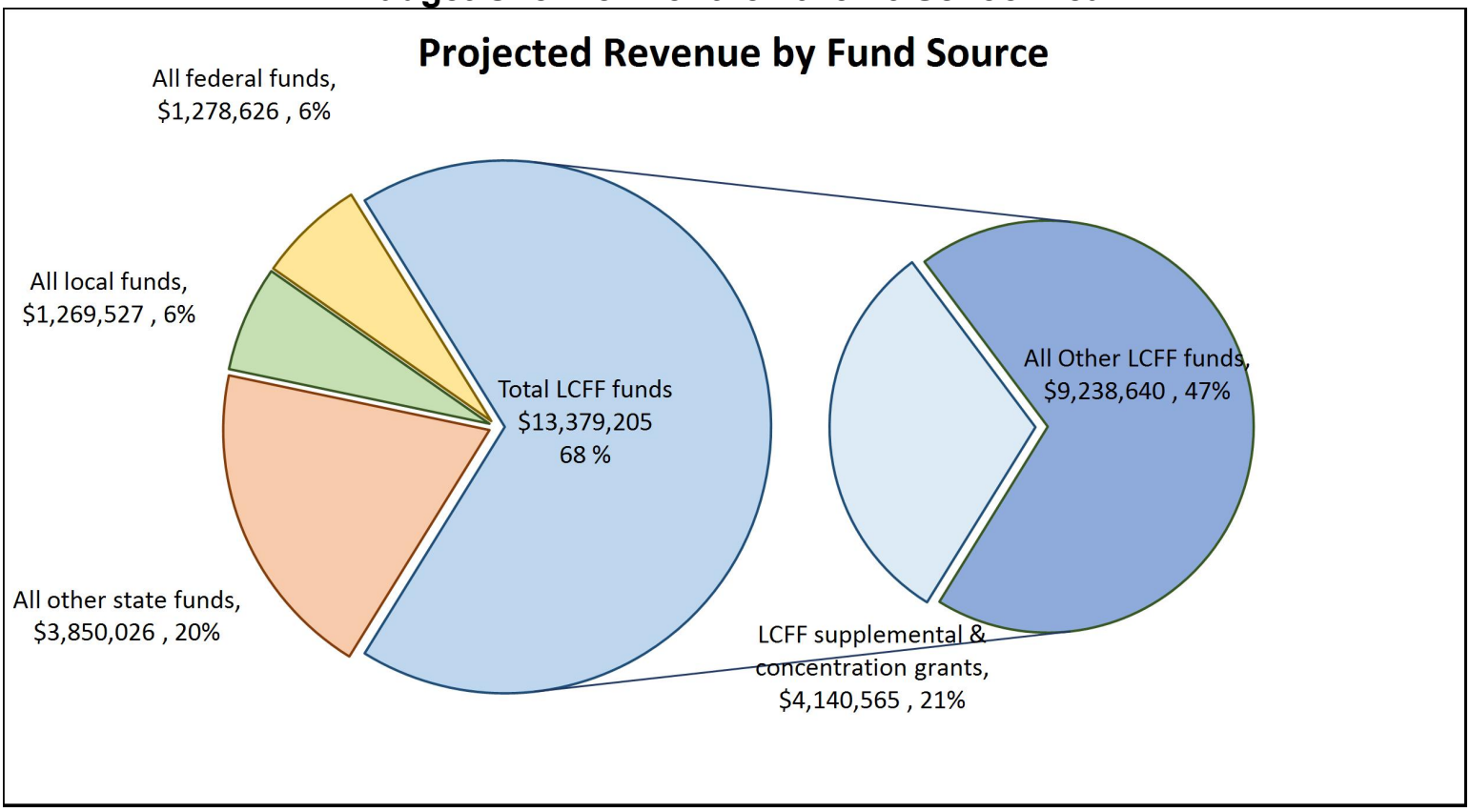
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Pixley Union Elementary
CDS Code: 54720410000000
School Year: 2025-26
LEA contact information:
Nancy Ruble
District Superintendent
nruble@pixley.k12.ca.us
559-757-5207

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

Budget Overview for the 2025-26 School Year

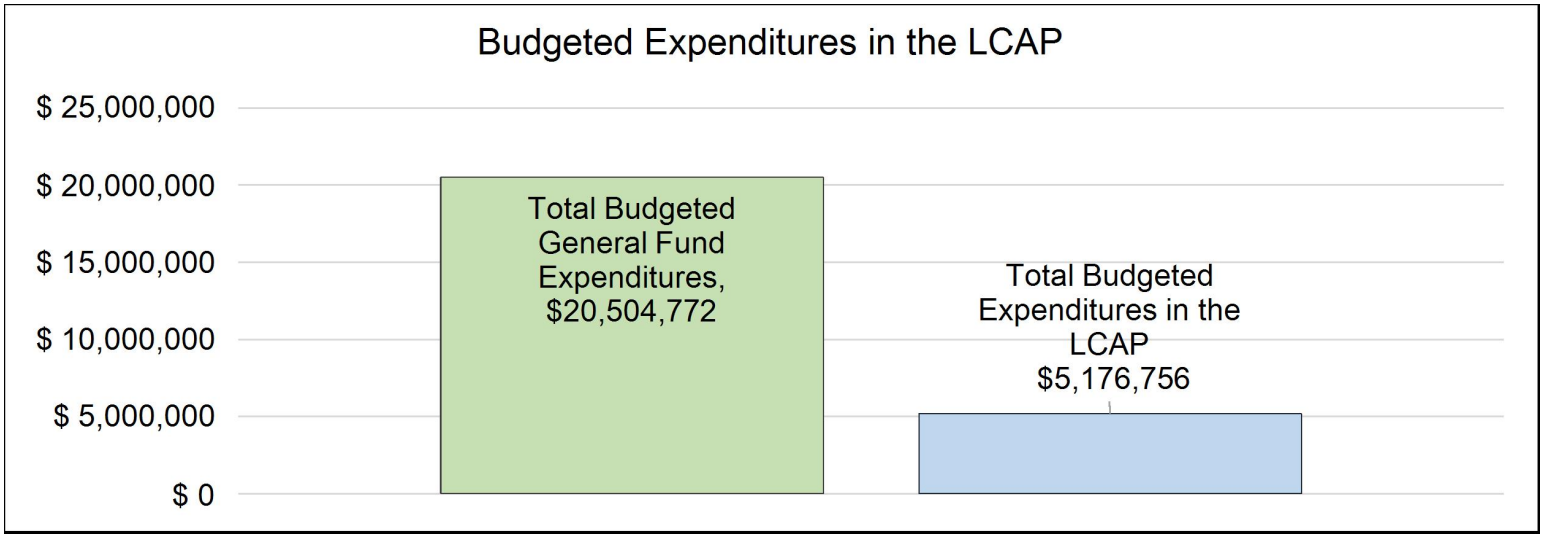


This chart shows the total general purpose revenue Pixley Union Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Pixley Union Elementary is $19,777,384, of which $13,379,205.00 is Local Control Funding Formula (LCFF), $3,850,026.00 is other state funds, $1,269,527.00 is local funds, and $1,278,626.00 is federal funds. Of the $13,379,205.00 in LCFF Funds, $4,140,565.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Pixley Union Elementary plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Pixley Union Elementary plans to spend $20,504,772.00 for the 2025-26 school year. Of that amount, $5,176,756.00 is tied to actions/services in the LCAP and $15,328,016.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

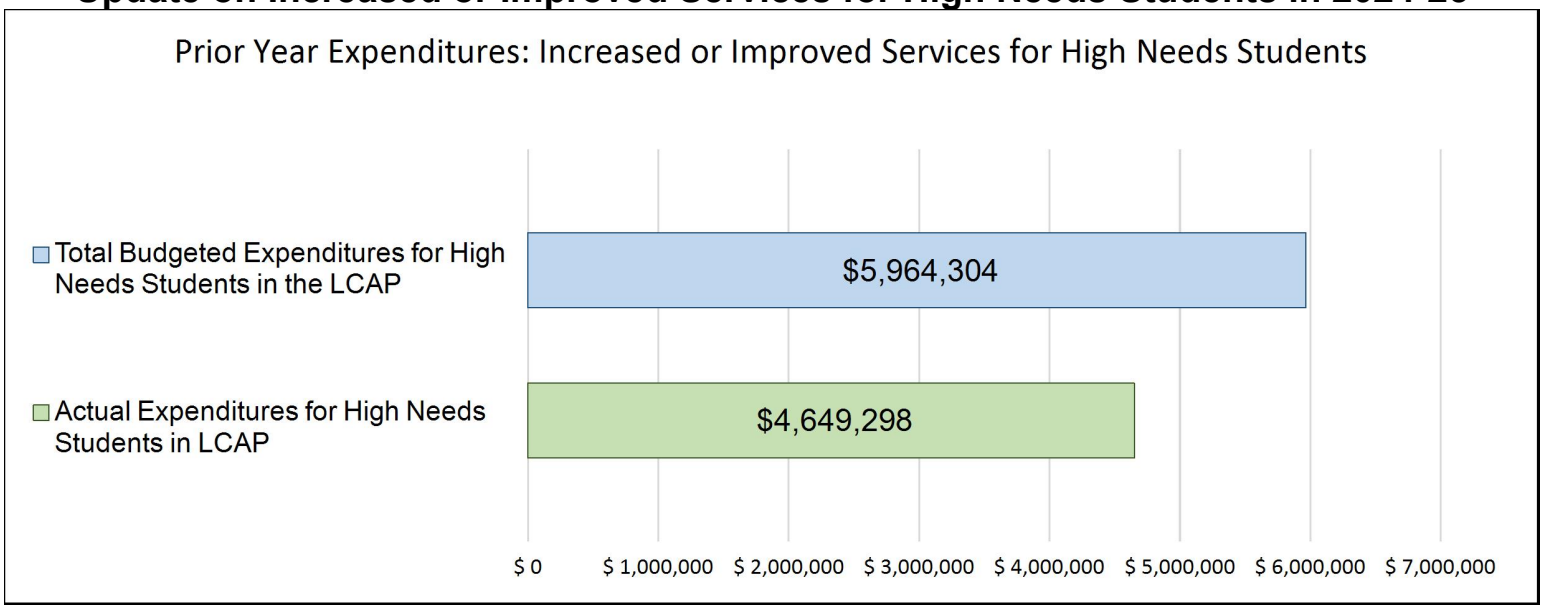
The General Fund Budget Expenditures not included in the Local Control and Accountability Plan (LCAP) generally support the overall operations of the school district but are not directly tied to specific LCAP goals. These expenditures may include costs for utilities, facility maintenance, and transportation services that are not part of LCAP-funded programs. They also cover administrative functions such as salaries and benefits for non-instructional staff, legal and audit services, and district-wide technology infrastructure. While essential to the district's day-to-day operations, these items are not required to be detailed in the LCAP unless they directly support LCAP actions or goals.

