	No
2.5	Tutoring Services	Provide tutoring services to students after regular school day hours in the Maple Library. A tutoring service provider will work with students at a max 4:1 ratio during specific timeslots after regular school hours 3 days each week. These tutoring slots are open to all students.	$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maple Elementary School will increase engagement by partnering with students, staff, and the community to ensure that all student's academic and social-emotional needs are met.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was created to address State Priorities 3 (Parental Involvement), 5 (Pupil Engagement), and 6 (School Climate)
Over the past two years the number of parent, staff and student survey responses have increased dramatically. With the development of our culture and climate committee, we have also started giving our student climate survey twice a year (fall and spring). This has allowed our committee to see progress or needs for changes in tier 1 campus behavior expectations and supports. We are also focusing on engaging families through meaningful communications and events that equip our families with essential tools for supporting their students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of parents attending parent informational nights and parent response percentage on LCAP yearly survey. Source: Local Data Priority 3A (Parental Involvement) Efforts to seek parent input in decision making as measured by parents regular attendance at	23-24 School Year 10% parent attendance at parents engagement nights Parent LCAP response percentage 65%	24-25 School Year 10% parent attendance at parents engagement nights Parent LCAP response percentage 62%	25-26 School Year 16% parent attendance at parents engagement nights Parent LCAP response percentage 49%	Increase attendance to 15% for parent engagement nights Increase parent LCAP responses to 70%	25-26 School Year Equal to Baseline-parent attendance at parents engagement nights (+6%) Parent LCAP response percentage (-16% Response rate)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	our stakeholder meetings					
3.2	The % to which families "Agree/strongly agree" on the LCAP Survey feeling welcome at their child's schools Source: Local Data Priority 3B: LEA promoting parent participation in programs for low income, English Learner and foster youth students.	23-24 School Year 84.4% parents agree or strongly agree	24-25 School Year 98% parents agree or strongly agree	25-26 School Year 97% parents agree or strongly agree	Increase the % of parents agree/strongly agree to 88%.	+13.6% parents agree or strongly agree
3.3	% of parents with a student receiving special education services report that schools facilitated parent involvement as a means of improving services and results for students with disabilities Source: Local Data Priority 3C: (Parental Involvement) Participation Rate of parents for all events including unduplicated students with exceptional needs as measured by IEP attendance documentation.	23-24 School Year 100% parent participation rate in the development if IEP, 504 and SST Meetings.	24-25 School Year 100% parent participation rate in the development if IEP, 504 and SST Meetings.	25-26 School Year 100% parent participation rate in the development if IEP, 504 and SST Meetings.	Maintain 100% parent participation.	Equal to Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	% of student attendance Priority 5A (Pupil Engagement Required Metric) Source: Local Data A) School Attendance Rate as measured by Aeries Student Information System	2023-2024 as of April 2024 2023/2024 Current Data All Students- (95.1%) SED- (95%) Hispanic-(95%) English Learners-(93.8%) From our Kern Integrated Data Systems data which pulls data from Aeries and CalPads.	2024-2025 as of May 2025 Current Data All Students-(95.6%) SED- (95.7%) Hispanic-(95.2%) English Learners-(94.1%) From our Kern Integrated Data Systems data which pulls data from Aeries and CalPads.	2025-2026 as of May 2025 Current Data All Students-(96.18%) SED- (96.1%) Hispanic-(95.9%) English Learners-(95.5%) From our Kern Integrated Data Systems data which pulls data from Aeries and CalPads.	Increase All Student attendance to more than 96% and increase EL attendance to more than 95%	All Students-+1.08% SED- +1.1% Hispanic- +0.9% English Learners-+1.7%
3.5	% of chronically absent students Source: CA Dashboard and Local Data Priority 5B (Pupil Engagement Required Metric) Chronic Absenteeism Baseline as measured by Aeries Student Information System	2023-2024 CA 2023 Dashboard Data All Students - Green (7.5%) SED- Green (8.8%) English Learners- No Performance Level (19.4%) Local Current Baseline Chronically absent student rate has increased by 0.52% (11.1% Overall) according to Kern Integrated Data	2024-2025 CA 2024 Dashboard Data All Students - Orange (9.5%) SED- Red (12.5%) English Learners-No Performance Level (18.2%) Local Current Baseline Chronically absent student rate was 6.2% according to Kern Integrated Data Systems	2025-2026 CA 2025 Dashboard Data All Students - Green (7.3%) SED- Green (8.4%) English Learners-No Performance Level (20%) Local Current Baseline Chronically absent student rate was 3.48% according to Kern Integrated	Lower Chronic Absenteeism to less than 6% for all students. For EL students to less than 12%	Difference from Baseline CA Dashboard by Subgroup All Students: Decrease by 0.2% SED: Decrease by 0.4% English Learners: Increase by 0.6% Local Data Difference from Baseline Chronically absent student reduced by 7.62% from Baseline to Year 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Systems (April 2024) since the 22/23 school year By Subgroup All Students - (9.8%) SED- (11.05%) English Learners- (18.62%)	(May 2025) since the 23/24 school year By Subgroup All Students - (6.8%) SED- (8.5%) English Learners- (18.8%)	Data Systems (May 2026) By Subgroup All Students - (3.48%) SED- (4.85%) English Learners- (16.6%)		By Subgroup All Students: Decrease by 6.32% SED: Decrease by 6.2% English Learners: Decrease by 2.02%
3.6	Suspension Rate as measured by Aeries Student Information System Source: CA Dashboard and Local Data Priority 6A (School Climate Metrics)	2023 CA Dashboard Data All students- 2% (Orange) EL- 6.5% (No Performance Color) SED- 2.3% (Orange) 2023-2024 KiDS Local data All students- 2% EL- 3.7% SED- 2.21%	2024 CA Dashboard Data All students- 2% (Yellow) EL- 3% (Green) SED- 2.3% (Yellow) 2024-2025 KiDS Local data All students- 2.75% EL- 0% SED- 2.82%	2025 CA Dashboard Data All students- 2.7% (Orange) EL- 0% (No Color) SED- 2.8% (Orange) 2025-2026 KiDS Local data as of May 2026 All students- 0.3% EL- 0% SED - 0.3%	Decrease suspension for all students to lower than 1.4%	Difference from Baseline CA Dashboard by Subgroup All students- Increased by 0.7% EL- decrease 6.5% SED- Increased by 0.5% Local Data Difference from Baseline Suspension Rate is All: Decrease by 1.7% EL: Decrease by 3.4% SED: Decrease by 1.91%
3.7	% of expelled students Source: Local Data	23-24 School Year B) Expulsion Rate	24-25 School Year B) Expulsion Rate	25-26 School Year B) Expulsion Rate	Expulsion Rate - 0%	Equal to Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6B Expulsion Rate as measured by Aeries Student Information System	Current rate: 0%	Current rate: 0%	Current rate: 0%		
3.8	3 point rubric scale (Agree, Disagree, Not sure), % agree with survey questions. Source: Local Data Priority 6C Other measures- Student Climate Surveys:	2023-2024 (Spring Survey) 1. I understand and follow the school's expectations and rules. I know how I'm supposed to behave at school. Agree -97.6% Disagree -0 Not Sure - 2.4% 2. Maple staff praise students verbally or with a reward for positive behavior. This could be a verbal "great job" or a class reward sticker, Mustang Way bracelet, or Caught Being Good. Agree - 68.3% Disagree - 12.6% Not sure - 19.2% 3. I feel excited about what I am learning in school. I may not like every subject such as math, reading, history, or science, but I do like	2024-2025 (Spring Survey) 1. I understand and follow the school's expectations and rules. I know how I'm supposed to behave at school. Agree -97.1% Disagree -1.1% Not Sure - 1.7% 2. Maple staff praise students verbally or with a reward for positive behavior. This could be a verbal "great job" or a class reward sticker, Mustang Way bracelet, or Caught Being Good. Agree - 81% Disagree - 4.6% Not sure - 14.4%	2025-2026 (Spring Survey) 1. I understand and follow the school's expectations and rules. I know how I'm supposed to behave at school. Agree -95.2% Disagree -0% Not Sure - 4.8% 2. Maple staff praise students verbally or with a reward for positive behavior. This could be a verbal "great job" or a class reward sticker, Mustang Way bracelet, or Caught Being Good. Agree - 86.7% Disagree - 4.2% Not sure - 9%	Questions 1 - 7 and 9 - 14 - Decrease Disagree percentages by more than half of current percentage rates. Question 8 - Increase disagree responses by more than half of current difference from 100%	Survey Question 1: Agree- Decrease - 2.4% Disagree- Difference 0% Not Sure- Increase 2.4% Survey Question 2: Agree- Increase 18.4% Disagree- Decrease 8.4% Not Sure- Decrease 10.2% Survey Question 3: Agree- Increase 7.6% Disagree- Decrease 6.