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

In 2025-26, Pixley Union Elementary is projecting it will receive $4,140,565.00 based on the enrollment of foster youth, English learner, and low-income students. Pixley Union Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Pixley Union Elementary plans to spend $5,131,756.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Pixley Union Elementary's LCAP budgeted $5,964,304.00 for planned actions to increase or improve services for high needs students. Pixley Union Elementary actually spent $4,649,298.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,315,006 had the following impact on Pixley Union Elementary’s ability to increase or improve services for high needs students:

In 2024–25, the actual expenditures for actions and services to support high needs students were less than what was originally budgeted. As a result, some planned actions were reduced in scale, delayed, or not fully implemented. While the district continued to prioritize and maintain key services for high needs students, the difference in spending limited the full execution of all planned improvements.

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
Pixley Union Elementary	Nancy Ruble District Superintendent	nruble@pixley.k12.ca.us 559-757-5207

Plan Summary [2025-26]

General Information

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

Pixley Union Elementary School District is located in the rural town of Pixley, which is part of Tulare County, California. Our community mermbers are most commonly employed in the agricultural industry, or in other industries that rely heavily on agriculture. The area is rich in local pride and history, with its early establishment as part of the Southern Pacific Railroad development in the area.

Some of the area challenges include lack of nearby employment opportunities, lack of housing availability, shortage of medical and mental health services locally, and lack of community and other social services within the city.

We operate two schools, the TK-5th grade Pixley Elementary (552 Students) and Grade 6-8 Pixley Middle School (309 Students). Both schools operate School Wide Title I Programs.

According to the December 2024 California School Dashboard, our enrollment for the 2023-24 school year was 861 students, with 97.1% of them falling into the category of Socio-Economically Disadvantaged and 14.4% of them registered as homeless. 0.1% (1) of our students are Foster Youth and 44.3% are English Learners. Additionally, 6.7% of our students are classified as Students With Disabilities, qualifying for special education services.

The Race/Ethnicity breakdown of our student body is 95.4% Hispanic, 3% white, 0.8% African American, and 0.7% Asian.

The Board of Education has established the following Commitements:

MISSION
Pixley Union School District ensures learning for every child to develop the knowledge and skills to be successful; believe it, achieve it, success for all.

VISION
Every student will achieve their maximum potential in an inspiring and challenging environment that creates strong, ethical individuals and community leaders.

CORE VALUES
We care about all Pixley students, parents, and staff.
All students, parents and staff are safe at school.
All students are provided with rigorous, standards-based instruction.
All students will develop strong reading, writing, and oral communication skills.
All parents are welcome on campus and encouraged to participate in events and the decision-making of the school and district.

BOARD PRIORITIES

Higher Standards for Students
- Communicate clear expectations
- Support teacher in holding students to a higher level of accountability
- Provide workshops for parents on the value of education

Parent Accountability and Involvement
- Parent accountability, by communicating clearly, priorities and expectations.
- Showcase student work with parent interaction
- Home visits by the administration and staff

Staff Retention
- A positive culture where staff voices are heard and valued
- Clear communication, consistent practices across staff, no biased action, and respect for all viewpoints

Social Skills & Character Development
- Social skills are modeled by staff and become part of the school culture and systems.
- PBIS: higher expectations and accountability (consequences)

Improve Reading Skills
- Ensure reading programs are sustainable and move students to the next grade level
- More reading and writing: less computer time

Reflections: Annual Performance

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

2023 District Results on the Dashboard Indicators:

ELA results show that three subgroups performed in the Yellow range (Hispanic/Homeless/Socioeconomically Disadvantaged), Students With Disabilities performed in the Orange range, and English Learners performed in the lowest, Red range. All groups increased their average scaled score between 5 and 36 scaled score points in 2023, except for English Learners, who declined 14.2 points. Overall, students scored in the Yellow range, with an increase of 3.7 average scaled score points since 2019 and 5.5 scaled score points from the 2022 dashboard results.

Math results show that 4 subgroups performed in the Orange range (Hispanic/Homeless/Socioeconomically Disadvantaged/ Students With Disabilities), and English Learners performed in the Red range. Students with Disabilities saw a 32.9 point scaled score average increase, while the other 4 groups saw declines between 5.9 and 16.4 average scaled score points in 2023. Overall, students scored in the Orange range with -90.6 points from standard, this is a decrease of 8 scaled score points from the 2019 baseline year for the LCAP and a decrease of 6.1 points from the 2022 dashboard results.

English Learner Progress Indicator results show 52.9% of students increasing a performance level or maintaining a "4" level. This is a decrease of 3.7% from 2023 and in increase of 3.2% from the last ELPI reported prior to COVID 19, in 2019
Chronic Absenteeism Indicator All groups performed within the Yellow range

Suspension Rate Indicator All Groups performed within the Orange range, except for Students with Disabilities who performed within the Red range. There was a 0.9% increase in suspensions for this group from 2022 dashboard performance.

School Site Results on the Dashboard Indicators:

Pixley Elementary:

English Language Arts- All groups performed in the Yellow range, except English Learners who declined 9.9 average scaled score points and scored within the Red range.
Mathematics- All students groups scored in the Orange range
ELPI- Scored within the Orange range
Chronic Absenteeism- All groups scored within the Yellow range
Suspension Rate- all groups scored within the Yellow range, except Students with Disabilities, who scored in the Orange level and Homeless

students, who scored in the Blue level. No groups scored within the Red range.

Pixley Middle:

English Language Arts- All groups performed in the Orange range, except English Learners who declined 21.2 average scaled score points and scored within the Red range.
Mathematics- All students groups scored in the Red range including English Learners, Hispanic, and Socioeconomically Disadvantaged. The groups declined in performance between 9 and 24.8 average scaled score points.
ELPI- Scored within the Yellow range
Chronic Absenteeism- The "All students group scored within the Yellow level while all subgroups scored within the Green range
Suspension Rate- All groups scored within the Orange range.

Local Data
Locally calculated attendance data shows an increase to over 95% attendance in 2023-2024 for the first time since Covid closures. This growth was seen across all groups and at both school sites.
BAS Reading scores showed a 1.4 year increase for students in reading intervention programs during 2023-2024.
Parent survey results showed increases across the board at the elementary level for communication, feelings of safety, relationship development, and reduced behavioral concerns on campus.

Successes

Overall, English Language Arts results increased post-COVID, and the success is that after more than a year of school closures and then constant quarantine of potential cases over the next year and a half, this marks a return to baseline. Hispanic and Socioeconomically disadvantaged students saw similar increases over this period. Last year Students with Disabilities increased 36.4 points on average and Homeless students increased 11.7 average points. 4 out of 5 subgroups saw increases in 2022-23.

In Mathematics, Students With Disabilities saw a 32.9 point average increase last year.
Chronic Absenteeism: Every subgroup saw significant improvement in attendance last year with declines between 14.6% and 25.7%. Overall Chronic Absenteeism in our district declined from 29.6% to 15.3%. This is still beyond the 8.9% pre-COVID era performance, and we plan to continue the attendance monitoring, educational, and incentive programs we have been operating these last 18 months.

Teachers appreciated the professional development and coaching in ELA and Mathematics for grades 3-8 during 2023-2024. TK teacher reported high satisfaction with TCOE partnership trainings for their program during the year.

Challenges

In analyzing state Dashboard and local data, many of our subgroups have come back to Pre-COVID 19 ELA academic levels, with the exception of English Learners who have decreased 13.9 average points in ELA and 16.1 average points in math. While their English Learner Progress Indicator is slightly higher (+3.2% since 2019), their grade level academic standards have yet to return to baseline. They fell within the Red range in both of these subject areas on the CA Dashboard.

Math, overall, is an area of focus moving forward with the new LCAP for 2025-26 with all groups losing ground in this area. Most groups saw slight decreases of less than 10 scaled score points, but Students With Disabilities has seen a 21.4 point drop, despite the great growth they made last year of 32.9 scaled score points. The Homeless subgroup also saw a significant decline in math scores with 31.4 score drop since 2019, including 10.5 points last year. As a result of this analysis, the math intervention pull out groups were not included in this year's LCAP, and a focus on math Tier One Differentiation and English Learner Development within the content areas will replace those efforts.

Professional Development: More work on integrated ELD, PLC's, and differentiating instruction/intervention were requested by teaching staff.

Suspension rates increased 1.1% overall with all subgroups last year with increasing between 0.3% and 1.1%. The Students With Disability group, in particular, continues to show suspension rates nearly twice the district average with 7.8% suspended at least one day in 2022-23. Additional behavioral intervention training has been completed with plan to train additional behavioral aides. New supports to reduce special education case loads and offer additional services for behavioral supports are included in the 2025 LCAP.

Additional training in CPI and behavioral interventions- particularly for special education students with SED and Autism spectrum behaviors is needed.

2024 District Results on the Dashboard Indicators:

ELA results show that three subgroups performed in the Orange range (English Learners, Hispanic, and SocioEconomically Disadvantaged). English Learners increased 4.2 points while Hispanic and Socioeconomically Disadvantaged maintained statistically. The remaining three subgroups performed in the Red range (Homeless, Long-Term English Learners, and Students with Disabilities). These groups declined 14.8 points (SWD) to 30.2 points (Homeless). Overall, students scored in the Orange range, statistically maintaining with a slight loss of 2.2 points average from the prior year's scores.

Math Results showed 2 subgroups in the Yellow range (Socioeconomically disadvantaged and Hispanic) with growth of approximately 10 points. There were three subgroups in the Orange range (English Learners and SWD). English Learners increased 14.4 points and SWD increased 5.2 points on average. The remaining two subgroups fell into the Red range on the Dashboard (Homeless and Long-Term English Learners) with declines of 12.4 points and 41.5 points respectively on the state test vs. the previous year. Overall, the district fell within the Yellow range for math with an average score increase of 10 points.

Chronic Absenteeism Indicator: All groups performed within the Yellow range, except Long Term English Learners- who were in the Orange Range. LTEL chronic absenteeism increased 14.8% while all other groups saw declines of 1.9% (English Learners) to 11.2% (Homeless). Overall the district fell into the Yellow range with an average decline of 4.2%.

Suspension Rate Indicator: All Groups performed within the Red range, with increases ranging from 2.1% (Hispanic) to 8.5% (Long-Term English Learners) Overall, the district was in the Red range with an increase of 2.1% from the previous year.