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		at least one thing I am learning about in school. Agree - 72.5% Disagree - 16.2% Not sure - 11.4% 4. I understand my teacher's learning expectations. My teacher clearly talks to us about classroom procedures and how to be successful in my classroom. Agree - 85.6% Disagree - 1.8% Not sure - 12.6% 5. I can talk to my teachers about problems I am having in class. This means if other students are bothering me, I can talk to my teacher and he or she will help me solve this problem. It also means I feel comfortable asking my teacher for help with school work when I don't understand the work.	3. I feel excited about what I am learning in school. I may not like every subject such as math, reading, history, or science, but I do like at least one thing I am learning about in school. Agree - 81.6% Disagree - 11.5% Not sure - 6.9% 4. I understand my teacher's learning expectations. My teacher clearly talks to us about classroom procedures and how to be successful in my classroom. Agree - 96.6% Disagree - 1.8% Not sure - 12.6% 5. I can talk to my teachers about problems I am having in class. This means if other	3. I feel excited about what I am learning in school. I may not like every subject such as math, reading, history, or science, but I do like at least one thing I am learning about in school. Agree - 80.1% Disagree - 9.6% Not sure - 10.2% 4. I understand my teacher's learning expectations. My teacher clearly talks to us about classroom procedures and how to be successful in my classroom. Agree - 92.8% Disagree - 1.2% Not sure - 6% 5. I can talk to my teachers about problems I am having in class. This means if other		Not Sure- Decrease 1.2% Survey Question 4: Agree- Increase 7.2% Disagree- Decrease 0.6% Not Sure- Decrease 6.6% Survey Question 5: Agree- Increase 0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Agree - 65.9% Disagree - 16.2% Not sure - 18%	students are bothering me, I can talk to my teacher and he or she will help me solve this problem. It also means I feel comfortable asking my teacher for help with school work when I don't understand the work.	students are bothering me, I can talk to my teacher and he or she will help me solve this problem. It also means I feel comfortable asking my teacher for help with school work when I don't understand the work.		Disagree- Decrease 7.2% Not Sure- Decrease 6.7%
		6. The school provides fun activities like electives if you are in middle school and other events. This includes fun dress up days, Halloween Parade, family picnics, and other fun events here at Maple. Agree - 94.6% Disagree - 1.2% Not sure - 4.2%	Agree - 76.4% Disagree - 6.9% Not sure - 16.7% 6. The school provides fun activities like electives if you are in middle school and other events. This includes fun dress up days, Halloween Parade, family picnics, and other fun events here at Maple. Agree - 97.7% Disagree - 0.6% Not sure - 1.7%	Agree - 66.3% Disagree - 9% Not sure - 24.7% 6. The school provides fun activities like electives if you are in middle school and other events. This includes fun dress up days, Halloween Parade, family picnics, and other fun events here at Maple. Agree - 94% Disagree - 1.2% Not sure - 4.8%		Survey Question 6: Agree- Decrease 0.6% Disagree- No change Not Sure- Increase 0.6%
		7. My school has a plan for working with students who do not follow the school's	7. My school has a plan for working	7. My school has a plan for working		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		expectations. If the teacher or administration know about a problem, they check into it and apply consequences if needed or have a plan to help the student make better choices. Agree - 61.7% Disagree - 21% Not sure - 17.4% 8. I stay home from school because I don't feel accepted at Maple. Sometimes there are days that I choose to not come to school because I don't feel like I have friends here and I don't feel like I belong here. Agree - 6.6% Disagree - 83.2% Not sure - 10.2% 9. The environment in the school is positive and safe. For the most part I feel like the staff	with students who do not follow the school's expectations. If the teacher or administration know about a problem, they check into it and apply consequences if needed or have a plan to help the student make better choices. Agree - 73.6% Disagree - 9.8% Not sure - 16.7% 8. I stay home from school because I don't feel accepted at Maple. Sometimes there are days that I choose to not come to school because I don't feel like I have friends here and I don't feel like I belong here. Agree - 2.9% Disagree - 85.6% Not sure - 11.5%	with students who do not follow the school's expectations. If the teacher or administration know about a problem, they check into it and apply consequences if needed or have a plan to help the student make better choices. Agree - 73.5% Disagree - 7.2% Not sure - 19.3% 8. I stay home from school because I don't feel accepted at Maple. Sometimes there are days that I choose to not come to school because I don't feel like I have friends here and I don't feel like I belong here. Agree - 4.2% Disagree - 83.7% Not sure - 12%		Survey Question 7: Agree- Increase 11.8% Disagree- Decrease 13.8% Not Sure- Increase 1.9% Survey Question 8: Agree- Decrease 2.4% Disagree- Increase 0.5% Not Sure- Increase 1.8% Survey Question 9: Agree- Increase 14.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and students are generally happy and I feel physically safe here at school. Agree - 62.9% Disagree - 19.2% Not sure - 18% 10. Students at this school are NOT teased or picked on about their physical or mental disability. Sometimes our physical bodies don't look or move exactly like everyone else and sometimes one person's brain learns differently then the next person. Students at Maple are NOT teased or picked on about looking or learning differently. Agree - 33.5% Disagree - 53.3% Not sure - 13.2% 11. Students in the school show respect for each other. For example, most students	9. The environment in the school is positive and safe. For the most part I feel like the staff and students are generally happy and I feel physically safe here at school. Agree - 72.4% Disagree - 11.5% Not sure - 16.1% 10. Students at this school are NOT teased or picked on about their physical or mental disability. Sometimes our physical bodies don't look or move exactly like everyone else and sometimes one person's brain learns differently then the next person. Students at Maple are NOT teased or picked on about looking or learning differently.	9. The environment in the school is positive and safe. For the most part I feel like the staff and students are generally happy and I feel physically safe here at school. Agree - 77.7% Disagree - 7.2% Not sure - 15.1% 10. Students at this school are NOT teased or picked on about their physical or mental disability. Sometimes our physical bodies don't look or move exactly like everyone else and sometimes one person's brain learns differently then the next person. Students at Maple are NOT teased or picked on about looking or learning differently.		Disagree- Decrease 12% Not Sure- Decrease 2.9% Survey Question 10: Agree- Increase 18.3% Disagree- Decrease 32.2% Not Sure- Increase 13.9% Survey Question 11: Agree- Increase 12.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		are kind to others and listen to each other. Agree - 51.5% Disagree - 26.3% Not sure - 22.2% 12. Students at this school try to work out their disagreements with other students by talking to them. This means talking to them in a safe way that solves problems. Agree - 44.9% Disagree - 26.9% Not sure - 28.1% 13. The staff at Maple are friendly and helpful. Agree - 81.4% Disagree - 6.6% Not sure - 12%	Agree - 39.7% Disagree - 32.3% Not sure - 28.2% 11. Students in the school show respect for each other. For example, most students are kind to others and listen to each other. Agree - 54.6% Disagree - 19% Not sure - 26.4% 12. Students at this school try to work out their disagreements with other students by talking to them. This means talking to them in a safe way that solves problems. Agree - 59.8% Disagree - 13.8% Not sure - 26.4% 13. The staff at Maple are friendly and helpful.	Agree - 51.8% Disagree - 21.1% Not sure - 27.1% 11. Students in the school show respect for each other. For example, most students are kind to others and listen to each other. Agree - 63.9% Disagree - 11.4% Not sure - 24.7% 12. Students at this school try to work out their disagreements with other students by talking to them. This means talking to them in a safe way that solves problems. Agree - 50.6% Disagree - 24.1% Not sure - 25.3% 13. The staff at Maple are friendly and helpful.		Disagree- Decrease 14.9% Not Sure- Increase 2.5% Survey Question 12: Agree- Increase 5.7% Disagree- Decrease 2.8% Not Sure- Decrease 2.8% Survey Question 13: Agree- Increase 3.5% Disagree- Decrease 1.8% Not Sure - Decrease 1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Agree - 82.8% Disagree - 6.9% Not sure - 10.3%	Agree - 84.9% Disagree - 4.8% Not sure - 10.2%		
3.9	Priority 5C: Middle School Dropout Rate Source: Local Data As measured by KiDS dropout rate data	2023-2024 at 0%	2024-2025 at 0%	2025-2026 at 0%	Maintain 0% dropout rate	Equal to baseline