Local Data

Locally calculated attendance data shows maintenance of the attendance rate over 95%.
BAS Reading scores showed a 0.9 year increase for students in reading from the prior year.
Parent surveys continue to show increasing satisfaction with communication, programs, and campus safety.
Student surveys show a rise in engagement and feelings of safety on campus.

Successes

Pixley recognizes the hard work of it instructional staff and their dedication to students.
More work on integrated ELD, PLC's, and differentiating instruction/intervention were requested by teaching staff and provided this year, with intensive work on Professional Learning Communities as a system to meet staff needs for instructional planning support, data analysis, targeting interventions, and meeting diverse student needs. This work will continue in 2025-26 with a PLC focus on professional development including digging deeper into planning for student succes, differentiation, and sucessful interventions as a team.

In the area of behavior management, CPI training was completed by more than a dozen staff members this year and Autism and ADHD intervention training was done in early Fall 2024-25 for instructional aides and interested teaching staff.

English- Language Arts- English Learners were the only group to see slight increases in ELA results, but that group represents more than 40% of our student body.

Mathematics- The overall increase of 10 points on average district wide was a success and the larger increased for English Learners (14.4 points) was a nod to the work of the teaching staff embedding specific strategies supporting academic vocabulary and academic discourse within their instruction.

Challenges

English Language Arts results remaining stagnant last year is a concern. New reading screeners and interventions have been designed with the district literacy committee to address these challenges and increase early literacy rates. A special summer intervention program focused on early literacy is also planned for 2025. Long Term English LEarners, HOmeless, and Students with Disabilities will be particular areas of focus for ongoing programs.

Mathematics results for Homeless and Long Term English Learners are a focus for next year as well, with those groups declining and continuing to score far below grade level standards.

Suspensions are in issue for all subgroups, particularl at the middle school level, but both sites saw increases last year. While the overall suspension rate remains relatively low at 5.6%, the 2.1% increase shows an alarming trend to be dealt with early. Relationship based

programs at both school sites as well as additional behavioral and mental health support staff have been put in place this year to address that with mid-year results showing significant cuts in suspensions at the middle school, but increases ongoing at the elementary level.

Chronic Absenteeism continues to rise for Long Term English Learners. This is an area of concern, particularly given their academic gaps and struggles attaining English Proficiency. LTEL intervention programs are ongoing and attendance focus planned for 2025-26 school year with parents.

Declining enrollment, in the US; California; Tulare County; and specifically in Pixley USD is a concern, affecting staffing and programmatic decisions as the short-term increase in funding under COVID runs out. Pixley remains committed to analyzing program effectiveness and the overall needs of our students and to maintaining the programs and services most effective with our students.

LEARNING RECOVERY EMERGENCY BLOCK GRANT INFORMATION:

The district will have $1,338,473 in unspent Learning Recovery Block Grants at the end of the 2024-25 school year and will expend $387,128 of those funds in the 2025-26 LCAP with the remaining held in reserve for another year.
The goals/ actions identified for LREBG funding are found in : Action 1:14- maintain lower class sizes
These were chosen as allowable expenditures int he category of : Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

This is matched as an evidence based solutions to address- High intervention and diverse needs of SED, EL, and Special Education students as identified in the Educational Partners needs assessment process. Research strongly supports the idea that smaller class sizes in early grades (K-3) lead to improved academic outcomes and other benefits for students. Studies show that students in smaller classes tend to perform better on standardized tests in reading and math, and these gains can be sustained through later grades. Smaller classes also foster a more engaging learning environment, potentially leading to increased student participation and a greater likelihood of pursuing higher education.

The district will be receiving additional proposed LREBG funding as outlined as part of the Governor’s May Revision 2025-26 budget act. This proposed funding will be identified and addressed as part of the district’s 2026-27 LCAP.

Reflections: Technical Assistance

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

Pixley Union Elementary District does qualify for Differentiated Assistance for 2025-2026, 2026-2027 school years as of the December 2024 released Local Educational Agency (LEA) listing by the California Department of Education.

The district became eligible for technical assistance based on the results of Long Term English Learners, Homeless, and Students with Disabilities in the areas of academics and suspensions.

This work began before notice by the state, in Fall 2024-2025 with changes in instructional leadership staff, addition of two social workers to work with students and families, restorative practice work at the middle school, and tobacco intervention programs to prevent suspensions for those offense and support student health.

In the area of academics, our work is ongoing with an emphasis on early literacy and Long Term English Learner supports. We will be altering our reading intervention program to provide early screening and targeted interventions for students in K-2.

Additionally, the work by the teaching and administrative school teams building Professional Learning Communities will continue and be strengthened with additional, ongoing training in 2025-26. The identification of Essential Standards will drive interventions for students in grades K-8. The Curriculum, Instruction, and Assessment team is charged with monitoring performance, program direction, advising on staff development needs, and leading grade level PLC weekly meetings.

Technical Assistance is provided by Tulare County Office of Education. This includes climate and systems analysis, professional development support, and designated mentorship for improvement programs as well as ongoing monitoring as part of the improvement team.

The plan for Pixley Union includes redesign of our Literacy program, continued increased mental health services for students, and parent engagement programs for learning supports at home.
The FIA will be administered at the beginning of the 2025-26 school year, by TCOE, with the results analyzed by the leadership team for continous improvement opportunities and planning.

The LCAP actions related to our work for Differentiated Assistance are:
1.1, 1.2 contain literacy program funding
1.8, 1.9. 1.12 contain PD supports and trainer funding to maintain PLC work
2.1, 2.2, 2.4, 2.5 contain behavioral supports and mental health service staff funding
3.2 and 3.3 contain Family Resource Liaison funding and parent education to increase awareness and partnership

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
Certificated Staff (teachers and counselors)	Staff Survey via requested format of Survey Monkey- Started April 24th. Safety Committee Meetings held Aug. 28th, October 30th, Jan. 29th, Mar. 26th, April 30th, and May 28th and input used in LCAP development. CIA Committee (lead grade level teachers, intervention teachers, literacy coach, principals, superintendent, director) Input on needs from meetings on September 17th, November 19th, March 13th, and April 3rd. Literacy Committee met on February 21st and March 21st, 2025 to provide input into this data-identified area. Committee included teachers, literacy TOSA, site admin. and district admin. Counseling department meetings (counselors, vice principals, social workers, school psychologist, director) held Aug. 22nd, Sept. 16th, October 21st, December 16th, Feb. 17th, Mar 17th, Apr 21st, May 19th and input used in LCAP development PD feedback forms reviewed after First and Second Trimester trainings, November Safety PD Day, and Beginning of Year Staff PD. The data was used to inform LCAP PD actions.

Educational Partner(s)	Process for Engagement
Principals	Principals' meetings held on August 15th, Sept 19th, Oct. 17th, Nov. 21st, Dec. 10th, Jan 15th, Feb. 20th, Mar. 20th, Apr 17th, and May 15th, 2025 and input used in LCAP development. Literacy committee met on February 21st and March 21st, 2025 to provide input into this data-identified area. Committee included teachers, literacy TOSA, site admin. and district admin.
Classified Staff	Literacy committee met on February 21st and March 21st, 2025 to provide input into this data-identified area. Committee included teachers, literacy TOSA, site admin. and district admin. Staff Survey via requested format of Survey Monkey- Started April 24th, 2025
Certificated and Classfied Management (other than principals)	Leadership Team (includes Principals, Superintendent, director, and managers) meetings held on August 12th, September 9th, October 14th, November 18th, December 9th of 2024 and February 18th, April 24th, May 12th, of 2025. Input from data analysis and needs conversations used in LCAP development Student Services Team LCAP review/ Input meeting April 30th, 2025 (includes ELOP Coordinator, Student Services Coordinator, Director of EASO, Community Schools Coordinator)
Students	Student Survey opened May 1, 2025 (Grades 4-8) and received 488 responses. Superintendent's Student Advisory Meetings were held on March 7th, March 28th, April 25th, and May 23rd of 2025 or LCAP information (Grades 4-8) with input used in LCAP development and writtten response to input sent by the office of the superintendent.
Parents	Parent Survey released through the school sites and the expanded learning program on April 22, 2025

Educational Partner(s)	Process for Engagement
	DAC/ Parent Advisory Committee Parent-Teacher Organization meeting April 2025- to discuss parent concerns, student needs, and programs for 2025-2026. It included EL, SED parents (There are only 2 foster youth in the district- foster parents did not attend). The LCAP was reviewed, current actions funded, and parents were asked what to continue, stop, and start to support their child's academic development. The superintendent responded in writing via email to PAC and ELAC/DELAC feedback. English Learner Parent feedback was collected at the EL Banquet on September 26th via input cards.
DELAC	DELAC input received at meeting on 3/7/2025. DELAC reviewed the draft at their meeting in May 2025.
SSC Elementary (parents, teachers, principal, staff)	SSC meeting held in May 2025 with input used for LCAP development.
SSC Middle School (parents, teachers, principal staff)	SSC meetings held in May 2025 with input used for LCAP development.
Board of Education	February mid-year report on LCAP progress, with opportunity for Board and public input. April 22, 2025 LCAP Workshop with Board of Education- Open to Public and Public Comment June 10, 2025 Board Public Hearing with opportunity for public comment June 24, 2025 Board meeting to approve the plan, with opportunity for public comment prior to Board vote on the agenda item.
ATP/ CSEA Consultations	ATP. CSEA Labor Management Meetings held with Superintendent and management team on October 4th, 7th, November 4th, December 2nd, 16th, 2024 as well as January 27th, February 3rd, March 3rd, 10th, May 5th, 12th and input used in LCAP development. CSEA Consultations on October 7th, 2024 as well as January 27th, March 10th, and May 12th, 2025 and input used in LCAP development.

Educational Partner(s)	Process for Engagement
SELPA	SELPA Consultation was done on April 11th, 2025 with SELPA representative at the special education department meeting. The department also provided input.

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

Pixley engaged educational partners through series of ongoing in-person meetings that include specific agenda items related to ongoing academic programs/ data analysis, safety programs/ data, Specialized programs/ data, and additional open-ended prompts that allowed parents, students, staff, and community members to raise any additional areas of concern, discuss programs that were important to them/ their students, and collaboratively engage with district leadership.

The information from meeting minutes, as well as surveys sent to parents, students in grades 4-8, and all staff members- was compiled and reviewd for pattners, feedback on current programs, and previously unidentified areas of need. The leadership team then examined feedback speicific to their areas along with the executive cabinet team, in order to prioritize our available funding. School performance data was also analyzed in this process, as a way to determine priority areas.