Goal Analysis [2025-26]

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

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

All actions in Goal 3 were implemented, there were many successes in implementing the actions in goal 3. Some success are described below:

Successes:
Action 3.1 Community school coordinator - The part time Community School Coordinator played a vital role in bridging the gap between school, families, and community services. Throughout the year, this position actively engaged in outreach to families of chronically absent students and foster/homeless youth, connecting them with food assistance, counseling, transportation, and other essential services. We hosted our first 2 dental clinics on campus and coordinated 3 family engagement nights along with our 8 part video series.

Action 3.2 Mental Health Support - Increasing our psychologists days on campus has been transformative. She is involved in our Tier 1, 2 and 3 programs for academics and mental health/behavior supports. This year our referrals for discipline were down by 40% compared to last year.

Action 3.3 Parent and Community Engagement - Maple Elementary pulled off something quite remarkable this year for a small/rural school. We planned and produced an 8 part video series that engaged families on topics like nutrition, sleep habits, screen time and more. These videos were also paired with family activities for students to complete at home as other family night events on campus. Our attendance and engagement with families soared this school year.

Action 3.4 Student Mentorship Programs - Our program has expanded to both of our feeder high schools this year. All Tk - 2nd grade students have monthly visits from the Wasco High School Leadership students. Teacher selected 3rd - 8th grade students visit Shafter High School leadership students on their campus 5 times each year. Students often report this is the highlight of their weeks!

Action 3.5 Parent Communications - Our website and mass messaging systems have created positive outcomes for our school community and we are looking to expand our website into an app feature for this school year.

Action 3.6 Support Services for Foster and Homeless Youth - This action ensured targeted support services were provided to address the unique needs of homeless and foster youth enrolled at Maple Elementary. Efforts included identifying students in these categories early in the school year, coordinating transportation, providing access to hygiene supplies, clothing, and academic materials, and facilitating referrals to community-based mental health and social services. Staff received training to ensure compliance with McKinney-Vento and foster youth education rights. The implementation was responsive and needs-based, aiming to reduce barriers to attendance and engagement, contributing to improved educational outcomes for these vulnerable student groups.

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

There were some small material differences in our expenditures versus the budgeted amounts.

Action 3.1 - 150% spent due to additional hours of service.
*Staffing change in August of 2024 (Full time equivalent employee to part time hourly per day; 2 hours). This was due to a resignation at the beginning of the school year and expenses ended up being less than budgeted. Also, grant funding through the community schools grant program were not awarded.
Action 3.2 - 100% spent
Action 3.3 - 224% spent (over budgeted for this action item - but overage costs were reimbursed by a grant)
Action 3.4 - 55% spent (over budgeted for this action item; Feeder schools helped contribute towards the costs in this action)
Action 3.5 - 80% spent (less than planned printed communications cost)
Action 3.6 - 100% spent

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

Each action under goal 3 has brought about success in difference ways. All of the actions in Goal 3 have been effective in meeting the needs of our students, allowing for good engagement and contributing to a positive campus culture. We have seen better student survey data in relation to campus culture perceptions as well as increased student attendance and engagement. Local Connectedness Survey data showcased positive trends in a positive and healthy school climate. All actions worked together towards the effectiveness of progress toward the goal and was showcased by the data below:

Student Attendance
2025-2026 as of May 2025

Current Data
All Students- (96.18%)
SED- (96.1%)
Hispanic-(95.9%)

English Learners- (95.5%)

Chronic Absenteeism

CA 2025 Dashboard Data
All Students - Green (7.3%)
SED- Green (8.4%)
English Learners- No Performance Level (20%)

Local Current Baseline

Chronically absent student rate was 3.48% according to Kern Integrated Data Systems (May 2026)

By Subgroup
All Students - (3.48%)
SED- (4.85%)
English Learners- (16.6%)

CA 2025 Dashboard Suspension Data

2025 CA Dashboard Data
All students- 2.7% (Orange)
EL- 0% (No Color)
SED- 2.8% (Orange)

2025-2026 KiDS Local data as of May 2026
All students- 0.3%
EL- 0%

School Climate Survey Data
2025-2026 (Spring Survey)

1. I understand and follow the school's expectations and rules. I know how I'm supposed to behave at school.

Agree -95.2%
Disagree -0%
Not Sure - 4.8%

2. Maple staff praise students verbally or with a reward for positive behavior. This could be a verbal "great job" or a class reward sticker, Mustang Way bracelet, or Caught Being Good.

Agree - 86.7%
Disagree - 4.2%
Not sure - 9%

3. I feel excited about what I am learning in school. I may not like every subject such as math, reading, history, or science, but I do like at least one thing I am learning about in school.

Agree - 80.1%
Disagree - 9.6%
Not sure - 10.2%

4. I understand my teacher's learning expectations. My teacher clearly talks to us about classroom procedures and how to be successful in my classroom.

Agree - 92.8%
Disagree - 1.2%
Not sure - 6%

5. I can talk to my teachers about problems I am having in class. This means if other students are bothering me, I can talk to my teacher and he or she will help me solve this problem. It also means I feel comfortable asking my teacher for help with school work when I don't understand the work.

Agree - 66.3%
Disagree - 9%
Not sure - 24.7%

6. The school provides fun activities like electives if you are in middle school and other events. This includes fun dress up days, Halloween Parade, family picnics, and other fun events here at Maple.

Agree - 94%
Disagree - 1.2%
Not sure - 4.8%

7. My school has a plan for working with students who do not follow the school's expectations. If the teacher or administration know about a problem, they check into it and apply consequences if needed or have a plan to help the student make better choices.

Agree - 73.5%
Disagree - 7.2%
Not sure - 19.3%

8. I stay home from school because I don't feel accepted at Maple. Sometimes there are days that I choose to not come to school because I don't feel like I have friends here and I don't feel like I belong here.

Agree - 4.2%
Disagree - 83.7%
Not sure - 12%

9. The environment in the school is positive and safe. For the most part I feel like the staff and students are generally happy and I feel physically safe here at school.

Agree - 77.7%
Disagree - 7.2%
Not sure - 15.1%

10. Students at this school are NOT teased or picked on about their physical or mental disability. Sometimes our physical bodies don't look or move exactly like everyone else and sometimes one person's brain learns differently then the next person. Students at Maple are NOT teased or picked on about looking or learning differently.

Agree - 51.8%
Disagree - 21.1%
Not sure - 27.1%

11. Students in the school show respect for each other. For example, most students are kind to others and listen to each other.

Agree - 63.9%
Disagree - 11.4%
Not sure - 24.7%

12. Students at this school try to work out their disagreements with other students by talking to them. This means talking to them in a safe way that solves problems.

Agree - 50.6%
Disagree - 24.1%
Not sure - 25.3%

13. The staff at Maple are friendly and helpful.

Agree - 84.9%

Disagree - 4.8%
Not sure - 10.2%

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

Action 3.2 will be decreased to reflect a greater reliance on Restricted SPED funding due to state increases. The Psych will continue to be a full time Maple Employee (Not shared with an MOU) and one of the 5 days will be paid through restricted ELOP and SPED.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community School Coordinator	The Community School Coordinator works with our families and needy students by connecting them to crucial resources. Outreach efforts and efforts to improve school climate are important parts of this position as well as areas involving student attendance and foster/homeless youth programs. This position serves all students by engaging on campus and through multiple community avenues. Develop and coordinate programs that support student attendance and engagement. Serve as a liaison between the school, families, and community resources. Implement strategies to reduce chronic absenteeism and suspension rates. Facilitate parent and family engagement activities to create a welcoming and inclusive school environment. Support the implementation of behavior intervention plans and positive behavior supports. Collaborate with teachers, counselors, and administrators to identify and address barriers to student success. Monitor and analyze attendance and behavior data to inform decision-making and program adjustments.	$6,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Mental Health Support (School Psychologist Position)	Add an additional day where the school Psychologist is on campus to serve students. The School Psychologist has been supported through special education funding for 2 days each week. This action expands the days of service to three through LCAP funding. Tier 2 and 3 services are critical to our student population and the increased day of available support will improve student behavior outcomes as well as school climate metrics. A licensed school psychologist will be hired to provide trauma-informed care and social-emotional learning (SEL) support to students, particularly focusing on English Learners and Socioeconomically Disadvantaged students. The psychologist will implement trauma-informed care practices by identifying students affected by trauma, providing individual and group counseling, and collaborating with teachers to create a supportive classroom environment. The psychologist will also lead SEL programs, conducting weekly sessions to help students develop skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. They will conduct professional development workshops for teachers on trauma-informed practices and SEL, equipping staff with strategies to support students' emotional and mental well-being in the classroom, and organize informational sessions and workshops for parents to help them understand trauma, SEL, and how they can support their children's emotional and mental health at home. The psychologist will work closely with school administration to monitor student progress, identify additional needs, and adjust interventions as necessary. For the 25/26 school year this position will be funded as follows (Psych remains full time without MOU) LCAP - 25% ELOP - 15% Restricted General Fund - 60%	$172,430.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Parent and Community Engagement	Maple will host a variety of parent engagement nights with topics helpful to parents. Maple will also continue to focus on engaging parents through meaningful content and communication pieces.	$8,000.00	No
3.4	Student Mentorship Programs	Student Mentorship Programs in partnership with our two feeder school communities of Shafter and Wasco. Leadership students from Shafter High School will host students in grades 3 - 8 at their school for our Motivating Mustangs program. The program is geared towards students that are struggling socially or behaviorally on campus. Leadership students from Wasco High School will visit Maple students in grades TK - 2 on our campus for buddy reading time and other meaningful interactions. This will be for younger students in need of building confidence skills and stronger social skills.	$3,000.00	Yes
3.5	Parent Communications	A clear and up to date school website, mass messaging system and student information system. These will enable families to have a strong connection to the school and ensure critical items are communicated to all families.	$12,000.00	No
3.6	Support services for Homeless and Foster Youth	Meet the various needs of any homeless or foster youth at Maple.	$1,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$421,079	$14,135.00

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
13.087%	0.000%	$0.00	13.087%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental Curriculum **Need:** Identified Need: 2022-2023 CAASPP Results indicate significant gaps in ELA and Math performance, particularly for ELs and SED students. Specifically: ELA:	Interventions ensure that all students receive the support they need to bridge learning gaps identified in CAASPP results. Small-group instruction and personalized learning plans are tailored to individual needs, helping to improve overall performance specifically closing the achievement gap for EL's and SED subgroups. High-quality digital and print resources provide additional practice and enrichment opportunities for students, addressing gaps in core instruction. These resources are aligned with state standards	CASSPP State Assessment Data for Math: Metric 1.9 CASSPP State Assessment Data for ELA: Metric 1.10 Local Assessment Data for ELA and Math: Metric 1.11

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
	All Students DFS: -20.9 (yellow) ELs: -70.7 (No Performance Level) SED: -36.3 (yellow) Standard Met/Exceeded: 42% schoolwide Math: All Students DFS: -14.1 (green) ELs: -67.1 (No Performance Level) SED: -33.9 (yellow) Standard Met/Exceeded: 44% schoolwide CAST Results: 5th Grade Science: 40% Met or Exceeded 8th Grade Science: 27% Met or Exceeded Our educational partners also provided feedback that more supplemental intervention materials were needed to support students in building strong literacy skills. Partners also noted the need for additional resources to support differentiated learning and address academic deficiencies. Teachers highlighted the necessity for ongoing support for diverse learners. **Scope:** LEA-wide	and tailored to meet the needs of diverse student groups, ensuring all students have access to the tools they need to succeed. The action is being provided on a district-wide basis for all students to ensure consistency in educational support across the district. A district-wide approach ensures that best practices and successful strategies are implemented uniformly, allowing for a cohesive and comprehensive educational experience. This action will address the gap in performance between All students and these two subgroups. All students districtwide will benefit from supplemental curriculum aligned with CCSS. Increased literacy outcomes for all students will be a byproduct of this action.	
1.2	**Action:** Technology Support/Course Offering **Need:** 2022-2023 CAASPP Results indicate significant gaps in Math and Science performance, particularly for ELs and SED students. Specifically:	PLTW is a national program that provides instructors access to engaging STEM education lessons with a huge network of support and collaboration. PLTW offers a project-based learning approach that is inherently inclusive and caters to diverse learning styles. For EL students who may struggle with traditional instructional methods due to language barriers, hands-on activities and real-world applications can make	CASSPP State Assessment Data for Math: Metric 1.9 Local Assessment Data for ELA and Math: Metric 1.11 CASSPP State Assessment Data for Science: Metric 1.12