The following areas of the LCAP were influenced by feedback provided by our educational partners:

CERTIFICATED STAFF (Teachers and Counselors)-
Continuing Professional Learning Community training, time for PLC team collaborations. (Action 1.10)
Keep smaller class sizes to allow more Tier I/ II intervention success (not LCFF funded)
Keep Art, Music, PE support staff to allow for grade level common prep times and core focus (Action 1.8)

PRINCIPALS-
Continuing to support student engagement activities (Action 2.3)
Continuing PBIS (Action 2.2)
Continuing PLC Training for teacher teams (Action 1.10)
Continuing Minimum Days for Grade level team collaboration (not LCFF funded)
Continuing with support staff teachers in Art, PE, and Music to allow for elementary collaboration and more diverse elective offerings for Middle School (Action 1.8)

DISTRICT CERTIFICATED MANAGEMENT-
Continued support for principals in Curriculum, Instruction, assessment leadership.(Actions 1.12, 1.10)
Continued PLC training for teacher grade level teams (Action 1.10)
Reading/Literacy training and program revision for Tier III interventions Grades K-2 (Actions 1.2, 1.9)

CLASSIFIED STAFF-

Continued additional staffing ratio to manage community schools, engagement events funded through LCFF (Action 2.9)
Continued efforts to engage parents (Actions 3.1, 3.2. 3.3, 3.7)
Safety trainings, improvements, and equipment (Actions 2.7, 3.8)
Professional Development program for classified staff members (Action 2.8)

CLASSIFIED MANAGEMENT-
Maintain and support Expanded Learning Program (ELOP Budget- not in LCAP)

STUDENTS-
Increased activities such as sports/elective offerings (Action 2.3), continue with ASES (ELOP- not in LCAP) and Math/ELD interventions (Action 1.2). Additional Math help needed (49.5% said it was most divfficult Subject, writing was 16.7%- 2nd most common.)

PARENTS-
EL Parent Input from Reclassification banquet showed overall concerns continue to be working with teenagers and related concerns of safety (Action 2.7), bullying, good friends, and communication (Action 3.1). Overall parents noted positives in all areas. Keeping sports, migrant program, after school programs, and studying assistance were important.

DELAC-
Academics- Parents pleased with benchmark exams and PLC collaboration work- consistent educational standards for all students. Expressed a need for math tutoring (Action 1.2), more updates on upcoming testing dates and results (ELPAC, Benchmarks, etc.) Desired increased creativity with lesson planning/ engaging students' interests and recommended principal coffee sessions with instructional updates for parents.
Technology- Parents would like students to have increased access to Chromebooks during weekends and evenings at home (K-2). They also expressed a desire for more chargers to be available for students when technology is sent home with them.
Safety- Overall- (Action 2.7)concern about school shooting incidents in the news, bullying in general, and migrant safety in our community that spills into the school environment were concerns.
Parent Engagement- (Action 3.1) Recommended more use of Parent Square, increase responses to parent emails and class dojo messages, more prompt responses from staff, improve communiscation between staff during incidents and social-emotional situations before adressing parents for a unified and clear message to be conveyed.
English Learner Supports- increase tutoring groups for students and prep for ELPAC test

SELPA-
Special Education suspensions and academic performance- in particular reading- were the primary areas of concern. Attendance has improved but suspensions were still higher than typical last year. Program support needed for new special educaiton teacher coming in next year. (Actions 1.2, 2.2, 2.4, 2.5)

LOCAL BARGAINING UNITS (ATP and CSEA)-
Classified (CSEA)- Professional Development program for classified staff to increase their ability to support programs and services. (Action 2.8)
Certificated (ATP)- Preparation time, Work hours, maintaining staffing (Not part of LCFF budgets so not in the LCAP)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a rigorous, academic program, with differentiation and support, for the success of all students.	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.

Pixley Union continues to make a commitment of high standards and academics for our students. With the high number of SocioEconomically Disadvantaged (96.9%) students and English Learners (46%), interventions, additional materials, and extended support is often needed to help students meet these standards.

In the prior 3 year LCAP plan, the district set expectations of increasing scores for each year. With the COVID epidemic, those goals were not reached but the students did return to baseline within two years with extensive support and interventions.

As of the start of this three year plan in 2024, students are scoring an average of 48.5 points below standard in English/ Language Arts on the SBAC with English Learners returning to baseline at a slower rate than the other subgroups. They remain in the red on the California School Dashboard. Students with Disabilities increased the most of the subgroups, but remain far behind their peers and in need of additional assistance.

In Mathematics, students are scoring 90.6 points below standard on average with English Learners again in the red and all other groups in the orange on the Dashboard. This is an area of high concern for our district.

English Learner Progress Indicator shows that we continue to move the majority of our students on the ELPAC to the next level, but more than 40% of our students did not increase a full level. Long Term English Learners who have been in the program more than 5 years without reclassifying as fluent continue to be an area of focus and specialized interventions to help increase these results.

Reading scores continue to show a year growth for a year of instruction on average, but there is a core group that is not increasing. Reading interventions have proven succesfull in increasing results for some of this group and additional reading interventions for students struggling with Dyslexia are a focus for research and development over the next year.

The metrics grouped together under this goal are designed to focus on the core subjects including curriculum, instruction, and program design. All areas of academic programs are grouped, including those for English Learners, Socio-Economically Disadvantaged Students, Foster Youth, and Students With Disabilities.

Additional Resources for regular day teachers, Intensive interventions for students during their regular day, and extension programs have all been analyzed to determine the best ways to provide the supports indicated in the needs assessment for these students.

Adjustments made in the 2025-26 update included a more focuased approach for professional development, with Professional Learning Communities continuing as the driving force for change and training to support the continued improvement in that area of practice. Additionally, LTRS training for a K-2 Teacher cohort to increase understanding of and efficiacy in reading Tier I and Tier II instruction as well as linages to writing.

2024 UPDATE:

According to the December 2024 CDE Dashboard:

Overall, Pixley maintained or saw slight increased in ELA and Math. Our LTEL and Students WIth Disabilities Groups saw decreases in several areas and will continue to be a focus of our work.
English Learner reclassification decreased after several years of increases, as did reclassification rates last year.

Our initial work, during the first year of our three year LCAP plan has shown some results and we look forward to continuing with the Professional Learning Community process and our focus on literacy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Sufficient access to standards-aligned instructional materials for every student. Local Indicators- CA School Dashboard	"Standard Met": Students (including English Learners, Foster Youth, Socio-Economically disadvantaged	"Standard Met": Students (including English Learners, Foster Youth, Socio-Economically		Maintain: "Standard Met": Students (including English Learners, Foster Youth, Socio-	Maintained Standard Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students, and Students With disabilities) has sufficient access to the standards-aligned instructional materials. 2023 Dashboard	disadvantaged students, and Students With disabilities) has sufficient access to the standards-aligned instructional materials. 2024 Dashboard		Economically disadvantaged students, and Students With disabilities) will have sufficient access to the standards-aligned instructional materials.	
1.2	Implementation of State Board adopted academic content standards, including ELD) in all classrooms. Local Indicators- CA School Dashboard	"Standard Met": Classrooms are implementing State Board adopted academic content standards, including ELD, through adopted materials. 2023 Dashboard	"Standard Met": Classrooms are implementing State Board adopted academic content standards, including ELD, through adopted materials. 2024 Dashboard		Maintain: "Standard Met": Classrooms are implementing State Board adopted academic content standards, including ELD, through adopted materials.	Maintained Standard Met
1.3	Access to Common Core State Standards based instruction, including ELD. Local Indicators- CA School Dashboard	"Standard Met": Students have access to Common Core Standards based instruction, including ELD Standards. 2023 Dashboard	"Standard Met": Students have access to Common Core Standards based instruction, including ELD Standards. 2024 Dashboard		Maintain: "Standard Met": Students have access to Common Core Standards based instruction, including ELD Standards.	Maintained Standard Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CAASPP ELA results CA School Dashboard	Average student scaled scores All Students - 48.5 Points Below Standard SED Students- 50.7 Points Below Standard EL Students - 86.6 Points Below Standard Foster Youth- Data Not Reported (Small Group Size) SWD - 139.4 Points Below Standard 2023 Dashboard	Average student scaled scores All Students - 50.7 Points Below Standard (Decrease 2.2 points) Hispanic Students- 52.9 Points Below Standard (Decrease 2.6 Points) SED Students- 52.5 Points Below Standard (Decrease 1.8 points) EL Students - 82.4 Points Below Standard (Increased 4.2 Points) LTEL Students- 118.4 Points Below Standard (Decrease 28.4 Points) Homeless Students- 89.8 Points Below Standard		All Students - 33.5 Points Below Standard SED Students- 35.7 Points Below Standard EL Students - 71.6 Points Below Standard Foster Youth- Data Not Reported (Small Group Size) SWD - 124.5 Points Below Standard Improvement of 5 points per year, 15 points total over 3 years of plan for all groups.	Maintained overall with a slight decrease of 2.2 points. Small increases for EL students (+4.2 points) but slight decreases for Hispanic (-2.6 points), SED -1.8 points) groups. Significant decreases for LTEL -28.4 points), Homeless (-30.2 points), and Students with Disabilities (-14.8 points) last year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Decrease 30.2 Points) Foster Youth- Data Not Reported (Small Group Size) SWD - 154.1 Points Below Standard (Decrease 14.8 points) 2024 Dashboard			
1.5	CAASPP Math results CA School Dashboard	Average student scaled score All Students - 90.6 Points Below Standard SED Students- 92.1 Points Below Standard EL Students - 117.9 Points Below Standard Foster Youth- Data Not Reported (Small Group Size) SWD - 161.6 Points Below Standard 2023 Dashboard	All Students - 80.6Points Below Standard (Increase 10 points) Hispanic Students- 82.2 Points Below Standard (Increase 10.2 Points) SED Students- 81.4 Points Below Standard (Increase 10.7 points) EL Students - 103.5 Points Below Standard (Increased 14.4 Points)		All Students - 69.6 Points Below Standard SED Students- 71.1 Points Below Standard EL Students - 94.9 Points Below Standard Foster Youth- Data Not Reported (Small Group Size) SWD - 140.6 Points Below Standard Improvement of 7 points per year, 21	Slight Increase Overall Increase of 10 points for all students. Increases for Hispanic (+10.2), SED (+10.7), EL (+14.4), and SWD (+5.2) groups. Significant decrease for LTEL (-41.5) students. Slight decrease for Homeless students (-12.4) group.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL Students- 193.4 Points Below Standard (Decrease 41.5 Points) Homeless Students- 104.6 Points Below Standard (Decrease 12.4 Points) Foster Youth- Data Not Reported (Small Group Size) SWD - 156.4 Points Below Standard (Increase 5.2 points) 2024 Dashboard		points total over 3 years of plan for all groups.	
1.6	CAASPP CAST results For Grades 5 and 8 ETS Reporting Site: https://caaspp-elpac.ets.org/	Percentage of Students Meeting or Exceeding Standards: All Students - 10.75% SED Students- 10.9% EL Students - 1.14% Foster Youth- Data Not Reported (Small Group Size)	Percentage of Students Meeting or Exceeding Standards: All Students - 17.9% (Increase of 7.15%) Hispanic Students- 17.78%		All Students - 19.75% SED Students- 19.9% EL Students - 10.14% Foster Youth- Data Not Reported (Small Group Size)	Strong Increase towards goal overall (+7.15%) Increases for Hispanic (+6.51%), SED (+7.03%) student groups. Maintained for SWD grop