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
	Math: All Students DFS: -14.1 (green) ELs: -67.1 (No Performance Level) SED: -33.9 (yellow) Standard Met/Exceeded: 44% schoolwide CAST Results: 5th Grade Science: 40% Met or Exceeded 8th Grade Science: 27% Met or Exceeded Teachers state that access to a program like PLTW allows students more access to explore beyond their gen ed classroom because the PLTW program provides extensions and enrichment in STEM activities for these students. Educational partners have highlighted the need for targeted support to help students master essential skills and knowledge, promoting growth and success in education. There is a strong community desire to prepare students for future educational and career opportunities, emphasizing the importance of STEM education. Feedback from students and parents has highlighted the importance of using modern, engaging learning tools to enhance the educational experience. By incorporating Technology and Project Lead the Way courses, Maple Elementary School is responding directly to the needs and recommendations of its educational partners, aiming to enhance student engagement and academic success.	math concepts more accessible and comprehensible. PLTW modules are designed to integrate STEM concepts with real-world challenges and applications. This contextualized approach can resonate with low-income students who may not see the relevance of abstract math concepts to their lives. By demonstrating how math is used in fields such as engineering and technology, PLTW can increase students' motivation and engagement in learning math. The integration of technology and PLTW courses directly addresses the academic performance gaps identified in the CAASPP and CAST data for all student groups, including ELs, SED students, and Foster Youth. This is provided to all students because all of our students can benefit from PLTW enrichment opportunities which will increase performance on state assessments. Technology and PLTW courses make learning more interactive, engaging, and relevant for all students. By incorporating these elements across the entire school, all students benefit from a more dynamic and stimulating educational environment. Engaged students are more likely to participate actively in their learning, retain information better, and perform well academically. This approach helps in addressing the diverse learning needs of students, ensuring that each child finds an engaging and effective way to learn. Skills developed through PLTW courses in grades TK - 8 are beneficial to the success of all students in the ever growing digitally advanced society.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.3	**Action:** Additional Middle School Teacher Position **Need:** 2022-2023 CAASPP Results indicate significant gaps in ELA and Math performance, particularly for ELs and SED students. Specifically: ELA: All Students DFS: -20.9 (yellow) ELs: -70.7 (No Performance Level) SED: -36.3 (yellow) Standard Met/Exceeded: 42% schoolwide Math: All Students DFS: -14.1 (green) ELs: -67.1 (No Performance Level) SED: -33.9 (yellow) Standard Met/Exceeded: 44% schoolwide CAST Results: 5th Grade Science: 40% Met or Exceeded 8th Grade Science: 27% Met or Exceeded Parent, staff and student survey data has shown a need for a traditional middle school program that incorporates multiple teachers and period class rotations. Specific feedback was gathered around the lack of preparedness for all students, including low income and EL, around 8th graders not being prepared for the format and rigor of a high school environment. Middle school subject concepts can also be more rigorous than primary grades. Having	The model at Maple has been self contained classes for grades 6 through 8 historically. A 4th middle school teacher allows for a full 7 period student schedule with prep periods for each teacher and numerous elective offerings. This model will help prepare SED and EL students along with all other students for the transition to a high school educational model. This action will undoubtably help students in their performance academically and socially beyond our school site. Students will benefit from teachers focused in certain core subject areas and achievement will grow in Math, ELA and Science because of the high rigor and effective teaching in the classrooms. This action is being provided on an LEA-wide basis because all students can benefit from a smaller class size as it provides more individualized and targeted teaching based on student need.	CASSPP State Assessment Data for Math: Metric 1.9 Local Assessment Data for ELA and Math: Metric 1.11 CASSPP State Assessment Data for Science: Metric 1.12

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
	specific subject based teachers will increase student achievement in these core subject areas and improve academic outcomes. **Scope:** LEA-wide		
2.1	**Action:** Classified Staff Support Staff **Need:** EL students and SED students in Math and ELA state assessments are not performing at the same standard as all students when it comes to distance from standard on Ca State Assessments. 2022-2023 CAASPP ELA Results All Students DFS -20.9 Yellow EL's -70.7 (No Performance Level) Socioeconomic Disadvantaged -36.3 Yellow 2022-2023 CAASPP Math Results All Students -14.1 (green) EL's -67.1 (No Performance Level)	The increased support provided through two additional classroom aides will increase opportunities for small group intervention within the classrooms. This will include but is not limited to addressing fluency, phonemic awareness and comprehension gaps in SED, EL and other students as needed. Students will also receive targeted math support to meet their specific grade level needs as identified by local assessments like the STAR. Support staff can work one-on-one or in small groups with students who are struggling, providing personalized instruction that addresses specific learning gaps identified through assessments. Support staff will use strategies designed to improve both academic skills and English language proficiency, such as language scaffolding and vocabulary development exercises. Support staff will ensure that SED students have access to necessary resources, such as additional learning materials and after-school tutoring programs. By implementing additional support staff Lea-wide, Maple Elementary ensures that all students, regardless of their grade level, receive the necessary academic interventions. This helps address learning gaps early and consistently throughout their educational journey. LEA-wide interventions promote a consistent approach to	CASSPP State Assessment Data for Math: Metric 2.2 CASSPP State Assessment Data for ELA: Metric 2.1 EL Progress Rate: Metric 2.4 Reclassification Rate: Metric 2.5 Local Assessments (STAR): Metric 2.6

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
	Socioeconomic Disadvantaged -33.9 (yellow) 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 838 Socioeconomic Disadvantaged- 760 English Learners-615 Acadience Composite Scores 23/24 - 57% At/Above Benchmark Socioeconomic Disadvantaged- 53% At/Above Benchmark English Learners- 14% At/Above Benchmark 23/24 From Kern Integrated Data System (KiDS) STAR Math Average Scale Scores- 1005 Socioeconomic Disadvantaged- 991 English Learners-944 23/24 STAR ELA Average Scale Scores- 983 Socioeconomic Disadvantaged-965 English Learners-902 Feedback from educational partners, including parents, teachers, and community members, emphasized the importance of providing robust academic interventions to struggling students. They highlighted the need for additional support staff to help meet the diverse academic needs of students, particularly those from disadvantaged backgrounds. This feedback underscored the urgency of addressing performance gaps and	academic support, leading to overall improvement in school performance metrics. The identified needs from the 2022-2023 CAASPP and 2023-2024 STAR assessments highlight performance gaps across various student groups and grade levels. School-wide interventions are a targeted response to these data points, ensuring that no student is left behind. Classified support staff can work flexibly across different classrooms and grade levels, adapting their intervention strategies to meet the specific needs of students in various contexts. This model allows for scalable interventions that can be intensified or modified based on ongoing assessments and feedback, ensuring that support remains effective and relevant. Consistent support helps build student confidence and engagement, leading to a more motivated and positive student body.	

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
	ensuring equitable access to high-quality education for all students. **Scope:** LEA-wide		
2.2	**Action:** Literacy Intervention Materials (95% and Walk To Learn) **Need:** EL students and SED students in Math and ELA state assessments are not performing at the same standard as all students when it comes to distance from standard on Ca State Assessments. 2022-2023 CAASPP ELA Results All Students DFS -20.9 Yellow EL's -70.7 (No Performance Level) Socioeconomic Disadvantaged -36.3 Yellow 2022-2023 CAASPP Math Results All Students -14.1 (green) EL's -67.1 (No Performance Level)	SED and EL students that are the farthest from standard in ELA will be provided targeting intervention for phonemic awareness, fluency and comprehension. Small groups for the 95% groups will also provide a foundation for even more targeted intervention due to a low student to instructor ratio. Structured Literacy Instruction: This program provides explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, tailored to the specific needs of struggling readers. Walk to Learn involves regrouping students across grade levels based on their literacy skills. This allows for more targeted instruction that meets students at their current level of proficiency. Teachers and support staff collaborate to ensure that each student receives appropriate instruction and support, maximizing the effectiveness of the intervention. The programs incorporate strategies to enhance both literacy skills and English language proficiency, helping ELs improve their reading, writing, and speaking abilities. By implementing the 95 Percent Group and Walk to Learn programs LEA-wide, Maple Elementary School aims to provide a comprehensive and targeted literacy intervention that address the diverse needs of its students, particularly those	CASSPP State Assessment Data for Math: Metric 2.2 CASSPP State Assessment Data for ELA: Metric 2.1 EL Progress Rate: Metric 2.4 Reclassification Rate: Metric 2.5 Local Assessments (STAR): Metric 2.6

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
	Socioeconomic Disadvantaged -33.9 (yellow) 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 838 Socioeconomic Disadvantaged- 760 English Learners-615 Acadience Composite Scores 23/24 - 57% At/Above Benchmark Socioeconomic Disadvantaged- 53% At/Above Benchmark English Learners- 14% At/Above Benchmark 23/24 From Kern Integrated Data System (KiDS) STAR Math Average Scale Scores- 1005 Socioeconomic Disadvantaged- 991 English Learners-944 23/24 STAR ELA Average Scale Scores- 983 Socioeconomic Disadvantaged-965 English Learners-902 Feedback from educational partners, including parents, teachers, and community members, emphasized the importance of providing robust academic interventions to struggling students. They highlighted the need for additional support staff to help meet the diverse academic needs of students, particularly those from disadvantaged backgrounds. This feedback underscored the urgency of addressing performance gaps and	who are most vulnerable. This action ensures that all students have the opportunity to achieve literacy proficiency and succeed academically. By adopting proven programs like the 95 Percent Group and Walk to Learn, the LEA ensures that best practices in literacy instruction are applied uniformly, leading to more effective interventions and improved student outcomes.	

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
	ensuring equitable access to high-quality education for all students. **Scope:** LEA-wide		
2.3	**Action:** Walk to Learn Aide Support **Need:** EL students and SED students in Math and ELA state assessments are not performing at the same standard as all students when it comes to distance from standard on Ca State Assessments. 2022-2023 CAASPP ELA Results All Students DFS -20.9 Yellow EL's -70.7 (No Performance Level) Socioeconomic Disadvantaged -36.3 Yellow 2022-2023 CAASPP Math Results All Students -14.1 (green) EL's -67.1 (No Performance Level) Socioeconomic Disadvantaged	Classroom aides will provide individualized and small group instruction, ensuring that each student receives the targeted support they need to improve their literacy skills. The Walk to Learn programs offers structured, evidence-based interventions that address specific areas of literacy, such as phonemic awareness, phonics, and comprehension. Aides will support ELs by using strategies that enhance both literacy and language acquisition, helping them to improve their reading, writing, and speaking skills. Aides will also ensure that SED students have access to necessary resources and support, addressing academic needs. By hiring three classroom aides to support the implementation of the 95 Percent Group and Walk to Learn programs, Maple Elementary School aims to provide comprehensive, targeted literacy interventions. This action addresses the significant literacy needs identified in the CAASPP and STAR assessments and responds to feedback from educational partners. The additional support will ensure that all students, particularly those who are most vulnerable, receive the help they need to succeed academically. By implementing Walk to Learn and interventions LEA-wide, Maple Elementary School aims to provide comprehensive and targeted interventions	CASSPP State Assessment Data for Math: Metric 2.2 CASSPP State Assessment Data for ELA: Metric 2.1 EL Progress Rate: Metric 2.4 Reclassification Rate: Metric 2.5 Local Assessments (STAR): Metric 2.6

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
	-33.9 (yellow) 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 838 Socioeconomic Disadvantaged- 760 English Learners-615 Acadience Composite Scores 23/24 - 57% At/Above Benchmark Socioeconomic Disadvantaged- 53% At/Above Benchmark English Learners- 14% At/Above Benchmark 23/24 From Kern Integrated Data System (KiDS) STAR Math Average Scale Scores- 1005 Socioeconomic Disadvantaged- 991 English Learners-944 23/24 STAR ELA Average Scale Scores- 983 Socioeconomic Disadvantaged-965 English Learners-902 Feedback from educational partners, including parents, teachers, and community members, emphasized the importance of providing robust academic interventions to struggling students. They highlighted the need for additional support staff to help meet the diverse academic needs of students, particularly those from disadvantaged backgrounds. This feedback underscored the urgency of addressing performance gaps and	that address the diverse needs of its students, particularly those who are most vulnerable. This action ensures that all students have the opportunity to achieve literacy proficiency and succeed academically. By adopting proven programs like Walk to Learn, the LEA ensures that best practices in literacy instruction are applied uniformly, leading to more effective interventions and improved student outcomes.	

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
	ensuring equitable access to high-quality education for all students. **Scope:** LEA-wide		
2.5	**Action:** Tutoring Services **Need:** EL students and SED students in Math and ELA state assessments are not performing at the same standard as all students when it comes to distance from standard on Ca State Assessments. 2022-2023 CAASPP ELA Results All Students DFS -20.9 Yellow EL's -70.7 (No Performance Level) Socioeconomic Disadvantaged -36.3 Yellow 2022-2023 CAASPP Math Results All Students -14.1 (green) EL's -67.1 (No Performance Level) Socioeconomic Disadvantaged	A tutoring specialist will have specific time to work with SED and EL students on targeted academic areas. This may include homework help or specified work in standards where the students are underperforming. The 2:1 student-to-tutor ratio ensures that each student receives personalized attention, allowing tutors to tailor their instruction to meet specific needs and address gaps in understanding. The specialist will coordinate with each students general education teacher to provide the most appropriate support. The identified academic gaps in literacy and math are not confined to a single grade level within the LEA. Implementing this action LEA-wide ensures that all students who need additional support can access it, regardless of their grade or teacher they have. Implementing after-school tutoring services with a 2:1 student-to-tutor ratio on a LEA-wide basis is a strategic move to address academic gaps comprehensively, ensure access to resources, and maximize the impact of educational interventions. This approach supports vulnerable student groups effectively, leverages community feedback, and enhances program efficiency and scalability,	CASSPP State Assessment Data for Math: Metric 2.2 CASSPP State Assessment Data for ELA: Metric 2.1 EL Progress Rate: Metric 2.4 Reclassification Rate: Metric 2.5 Local Assessments (STAR): Metric 2.6