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD - 0.0% (12 students) Spring 2023 Results	(Increase of 6.51%) SED Students- 17.93% (Increase of 7.03%) Homeless Students- 7.69% (prior year data not reported- small group size) EL Students - 0% (decrease of 1.14%) LTEL Students- Data Not Reported (Small Group Size) Foster Youth- Data Not Reported (Small Group Size) SWD - 0.0% (15 students) Spring 2024 Results		SWD - 9.0% (12 students) Increase of 3% per year, 9% total increase over 3 years of plan for all groups. Percentage of Students Meeting or Exceeding Standards:	Slight decrease for EL Students (-1.14%)
1.7	English Learner Proficiency Indicator (ELPI) CA School	52.7% Making Progress towards English Language proficiency.	43% Making Progress towards English Language Proficiency (Decline of 9.7%)		61.7% making progress *% of LTEL making progress	Decrease of 9.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard	*% of LTEL making progress 2023 Dashboard * LTEL data will be reported on the 2024 dashboard and a baseline and outcome established at that time.	39.6% of LTEL students made progress (New Baseline) 2024 Dashboard		Increase of 3% per year, 9% increase over 3 years of plan.	
1.8	English Learner Reclassification Rate CALPADS Report	13.4% of EL Students reclassified (54 of 403 Students) 2022-2023	7.3% (28 of 385 Students) 2023-2024 locally calculated		22.4% of EL students reclassified Increase of 3% per year, 9% increase over 3 years of plan.	Decrease of 6.1% from baseline
1.9	All Students have access to a broad course of study. Local Indicators- CA School Dashboard	"Standards Met": Students (including English Learners, Foster Youth, Socio-Economically disadvantaged students, and Students With disabilities) have access to a broad course of study. 2023 Dashboard	"Standards Met": Students (including English Learners, Foster Youth, Socio-Economically disadvantaged students, and Students With disabilities) have access to a broad course of study. 2024 Dashboard		Maintain "Standard Met": Students (including English Learners, Foster Youth, Socio-Economically disadvantaged students, and Students With disabilities) have access to a broad course of study.	Maintained Standard Met
1.10						

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12						

Goal Analysis [2024-25]

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

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

This goal was substantively implemented. Challenges include finding highly qualified staff for open positions and scheduling issues for trainings due to the high number of fog day school cancellations and rescheduling that was done.
Of particular success is the level of support offered for Professional Learning Communities with all leads being trained, numerous teaching/admin teams attending institutes, and on-site extensive training this year. Wednesday minimum days in September through June were kept reserved for PLC work at the sites. Teacher teams identified and then refined essential standards at each grade level and have already set those for their 2025-26 work. This was the first year of intensive PLC work and all of our staff worked diligently and focused on student achievement.

Action 1- Data Systems for Analysis- This action was fully implemented. Data analysis tools were utilized for intervention, student data disaggregation, and support for administration and teaching teams to have reports and utilize the data to drive instruction and program adjustments based on student needs.

Action 2 - Reading, Math, and ELD Tier II and Tier III Interventions- This action was fully implemented. There were some adjustments made throughout the year, based on the data and student needs. LTEL interventions, reading, and math site interventions were all implemented throughout the year.

Action 3 - Technology Based Instructional Tools- This action was fully implemented

Action 4 - Supplemental Instructional Materials and supplies- This action was fully implemented. Teacher and site admin. identified materials to supplement curriculum gaps were purchased throughout the year.

Action 5 - Library Programs- This action was fully implemented.

Action 6 - Designated ELD class size reduction- This action was fully implemented. Challenges included finding highly qualified staff. Success was hiring a staff member and reducing class sizes as intended.

Action 7 - Increased Special Education Staffing, addition of special education classroom- This action was fully implemented.

Action 8 - Maintain increased bilingual special education aide services- This action was fully implemented.

Action 9 - Foster/ Homeless Materials- This action was fully implemented.

Action 10 - Professional Learning Community Support staff- This action was fully implemented.

Action 11 - Professional Development- Instructional Staff- This action was fully implemented. Professional Development programs were also analyzed for evidence of effectiveness over time and instructional team evaluation to provide focus for offerings.

Action 12 - Diverse and Engaging Electives Offerings- This action was fully implemented.

Action 13 - Educational Field Trips/ Experiences- This action was fully implemented

Action 14 - Professional Development - Leadership Staff- This action was fully implemented with Instructional Leadership coaching beginning this year for both site principals.

Action 15 - Technology Infrastructure Improvements- This action was fully implemented with additions to ensure greater security with the increased amount of student performance data being held, improving access for all students/ staff to instructional tools, and increasing capacity of the system due to increased use of tech-based interventions and conferencing tools.

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.

Materials Difference occurred in the following action expenditures:

Action 1- Data Systems for Analysis- Anticipated rising costs were not fully realized, and instructional tools were narrowed down based on an analysis of instructional impact. This resulted in a savings of $49,500 in this action.

Action 2 - Reading, Math, and ELD Tier II and Tier III Interventions- Staffing throughout the year changed, which resulted in a savings for this action. The previous literacy coach retired and some instructional aide positions were unfilled for several months before finding good candidates. This resulted in a savings of $123,983 for the year.

Action 4 - Supplemental Instructional Materials and supplies- The amount of supplemental materials was less than anticipated, resulting in a savings of $42,500 for the year.

Action 5 - Library Programs- Library material costs and salaries were slightly less than anticipated. Savings result was $14,965

Action 6 - Designated ELD class size reduction- Cost of teacher salary/ benefits was less than anticipated. Resulting savings was $24,000

Action 7 - Increased Special Education Staffing, addition of special education classroom- Salaries and materials were less than anticipated due to low class size. Savings of $39,200

Action 8 - Maintain increased bilingual special education aide services- Number of extra hours salary/benefits for translation services was less than anticipated due to hiring of other bilingual staff in open positions. Savings $67,820

Action 9 - Foster/ Homeless Materials- Cost of materials and supplies was less than anticipated due to donations from other agencies/ partnerships. Savings $31,500

Action 10 - Professional Learning Community Support staff- Number of staff that attended conferences was less than planned. Savings of $35,720

Action 11 - Professional Development- Instructional Staff- Additional trainings and professional development was minimized to focus on Professional Learning Communities. Trainings that had been less effective over several years were eliminated this year, strategically, which resulted in a savings of $131,700.

Action 12 - Diverse and Engaging Electives Offerings- Unanticipated expenses to replace equipment/ update materials made this action overrun by $18,780 in expenses.

Action 13 - Educational Field Trips/ Experiences- Transportation costs were less than anticipated, and several experiences had no admissions fees so there was a savings of $52,500.

Action 14 - Professional Development - Leadership Staff- Leadership staff attended trainings that fell under Action 11, with their staff, and fewer away trainings. This resulted in a savings of $42,500

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

Overall, it is difficult to measure the effectiveness of the actions in this plan, since it is the first year of a three year plan. The data reported in the December Dashboard was from the year prior to this plan's implementation (2023-24 data). Our teacher teams and administrators report more focus on essential standards, using data to drive instruction, and professional learning communities for strategies than in prior years. We will continue to monitor action implementation and make adjustments as needed. The results on the 2025 December Dashboard should allow us more information to use in making adjustments and focus areas within the actions for this goal.

Action 1- Data Systems for Analysis- This action has not yet had an effect on ELA and Math scores, with the reported scores coming in before time to implement this plan in its first year. We look forward to 2024-2025 results to measure the first year of effectiveness in our three year plan and make any appropriate adjustments. (Metric #4 and Metric #5)

Action 2 - Reading, Math, and ELD Tier II and Tier III Interventions- This action has not yet had time to significantly impact scores as we were researching refinements in this year one of our three year plan. ELA scores did stay stable, and Math scores increased, but those were related to prior year actions. (Metric #4,Metric #5, Metric #6)

Action 3 - Technology Based Instructional Tools- This action has not yet had an effect on ELA and Math scores, with the reported scores coming in before time to implement this plan in its first year. We look forward to 2024-2025 results to measure the first year of effectiveness in our three year plan and make any appropriate adjustments. (Metric #4 and Metric #5)

Action 4 - Supplemental Instructional Materials and supplies- ELA scores were stable and student connectedness stayed at high levels, but this action has not had time to fundamentally affect those areas. (Metric #2.4)

Action 5 - Library Programs- This action has not yet had an effect on ELA scores, with the reported scores coming in before time to implement this plan in its first year. We look forward to 2024-2025 results to measure the first year of effectiveness in our three year plan and make any appropriate adjustments. (Metric #4)

Action 6- ELD/ EL reduced class size- this action saw mixed results with a decline in ELPI and Reclassifications. It is an ongoing action, carried on from prior LCAP so the 2023-24 data would have been part of its evaluation. Staffing issues with finding highly qualified teachers, teacher turnover seem to have impacted its effectiveness. The action is being removed from the LCAP for 2025-26. (Metrics #4, 6, 7 and Metric #4.4)

Action 7 - Maintain increased Special Education Staffing, addition of special education classroom- This action has not yet had an effect on ELPAC, ELA and Math scores, with the reported scores coming in before time to implement this plan in its first year. We look forward to 2024-2025 results to measure the first year of effectiveness in our three year plan and make any appropriate adjustments. (Metric #3.6)

Action 8 - Maintain increased bilingual special education aide services- Parent connectedness remains high, but this action has not yet had time to significantly affect those levels. (Metrics #4, 5, and 7)

Action 9 - Foster/ Homeless Materials- This action was effective and supported our homeless students and families. The Community Schools agency partnerships made it less expensive than anticipated, but provided more services than originally planned as well. Due to the continuing expansion of the Community Schools partnerships and outside agency supports, this action will be discontinued in 2025-26. (Metrics #2,4, and 5)

Action 10 - Professional Learning Community Support staff- This action has not yet had an effect on ELPAC, ELA and Math scores, with the reported scores coming in before time to implement this plan in its first year. We look forward to 2024-2025 results to measure the first year of effectiveness in our three year plan and make any appropriate adjustments. (Metrics #2.4, #4.1, #4.2)

Action 11 - Professional Development- Instructional Staff- Standards implementation remains high, but this action has not yet had an effect on ELA and Math scores, with the reported scores coming in before time to implement this plan in its first year. We look forward to 2024-2025 results to measure the first year of effectiveness in our three year plan and make any appropriate adjustments. (Metric #2.4)

Action 12 - Diverse and Engaging Electives Offerings- Student connectedness remains high and attendance improved. Chronic absenteeism has fallen. This action has been succesfull this year. (Metrics #4, 5, 6, and 7)

Action 13 - Educational Field Trips/ Experiences- Student engagement remains high. Effective this year. (Metric #3)

Action 14 - Professional Development - Leadership Staff- This action has not yet had an effect on ELPAC, ELA and Math scores, with the reported scores coming in before time to implement this plan in its first year. We look forward to 2024-2025 results to measure the first year of effectiveness in our three year plan and make any appropriate adjustments. (Metric #4, 5, 6)

Action 15 - Technology Infrastructure- This action was effective in gaining greater connectivity and bandwidth to support growing technology learning/ teaching tools and data tools. (Metric # 3)

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

Note: Action numbers were adjusted in the 2025-26 to reflect changes (additions, removals).