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
	-33.9 (yellow) 23/24 From Kern Integrated Data System (KiDS, Spring) STAR Early Literacy Average Scaled Scores - 838 Socioeconomic Disadvantaged- 760 English Learners-615 Acadience Composite Scores 23/24 - 57% At/Above Benchmark Socioeconomic Disadvantaged- 53% At/Above Benchmark English Learners- 14% At/Above Benchmark 23/24 From Kern Integrated Data System (KiDS) STAR Math Average Scale Scores- 1005 Socioeconomic Disadvantaged- 991 English Learners-944 23/24 STAR ELA Average Scale Scores- 983 Socioeconomic Disadvantaged-965 English Learners-902 Feedback from educational partners, including parents, teachers, and community members, emphasized the importance of providing robust academic interventions to struggling students. They highlighted the need for additional support staff to help meet the diverse academic needs of students, particularly those from disadvantaged backgrounds. This feedback underscored the urgency of addressing performance gaps and ensuring equitable access to high-quality	ultimately fostering academic success across the entire district.	

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
	education for all students. Parent Survey data showed a desire for more individualized tutoring support for struggling students. **Scope:** LEA-wide		
3.1	**Action:** Community School Coordinator **Need:** Student Attendance: 2023/2024 Attendance Data: All Students: 95.1% SED: 95% Hispanic: 95% English Learners: 93.8% 2023 Chronic Absenteeism Dashboard Data: All Students: Green (7.5%) SED: Green (8.8%) English Learners: No Performance Level (19.4%) Chronically Absent Student Rate: Increased by 0.52% (April 2024) All Students: 9.8% SED: 11.05% English Learners: 18.62% Suspension Rate: 2023 CA Dashboard Data: All Students: 2% (Orange) EL: 6.5% (No Performance Color) SED: 2.3% (Orange)	SED and EL students which struggle with chronic absenteeism more than "all students" will have targeted engagement from our community coordinator. This will include phone calls, post cards, home visits and engagement night events. The Community School Coordinator (CSC) will identify and address the root causes of chronic absenteeism by working closely with families and students. This includes home visits, personalized attendance plans, and connecting families to necessary resources. The CSC will also promote a positive school climate through engagement activities and events that foster a sense of belonging among students and parents. The CSC will connect low-income and homeless families with community resources, such as food banks, healthcare services, and housing assistance, to alleviate external stressors that can affect student attendance and performance. By coordinating with local organizations, the CSC will provide access to school supplies, clothing, and other essentials that low-income students might lack. The CSC will communicate with families regarding attendance, addressing specific barriers such as transportation, language barriers, and family engagement.	Attendance Rate- Metric 3.4 Chronic Absenteeism Rate- Metric 3.5 Suspension Rate- Metric 3.6 Local Climate Survey- Metric 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2023-2024 KiDS Local Suspension Data: All Students: 2% EL: 3.7% SED: 2.21% Feedback from educational partners, including parents, teachers, and community members, highlighted the need for improved services for struggling students, better engagement with families, and enhanced support for positive behavior. This role addresses these needs by providing dedicated resources and personnel to bridge gaps between the school, families, and the community. **Scope:** LEA-wide	Implementing the Community School Coordinator role on a LEA-wide basis ensures that all students within the district benefit from consistent support in addressing attendance, behavior, and family engagement. This approach ensures that all students, especially those from vulnerable groups, receive the necessary support to succeed academically and socially. It also allows for the sharing of best practices and resources across the district, leading to more effective and sustainable outcomes.	
3.2	**Action:** Mental Health Support (School Psychologist Position) **Need:** Student Attendance: 2023/2024 Attendance Data: All Students: 95.1% SED: 95% Hispanic: 95% English Learners: 93.8% 2023 Chronic Absenteeism Dashboard Data: All Students: Green (7.5%) SED: Green (8.8%) English Learners: No Performance Level (19.4%)	The school psychologist participate on the school climate committee which focuses on campus wide tier 1 structures. In addition, the psych serves students with IEP's and students who have been referred to tier 2 support services through SST's or other referral methods. Students that are SED and EL had higher suspension rates during the previous school year. This position is involved in behavior interventions. This action aims at providing targeted support to students dealing with trauma and mental health issues, improving their overall well-being and readiness to learn. It also equips students with essential social-emotional skills to improve their interpersonal relationships, self-regulation, and academic performance. By addressing underlying emotional and mental health issues, the program	Attendance Rate- Metric 3.4 Chronic Absenteeism Rate- Metric 3.5 Suspension Rate- Metric 3.6 Local Climate Survey- Metric 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chronically Absent Student Rate: Increased by 0.52% (April 2024) All Students: 9.8% SED: 11.05% English Learners: 18.62% Suspension Rate: 2023 CA Dashboard Data: All Students: 2% (Orange) EL: 6.5% (No Performance Color) SED: 2.3% (Orange) 2023-2024 KiDS Local Data: All Students: 2% EL: 3.7% SED: 2.21% Parent survey data requesting additional mental health resources. Staff survey data requesting more robust behavior intervention structures including tier 2 and tier 3 support. **Scope:** LEA-wide	aims to reduce chronic absenteeism and enhance the overall school climate. This is provided LEA-wide because all students benefit from good tier 1 positive behavior expectations and outcomes as well as the targeted interventions provided to struggling students. This action is being provided on and LEA wide basis because all our students can benefit from the social emotion support and to address mental health and trauma any student may experience. Addressing trauma and social-emotional needs is essential for creating a safe and supportive learning environment for all students. Engaging the entire school community, including parents and staff, in understanding and addressing students' emotional and mental health needs fosters a more supportive and inclusive school environment.	
3.4	**Action:** Student Mentorship Programs **Need:** Suspension Rate 23/24 School year shows a higher suspension rate for SED and EL students. Suspension Rate: 2023 CA Dashboard Data:	EL, SED, and other targeted students will participate in the mentorship program. These programs will help students grow in coping skills, growth mindset techniques and working towards their future goals. All of these are positive for improving behavior outcomes of students on campus.	Suspension Rate- Metric 3.6 Local Climate Survey- Metric 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All Students: 2% (Orange) EL: 6.5% (No Performance Color) SED: 2.3% (Orange) 2023-2024 KiDS Local Data: All Students: 2% EL: 3.7% SED: 2.21% Student survey data also shows the need for more students to know how to treat each other kindly on campus. Feedback from educational partners and campus behavior observations emphasized the importance of providing targeted social and behavioral support to students, particularly those facing challenges in these areas. The mentorship program was designed to align with these needs by leveraging the support and positive influence of high school students from neighboring communities. **Scope:** LEA-wide	This action is provided on an LEA-wide basis because it is a need for all students and should not just be limited to EL and SED. Implementing the Student Mentorship Program district-wide ensures that all schools can benefit from the positive outcomes observed at Maple Elementary School. By involving high school students from neighboring communities, the program promotes community engagement, fosters leadership skills among older students, and creates a supportive network across grade levels. This approach not only enhances social and behavioral support, but also strengthens community ties and encourages a culture of mentorship and collaboration within the district.	