Actions here refer to 2024-25 LCAP numbering.

Action 1.2: metrics were changed because it was felt they were more indicative of the overall program effectiveness
Action 1.3: Updated to include current listing of programs identified for students supports and monitoring
Action 1.6- Designated ELD class size reduction was removed because it was not having the desired effect due to staffing changes.
Action 1.9- Homeless/Foster materials was removed as other funding was utilized for these services.
Action 1.15- Was removed as that technology need was fulfilled and a new need identified (New action 1.13).

New 2025-26 LCAP Actions
1.13- Technology maintenance and replacement cycles to maintain 1:1
1.14- Maintain reduced class sizes was added to maintain current staffing levels in grade 3 despite reduced enrollment figures to avoid combination classes and maintain lower class sizes overall in K-3 as part of DA work.

Metrics 1.10 and 1.11 were removed because the BAS test is no longer utilized and the STAR testing is inconsistent at this time.

All action budgeted expenditures were updated in alignment with 2025-26 anticipated funding.

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	Data Systems for Analysis	Maintain systems for PLC's and other instructional teams that allow for the collection, processing, formatting, and reporting of data for academic support programs so that teacher teams and align rigor with state standards and support students needing additional interventions in class or through referrals to Tier II and III. These may include programs such as: • Illuminate • STAR Reading Assessment • ReadNaturally • GoGuardian • ZOOM • Microsoft Suite • Accelerated Reader • Amira and other similar types of services. Maintain Staffing Support for program training, management, and reporting supports. • Student Services Coordinator (.5 FTE) • Technology systems, IT Support Staff (1.0 FTE) • A/R Coordinator stipends Cost for regular maintenance of student internet systems and security This action specifically addresses the following area(s) that Pixley performed in the "Red" zone on the 2023 CA School Dashboard: Pixley Middle School: Math (ALL, EL, Hispanic, SED) ALSO This action specifically addresses the following area(s) that Pixley performed in the "Red" zone on the 2024 CA School Dashboard:	$314,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PUSD Math: LTEL and Homeless Group PUSD ELA: LTEL, Homeless, and Students With Disabilities Pixley Elementary ELA- Homeless Group Pixley Middle School ELA- English Learner and LTEL Group Pixley Middle School Math- LTEL Group Pixley Middle School ELPI- EL, and LTEL students		
1.2	Reading, Math, and ELD Interventions	Provide Tier II and Tier III interventions in reading, writing, math, and ELD for students performing below grade level and not making gains in the Tier I program. This includes: Materials for interventions (student materials, manipulatives, online programs, study tools,etc.) and Staffing for direct instruction in small groups (ie. Instructional Aides, tutors) Addresses English Learner performance in ELA and Math with targeted interventions. Addresses 2024 CA Dashboard Red indicator for: -The district: ELA gruop performance for LTEL, Homeless, and SWD. Math performance for LTEL and Homeless, and ELPI performance for LTEL -Pixley Middle Red indicator on English Learner performance in ELA and ELPI. LTEL performance on ELA, Math and ELPI -Pixley Elementary Red indicator on ELA for Homeless subgroup In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	$218,883.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Technology Based Instructional Tools	The student progress monitoring and reporting programs included allow for math, reading, science, social studies, ELD and writing assessments to be given with the data collected by the system and immediately available to staff. The staffing included provides professional development for staff in these programs, helps maintain the data systems, and acts as a liaison for administration/teaching staff and the companies to trouble shoot issues without loss of instructional time. Includes: Read Live/ Read Naturally: SED/ EL Literacy Interventions Accelerated Reader license/ Renaissance platform fee: SED Literacy Development and monitoring Go Guardian: Systems security student devices ZOOM licenses: SED/ EL intervention- attendance meetings with families Microsoft Licensing for student chrome books: SED students AR Coordinator Stipends for 2023-24- SED/ EL Literacy monitoring/ reporting work Hotspots for internet acces: SED tech access to instructional tools	$49,900.00	Yes
1.4	Supplemental Instructional Materials and supplies	Supplemental materials for math, science, ELA, ELD, PE, Music, social studies core programs to support student development of grade level skills, differentiation in the classroom, engagement, and multicultural representation in instructional program. Increase classroom libraries and provide storage space for materials. Addresses EL subgroup performance in Math and ELA with additional integrated EL materials.	$121,500.00	Yes
1.5	Library Programs	Provide enriching experiences, educational materials, and recreational reading through the site library programs.	$134,422.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Includes: Supplies, books, computer licenses Staffing: Library Aides (2) Fees: ERS Library support Services		
1.6	Maintain increased Special Education Staffing, addition of special education classroom	Address the additional needs of low income special needs students and Increase FTE of special education teaching team by 1.0 to reduce caseloads and better differentiate services and address intensive behavioral needs. Provide classroom furnishings, materials, etc. for 1 additional special education room at the elementary campus. This action is designed to address the RED indicators on the 2024 Dashboard: -District Students with Disability performance in ELA	$150,375.00	Yes
1.7	Increased special education staffing: Addition of special education classroom.	Pixley's dually Identified EL/SED students show increased needs, particularly when identified in the third student grouping: as special education students, and their parents express frustration and an inability to assist them. Further partnership work with parents is needed and large caseloads preclude our special education staff from providing the parent support aspects needed by our low income and EL population. Provide a designated, bilingual Instructional Aide to facilitiate Speech/ Language online sessions, address behaviors, translate for parents, and ensure appointments are kept and timelines for IEPs are met by contracted SLP service providers.	$135,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Professional Learning Community Support staff	Maintain increased teaching staff with 1.0 FTE Music Teacher, and 2.0 PE Teachers to allow grade level teachers to meet as PLC groups and plan Tier One instruction and interventions collboratively, support new team members, increase elective offerings at the middle school and communicate with parents about student progress/needs.	$285,000.00	Yes
1.9	Professional Development-Instructional Staff	Provide quality professional development for instructional staff including site administration, teachers, and instructional aides.j • Includes PLC, Integrated and Designated ELD strategies, ELA, Math, Science, VAPA, Physical Education and other core trainings • Trainings related to differentiation, Tier One quality instruction, Grade level standards development, curriculum, assessment, instruction	$309,000.00	Yes
1.10	Diverse and Engaging Electives Offerings	Provide a selection of elective courses at the middle school that are designed to engage students in career technical fields of interest, increase technology skills, and increase their connectedness to school. Partial salary for music teacher to expand offerings at middle school. Course Materials, supplies, technology for Elective program	$39,500.00	Yes
1.11	Educational Field Trips/ Experiences	Provide experiences beyond the core instruction and materials to help students contexualize learning and engage in experiences that expand their knowledge beyond what they might otherwise be exposed to in the local community and immediate classroom. Includes Field Trips, regional academic competitions, college tours, academic speakers, on-site academic presentations, etc.	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Professional Development-Leadership Staff	Provide professional development and related materials: including 2 full day off-campus planning sessions, leadership team development activities, and training focused on supporting district, site, and student needs, as well as promoting the growth of the leadership team's skills and breadth of knowledge. Topics for 2025-26 will include: • MTSS and PLC • English Learner supports • Special Education Legal training and supports • General leadership and teamwork skills including Coaching, Communication tools, etc. • Other, Job Specific training to support systems and student success	$120,000.00	Yes
1.13	Student access to technology tools for learning	Maintain 1:1 student to device ratio of current and standardized technology tools (Chromebooks). Estimated $300,000 per year to replace on a 3-year cycle. Create Learning Space in Elementary Cafeteria with projector, camera, speakers, and screen for displaying to provide virtual field trips, parent education opportunities, and staff development with speakers virtually to gain more opportunities in our rural area.	$330,000.00	Yes
1.14	Maintain reduced class sizes	Maintain low teacher:student ratios to meet the diverse needs of the SED, EL, and Special Education students. LREBG Funding $387,128 Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma	$387,128.00	No

Action #	Title	Description	Total Funds	Contributing
		and social-emotional learning, or referrals for support for family or pupil needs. This is matched as an evidence based solutions to address- High intervention and diverse needs of SED, EL, and Special Education students as identified in the Educational Partners needs assessment process. Research strongly supports the idea that smaller class sizes in early grades (K-3) lead to improved academic outcomes and other benefits for students. Studies show that students in smaller classes tend to perform better on standardized tests in reading and math, and these gains can be sustained through later grades. Smaller classes also foster a more engaging learning environment, potentially leading to increased student participation and a greater likelihood of pursuing higher education. To be measured by CAASPP ELA and ELPAC results.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe, secure, and supportive physical and psychological environment that supports student learning and retention of highly qualified staff.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Student must have an environment conducive to learning. Our students and their families have reported increased issues with mental health, social-emotional skill issues, and a wariness of in-person schooling. A pleasant, welcoming environment with services to address these barriers is needed.
While Pixley has traditionally offered these services through the Family Resource Center and counseling programs, those programs have been overwhelmed by the higher need of recent years. Expansion of those programs and additional training is needed.