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
3.6	**Action:** Support services for Homeless and Foster Youth **Need:** During the 23-24 year our homeless population increased by 0.1% with 2 students. Attendance has been affected by having little access to essential materials. The observed need is basic living necessities (clothing, food and healthcare resources). There is no achievement data on the homeless subgroup for Maple. The metric to monitor the effectiveness of this action will be school attendance since this is often a critical area of need for homeless and foster students due to outside barriers. Teachers and staff have highlighted the necessity for ongoing support of diverse learners. **Scope:** Limited to Unduplicated Student Group(s)	Working with families in need to give their students the needed resources to thrive. For example clothing, groceries and essential school supplies. By addressing these needs, students will be more prepared for school. Our population for foster youth and homeless has historically been 0%, but there has been recent changes.	Priority 5A/B - Pupil Engagement Metrics 3.4 and 3.5

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.

Additional concentration funding will be used to staff instructional aide support in classrooms (Goal 2, Action 1 and 3). All classes at Maple are either at the max or over the maximum count and additional aide support is necessary. During the 24/25 school year the ratio of classified support will be less students per staff due to increased aide positions.

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	1 staff to 22 students
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1 staff to 21 students

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,217,431	$421,079	13.087%	0.000%	13.087%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$546,071.00	$134,584.00	$0.00	$55,602.00	$736,257.00	$651,257.00	$85,000.00

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
1	1.1	Supplemental Curriculum	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.2	Technology Support/Course Offering	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$160,660.00	$0.00	$160,660.00				$160,660.00	
1	1.3	Additional Middle School Teacher Position	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$109,350.00	$0.00	$109,350.00				$109,350.00	
1	1.4	School Safety Improvement	All	No			All Schools	2026-27	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.5	Administrator Support Position	All	No			All Schools	2026-27	$45,602.00	$0.00				$45,602.00	$45,602.00	
1	1.6	Learning Space Improvement Projects	All	No			All Schools	2026-27	$0.00	$10,000.00				$10,000.00	$10,000.00	
2	2.1	Classified Staff Support Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$77,800.00	$0.00	$62,416.00	$15,384.00			$77,800.00	
2	2.2	Literacy Intervention Materials (95% and Walk To Learn)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$0.00	$9,000.00	$9,000.00				$9,000.00	
2	2.3	Walk to Learn Aide Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools K - 5	2026-27	$75,615.00	$0.00	$75,615.00				$75,615.00	
2	2.4	Staff Professional Development	All	No			All Schools	2026-27	$3,000.00	$2,000.00	$5,000.00				$5,000.00	
2	2.5	Tutoring Services	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.1	Community School Coordinator	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$6,800.00	$0.00	$6,800.00				$6,800.00	

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	3.2	Mental Health Support (School Psychologist Position)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$172,430.00	$0.00	$53,230.00	$119,200.00			$172,430.00	
3	3.3	Parent and Community Engagement	All	No			All Schools	2026-27	$0.00	$8,000.00	$8,000.00				$8,000.00	
3	3.4	Student Mentorship Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2026-27	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.5	Parent Communications	All	No			All Schools	2026-27	$0.00	$12,000.00	$12,000.00				$12,000.00	
3	3.6	Support services for Homeless and Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2026-27	$0.00	$1,000.00	$1,000.00				$1,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,217,431	$421,079	13.087%	0.000%	13.087%	$516,071.00	0.000%	16.040 %	**Total:**	$516,071.00
								LEA-wide Total:	$515,071.00
								Limited Total:	$1,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Supplemental Curriculum	Yes	LEA-wide	English Learners Low Income	All Schools	$20,000.00	
1	**1.2**	Technology Support/Course Offering	Yes	LEA-wide	English Learners Low Income	All Schools	$160,660.00	
1	**1.3**	Additional Middle School Teacher Position	Yes	LEA-wide	English Learners Low Income	All Schools	$109,350.00	
2	**2.1**	Classified Staff Support Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$62,416.00	
2	**2.2**	Literacy Intervention Materials (95% and Walk To Learn)	Yes	LEA-wide	English Learners Low Income	All Schools	$9,000.00	
2	**2.3**	Walk to Learn Aide Support	Yes	LEA-wide	English Learners Low Income	All Schools K - 5	$75,615.00	
2	**2.5**	Tutoring Services	Yes	LEA-wide	English Learners Low Income	All Schools	$15,000.00	
3	**3.1**	Community School Coordinator	Yes	LEA-wide	English Learners Low Income	All Schools	$6,800.00	
3	**3.2**	Mental Health Support (School Psychologist Position)	Yes	LEA-wide	English Learners Low Income	All Schools	$53,230.00	

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 (%)
3	3.4	Student Mentorship Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$3,000.00	
3	3.6	Support services for Homeless and Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$1,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$745,438.00	$780,597.00

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**	Supplemental Curriculum	Yes	$35,000.00	$35,535
1	**1.2**	Technology Support/Course Offering	Yes	$146,865.00	$153,854
1	**1.3**	Additional Middle School Teacher Position	Yes	$103,500.00	$102,022
1	**1.4**	School Safety Improvement	No	$10,000.00	$11,288
1	**1.5**	Administrator Support Position	No	$75,948.00	$79,250
1	**1.6**	Learning Space Improvement Projects	No	$10,000.00	$10,000
2	**2.1**	Classified Staff Support Staff	Yes	$60,384.00	$60,632
2	**2.2**	Literacy Intervention Materials (95% and Walk To Learn)	Yes	$7,000.00	$9,808
2	**2.3**	Walk to Learn Aide Support	Yes	$78,557.00	$89,271
2	**2.4**	Staff Professional Development	No	$12,284.00	$13,958
2	**2.5**	Tutoring Services	Yes	$15,000.00	$19,235

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	3.1	Community School Coordinator	Yes	$6,000.00	$9,245
3	3.2	Mental Health Support (School Psychologist Position)	Yes	$160,000.00	$158,953
3	3.3	Parent and Community Engagement	No	$6,000.00	$13,448
3	3.4	Student Mentorship Programs	Yes	$5,600.00	$3,100
3	3.5	Parent Communications	No	$12,300.00	$10,052
3	3.6	Support services for Homeless and Foster Youth	Yes	$1,000.00	$946

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$447,911	$522,906.00	$549,164.00	($26,258.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental Curriculum	Yes	$35,000.00	$35,535		
1	1.2	Technology Support/Course Offering	Yes	$146,865.00	$153,854		
1	1.3	Additional Middle School Teacher Position	Yes	$103,500.00	$102,022		
2	2.1	Classified Staff Support Staff	Yes	$60,384.00	$60,632		
2	2.2	Literacy Intervention Materials (95% and Walk To Learn)	Yes	$7,000.00	$9,808		
2	2.3	Walk to Learn Aide Support	Yes	$78,557.00	$89,271		
2	2.5	Tutoring Services	Yes	$15,000.00	$19,235		
3	3.1	Community School Coordinator	Yes	$6,000.00	$9,245		
3	3.2	Mental Health Support (School Psychologist Position)	Yes	$64,000.00	$65,516		
3	3.4	Student Mentorship Programs	Yes	$5,600.00	$3,100		
3	3.6	Support services for Homeless and Foster Youth	Yes	$1,000.00	$946		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,089,607	$447,911	0.00%	14.497%	$549,164.00	0.000%	17.775%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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