As a rural school district, it can be difficult to find highly qualified staff from the small, local hiring pool. Additionally, post COVID data shows that staff have new adaptations to make for today's students. Staff are not immune from the effects of this change in students and their families. Staff morale has suffered, with additional fatigue and stress from the sudden shifts in student needs. Highly Qualified and experienced teachers have been proven to be a primary, research based indicator of student success. Staff turnover also wastes student resources due to the need for new training, inefficiency, and confusion. Additional training, supports, and a pleasant well-maintained work environment is a vital component of keeping quality educators and support teams in the school workforce.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teachers are appropriately assigned https://calsaas.ctc.ca.gov/	100% of teachers (42/42) appropriately assigned 2022-2023 School Year	100% of teachers are appropriately assigned		100% of teachers appropriately assigned	Goal Met: Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023-2024 School year			
2.2	Teachers are fully credentialed CalSAAS report https://calsaas.ctc.ca.gov/	88.2% (37 of 42) teachers fully credentialed 2022-2023 School Year	86% (43/ 50) teachers fully credentialed 2023-2024 School Year		95% of teachers fully credentialed	decreased 2.2%
2.4	Students, parents, and teachers feel a sense of engagement/connectedness to their school. % reporting strongly agree/agree on annual Spring surveys	Students: 87.4% Parents: Engaged 92.9% Teachers: Engaged 66.7% 2023-2024 Results	Students: 75% Parents: 89% Teachers: 75% 2025 Spring Survey		Students: 92% Parents: 95.0% Teachers: 85.0%	Students- decreased 12.4% Parents- decrease 3.9% Teachers- increased 8.3%
2.5	Students, parents, and teachers feel a sense of safety at their school. % reporting strongly agree/agree on annual Spring surveys	Students: 69.5% Parents: 93.3% Teachers: 81.8 % 2023-2024 Results	Students: 67.7% Parents: 87.9% Teachers: 68.75% 2025 Spring Survey		Students: 80% Parents: 95.0% Teachers: 90.0%	Students- decreased 1.8% Parents- decreased 5.4% Teachers- decreased 13.5%
2.6	Campuses are well maintained	100% of criteria scored "Good" on FIT Report for an overall standard of Exemplary for both sites. 2023 FIT report	100% of criteria scored "Good" on FIT Report for an overall standard of Exemplary for both sites.		Maintain: 100% of criteria score Good on FIT Report for an overall standard of Exemplary for both sites.	Goal Met- Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 FIT report			
2.7						

Goal Analysis [2024-25]

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

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

This goal was substantively implemented. Challenges include finding highly qualified staff for positions, scheduling of training days with the number of fog day changes this year. Successes included an extensive training day done by local fire, law enforcement, and health service agencies in the fall that was attended by all staff. The hiring and retaining of two full-time social workers for our staff was also a success as the prior contracts with agencies had resulted in constant changes and inconsistent services.

Action 1 - Behavior Intervention Center- MS- This action was fully implemented.

Action 2 - PBIS- Positive Behavior Intervention and Supports - This action was fully implemented

Action 3 - Student Extracurricular Offerings - This action was fully implemented

Action 4 - Behavioral Aides and Supports - This action was partially implemented. Fewer aides than anticipated were interested in the additional pay and training.

Action 5 - Counseling and Mental Health Services - This action was fully implemented. Partnerships with other agencies decreased our anticipated costs in this area.

Action 6 - Small School Resource Sharing Program - This action was fully implemented.

Action 7 - Safety Training, Equipment, and Supplies - This action was fully implemented

Action 8 - Classified Staff Training- This action was partially implemented. Challenges with scheduling and additional time were issues. A new stipend structure was added to the employee contract incentivizing outside training that the employees paid for.

Action 9 - Maintain Site Beautification program and Conducive Learning Environment- This action was fully implemented

Action 10 - Staff Recognition - This action was fully implemented

Action 11 - Student Study Teams - This action was fully implemented. Overall, the number of SST meetings declined and were more focused this year, which was a success.

Action 12 - Additional Student Supervision - This action was fully implemented, although fewer noon aides were on staff for the full year due to difficulty finding part-time interest/ applicants and filling open positions.

Action 13 - Physical Health and Medical Supports- This action was fully implemented.

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.

Action 1 - Behavior Intervention Center- MS - Staffing costs were higher than anticipated. This resulted in overage of $77,441 in expenses for this action.

Action 2 - PBIS- Positive Behavior Intervention and Supports - Donations and other partnerships resulted in a savings of $83,000 in this area.

Action 3 - Student Extracurricular Offerings - Additional costs associated with 8th grade end of year trip, transportation costs, and sporting equipment needs made this area overrun $115,246.

Action 4 - Behavioral Aides and Supports - Decreased interest by existing staff in additional trainings and salary for this position resulted in fewer positions being filled than anticipated. $125,000 savings over projected costs.

Action 5 - Counseling and Mental Health Services - Community Schools partnerships with local agencies resulted in less funding need for these services. $191,500 savings in this action.

Action 6 - Small School Resource Sharing Program - The partnership agreement did not require the full cost anticipated, as other districts joined in placing students in these alternative classrooms and paid ADA for their students. TCOE also stepped in and arranged an IRC classroom instead of opening two as planned- which met the current need. This resulted in a savings of $174,000.

Action 7 - Safety Training, Equipment, and Supplies - The large scale training planned for the year was provided free of cost through a partnership with local safety agencies. It was done on a regular PD day, so there were less additional hourly staffing costs than anticipated. Other training and materials were minimal this year. Overall savings in this action was $97,000

Action 8 - Classified Staff Training - Classified staff training was minimal due to lower interest and lower staff turnover than anticipated and many trainings were done free through a partnership with the regional center and Tulare County Office of Education. Savings of $150,000 was realized.

Action 9 - Maintain Site Beautification program and Conducive Learning Environment - Costs overran $30,455.92 This was due to the 2023-24 shade structure project rolling over into 2024-25 fiscal year (summer 2024) due to construction set up delays.

Action 10 - Staff Recognition - Costs were less than anticipated with savings for end of the year event and fewer other events throughout the year. Savings of $29,000

Action 11 - Student Study Teams - Fewer student study teams were held due to other interventions picking up students during screening and PLC Tier 2 intervention work. Savings of $46,250

Action 12 - Additional Student Supervision - Savings due to open positions for the first part of the school year. $4,340

Action 13 - Physical Health and Medical Supports - Contracted service increases were less than anticipated and supply costs were down this year, resulting in a savings of $78,000

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

This is the first, implementation year, of a three year plan and we know many of the metrics show data from 2023-24. Local data for 2024-25 shows increases in many areas, but we are eagerly anticipating the state data for the 2025 CDE Dashboard to further analyze the effect of these actions. (Metrics #2.4 and #4.4)

Action 1 - Behavior Intervention Center- MS - Student suspensions have not yet decreased, but this LCAP looks at data from 2023-24 school year. Locally calculated data for 2024-25 shows a 40%+ decrease in middle school suspensions this year, showing the behavior center is having a positive impact, along with other actions in this goal. (Metrics #4.4, and #2.5)

Actions 2 and 3 - PBIS- Positive Behavior Intervention and Supports/ Student Extracurricular Offerings- Local data shows that 2024-25 suspensions fell at the middle school significantly and slightly at the elementary school. Students feeling of safety at school remained high, although we are hoping that over the three year plan, there will be more improvement in that metric. (Metrics #4.4, and #2.5)

Action 4 - Behavioral Aides and Supports- Student suspensions have not yet decreased, but this LCAP looks at data from 2023-24 school year. Locally calculated data for 2024-25 shows a 40%+ decrease in middle school suspensions this year. (Metrics #4.4, and #2.5)

Action 5 - Counseling and Mental Health Services- Highly effective: Chronic absenteeism dropped for the third year in a row. Student suspensions have not yet decreased, but this LCAP looks at data from 2023-24 school year. Locally calculated data for 2024-25 shows a 40%+ decrease in middle school suspensions this year (Metrics #4.4 and #4.2)

Action 6 - Small School Resource Sharing Program- Student suspensions have not yet decreased, but this LCAP looks at data from 2023-24 school year. Locally calculated data for 2024-25 shows a 40%+ decrease in middle school suspensions this year (Metric #4.4)

Action 7 - Safety Training, Equipment, and Supplies- These actions have not yet had a significant effect on parent and student feelings of safety. The heightened awareness has lowered staff feelings of safety, so we are working within this action to address those concerns and identify additional needs. (Metric #2.4)

Action 8 - Classified Staff Training- Connectedness ratings remain high, so this continues to be effective and an area of concern for our classified staff per stakeholder input. (Metric #2.5)

Action 9 - Maintain Site Beautification program and Conducive Learning Environment- parent engagement remains high and we continue to identify ways to make the school a more welcoming environment for all. (Metrics #2.4 and #2.6)

Action 10 - Staff Recognition- Maintaining highly qualified staff is an ongoing challenge, but we had very little turnover this year (1 retirement, 1 resignation) for our teaching staff. Finding new teachers with full credentialing interested in driving out to Pixley is still a challenge and we continue to ensure that our staff feels appreciated and respected. No staff were misassigned, so that area was succesful. (Metrics #3.3, and #2.1)

Action 11 - Student Study Teams- The reduction in the number of student study teams is seen as a success, after the program was revamped to focus on Tier One and Tier Two interventions. ELA and math scores have not yet been affected by this change and we look forward to our Spring 2025 results to determine ongoing adjustments to this action. (Metrics #1.4 and #1.5)

Action 12 - Additional Student Supervision- Student suspensions have not yet decreased, but this LCAP looks at data from 2023-24 school year. Locally calculated data for 2024-25 shows a 40%+ decrease in middle school suspensions this year. (Metric #4.4)

Action 13 - Physical Health and Medical Supports- Chronic absenteeism fell and attendance increased so this action was successful. (Metrics #4.2 and #4.1)

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.

No changes to planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Behavior Intervention Center- MS	Staff and support a behavior intervention center to support Social-Emotional learning and reduce suspensions and classroom disruptions through better management of emotional reactions and diminished unproductive/ unacceptable behaviors that impede student academic succes Addresses Red CA 2023 and 2024 Dashboard indicators for PUSD - Suspensions for Students with Disabilities Addresses Red CA 2024 Dashboard indicator for suspensions (LTEL, EL, SED, Homeless).	$238,000.00	Yes
2.2	PBIS- Positive Behavior Intervention and Supports	Support the PBIS programs at both school sites with student incentives and staffing to oversee the programs. Addresses Red CA Dashboard indicator for PUSD - Suspensions for Students with Disabilities	$110,000.00	Yes
2.3	Student Extracurricular Offerings	Develop and support extra-curricular opportunities for students that meet a wide variety of interests, engage, and provide safe after school and weekend activities.	$295,000.00	Yes
2.4	Behavioral Aides and Supports	Provide new, appropriately trained behavioral/ Instructional Assistance in classes to support behavioral analysis and implementation of behavioral plans to meet growing need area of our unduplicated student population. Increase Instructional Aide pay for new Behavioral/Instructional Aide position that now requires training/experience to increase services to students and classroom with behavioral issues. Provide ABA, CPI and other related behavioral training for staff	$222,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Addresses Red CA Dashboard indicator for PUSD - Suspensions for Students with Disabilities, LTEL, EL, Hispanic, SED, Homeless groups and Overall		
2.5	Counseling and Mental Health Services	Employ trained, qualified staff to provide mental health services and counseling to students, families and staff. Provide counseling services on campus or adjacent to support student social-emotional learning, behavior development and academic success. Addresses Red CA 2023 and 2024 Dashboard indicator for PUSD - Suspensions for Students with Disabilities. Addresses Red CA 2024 Dashboard indicator for PUSD - Suspensions for LTEL, EL, Hispanic, SED, Homeless groups and Overall	$495,000.00	Yes
2.6	Small School Resource Sharing Program	Partner with other, local small school districts to provide a wider array of classroom programs for intensive at-risk student behavioral needs and supports. Share costs of programs, provide transportation to local partner sites for students, and partner with parents of placed students to assist in supporting and transitioning succesfully back into mainstream programs.	$116,000.00	Yes
2.7	Safety Trainings, Equipment and Supplies	Provide trainings to address current issues, prepare, and partner with our entire team in the area of safety. Purchase equipment / supplies needed to increase site safety and feelings of security. Develop and maintain current systems to support safety and security on campuses.	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Classified Staff Training	Provide trainings for classified staff to advance job skills and services to students and families.	$95,000.00	Yes
2.9	Maintain Site Beautification program and Conducive Learning Environment	Keep well-maintained and visually appealing school sites, classrooms, and shared spaces. Manage the additional strain on facilities, equipment, and Maintenance teams that the additional community services, parenting workshops, expanded days, and expanded year programs place. Keep campus safe and well-maintained.	$114,885.08	Yes
2.10	Staff Recognition	Increase staff connection to school by recognizing district goal achievements, interdependence and support, and contributions towards common goals. Recognition events and awards for classified, certificated, confidential and management staff. • Employee luncheons and other events • Food for late night parent events • Staff Appreciation awards	$45,000.00	No
2.11	Student Study Teams	Manage the student study team process with support staff that organize meetings, collect and organize data, record information in Aeries, notify parents, and work with special education department in the event of a file review/ potential assessment referred by the team. Provide SST supplies (paper, copies, folders, etc.) to maintain the system of monitoring and supports.	$91,275.00	Yes
2.12	Additional Student Supervision	Maintain additional staff to supervise lunches, breaks, and recesses to maintain student safety by addressing issues proactively, handling injuries/accidents quickly, and promoting responsible behavior by students towards each other.	$56,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Physical Health Advisement and Medical Supports	Provide licensed and trained staff to operate the Healthy Start center for student health screenings, parent advisement, and injury management. Provide materials and supplies for health and accident related services as well as additional training for health team.	$387,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parents, students, and staff are engaged in shared decision making and participate in activities that bring them together to support and celebrate student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Parent engagement has declined greatly in the Post-COVID era, after many family and community members were denied access to school campuses for health/safety reasons for extended periods of time.
Returning to levels of higher parent engagement has proven to be difficult. We have repeatedly had half dozen or fewer attendees for school and district input meetings related to LCAP, Safety, and academic programs.
35.5%% of parents report attending/ participating in shared decision making opportunities.
Parent volunteers on campus is a program that has not fully returned and provides connections and relationships with the community, as well as supporting teaching teams and students.
Student centered events/ showcases continue to get higher attendance rates, though, which is a success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LEA Promotion of Parent Involvement Annual Survey	% of parents reporting attendance at one or more events. 99% of All parents attending one or more events 100% of English Learner parents	99% of all parents 99% of EL parents 100% of Foster Youth parents 99% of SED parents		100% of All parents 100% of English Learner 100% of Foster Youth 100% of Students With Disabilities'	Goal met for Foster Youth. All- maintained FY- maintained EL- decreased 1% SWD- increased 2% SED- secreased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of Foster Youth Parents 94% of Students With Disabilities' Parents 100% of Socio-Economically Disadvantaged Parents Spring 2024 Survey	96% of SWD parents 2024-25		100% of Socio-Economically Disadvantaged parents attending one or more events	2024-25
3.2	LEA Promotion of SWD Parent Involvement- IEP meeting participation	100% of SWD parents participated in scheduled IEP meetings. 2023-2024 School Year	100% 2024-25		100% of SWD parents participated in scheduled IEP meetings	Maintained 100% Goal Met
3.3	LEA Involvement of parent and staff input in decisions for LEA and each school site. Locally Calculated	7 SSC Meetings 4 ELAC Meetings 8 PTO Meetings 1 PAC Meeting 4 DELAC Meetings 2023-2024 School Year	6 SSC Meetings 3 ELAC Meetings 10 PTO Meetings 1 PAC Meeting 4 DELAC Meetings 2024-25		8 SSC Meetings 6 ELAC Meetings 10 PTO Meetings 2 PAC Meetings 4 DELAC Meetings	SSC- decreased 1 ELA- decreased 1 PTO increased 2- Met goal PAC- maintained DELAC- maintained and Met goal
3.4	LEA Involvement of staff input in decisions for LEA and each school site. Locally Calculated	7 Safety Meetings 6 Curric, Instr, Assessment (CIA) meetings 3 Expanded CIA Meetings 8 Monthly Union/ Superintendent meetings 2023-2024 School Year	7 Safety Meetings 6 CIA Meetings 6 Expanded CIA meetings (all) 10 Monthly Union Meetings		7 SafetyMeetings 6 Curric, Instr, Assess. (CIA) meetings 4 Expanded CIA Meetings 10 Monthly Union/ Superintendent meetings	Goal Met No change to safety meeting, CIA meetings Increase in Expanded CIA (+3) and Union/Supt meetings (+2)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	LEA Involvement of students in decisions for LEA at each school site. Locally Calculated	4 Student/ Superintendent Forums 9 students involved in forums 70% of LCAP Annual Gr. 3-8 student surveys returned 2023-2024 School Year	4 student/ superintendent forums 24 students involved 92% of LCAP Annual Gr. 3-8 surveys returned 2024-25		6 Student/ Supt. Forums 10 students involved in forums 80% of LCAP Annual Gr. 3-8 student surveys returned	Maintained forum meeting numbers +15 - Increased number of students 22% -Increased survey returns
3.6	Students, parents, and teachers feel a sense of engagement in their work/ school. Per Annual Survey	(agree or strongly agree on survey) 87.4% Students 92.9% Parents 66.7% Teachers Spring 2024 Survey	Students: 75% Parents: 89% Teachers: 75% 2025 Spring Survey		Students: 92% Parents: 95.0% Teachers: 85.0%	Students- decreased 11.6% Parents- decreased 3.9% Teachers- increased 8.6%
3.7	Parents attending events designed to collect input on school programs and management. Annual Parent Survey	35.5% of parents report attending one or more event to provide parent input. Spring 2024 Survey	54.3% 2025 Survey		60% of parents will attend one or more event to provide input on school programs and management.	Increased 18.8%

Goal Analysis [2024-25]

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

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

The goal was substantively implemented. Successes include the Community Services Center opening with expanded services and a large-scale guiding coalition of agencies working together with Pixley as the hub.

Action 1 - Communication Tools- This action was fully Implemented
Action 2 - Family Resource Center- This action was fully implemented
Action 3 - Parent Education Classes- This action was fully implemented
Action 4 - Leadership Committees - This action was fully implemented
Action 5 - Student Recognition- This action was fully implemented
Action 6 - Incentive Field Trips/ Experiences- This action was fully implemented.
Action 7 - Family Participation Events- This action was fully implemented.
Action 8 - Safety Training/ Materials- This action was fully implemented.

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.

Action 1 - Communication Tools- Savings of $15,000 due to fewer mailing than anticipated and greater use of electronic tools.
Action 3 - Parent Education Classes- Exceeded budget by $61,000 due to increased staffing for events.
Action 4 - Leadership Committees - Savings of $2,5000 due to use of contracted time for events, and agency sponsorships
Action 6 - Incentive Field Trips/ Experiences- Savings of $22,500 due to ASB and PTO sponsorships
Action 7 - Family Participation Events- A partnership with Save The Children assisted in providing events at no cost to the district. Savings of $3,800
Action 8 - Safety Training/ Materials- This action was over by $15,000 in expenditures due to purchase of safety materials related to SALTO electronic locks that were planned in the summer of 2024 but didn't bill until the July 2025 budget.

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

In the first year of our three year plan we are not yet seeing results on our parent survey, but we are seeing signs of growth from individual actions outside of the survey results and we are continuing to refine our actions to get the desired impact with families over the long term.

Action 1 - Communication Tools- This action has not yet increased parent and student connectedness. We are examining it to refine our work within its parameters. (Metric #6)
Action 2 - Family Resource Center- The resource center relocation left some services reduced while the building project was done this year. We anticipate great results next year from this work. (Metric #6)

Action 3 - Parent Education Classes- More than 40 parents completed the PIQE program in the Fall and an additional group in the Spring, so this was highly succesful. We anticipate growth results from families signed up to volunteer fromthis program but have not seen it yet in the survey. (Metric #6)
Action 4 - Leadership Committees - We continue to struggle to get parent involvement, but the numbers attending have been increasing. We look forward to continuing this work over the three years of the plan. (Metric #6)
Action 5 - Student Recognition- This action has not yet shown results in local survey, although numbers of surveys returned this year from parents declined greatly. (Metric #6)
Action 6 - Incentive Field Trips/ Experiences- This action has not yet shown results in local survey, although numbers of surveys returned this year from parents declined greatly. (Metric #6)
Action 7 - Family Participation Events- This action has not yet shown results in local survey, although numbers of surveys returned this year from parents declined greatly. (Metric #6)
Action 8 - Safety Training/ Materials- This action has not yet shown results in local survey, although numbers of surveys returned this year from parents declined greatly. (Metric #5)

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

There were no changes to goal, metrics, target outcomes or action language in this goal.

Changes were made to update funding, in alignment with 2025-26 budget figures.

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	Communication Tools	Website, social media, and other electronic communication services will be maintained as well as the use of mailing and posting announcements in the community to encourate engagement and broaden the reach of our information.	$35,000.00	Yes
3.2	Family Resource Center	The Family Resource Center (FRC) will be continued to provide parent liaisons to help families access educational opportunities and additional community services.	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Parent Education Classes	The district will enable parents to be active participants in their child's education by providing parent programs that inform about the systems and services available as well as ways that parents can participate and engage in their child's learning success.	$46,000.00	Yes
3.4	Leadership Committees	Provide support for site English Learner Advisory Councils and School Site Councils to encourage greater participation and support for parents attending.	$7,500.00	Yes
3.5	Student Recognition	Provide recognition materials and special events to promote student accomplishments and academic/behavioral/attendance success and engage families in the learning process.	$52,516.00	Yes
3.6	Incentive Field Trips and Experiences	Provide Incentive-based field trips and on-campus experiences to reward accomplishments in academics, behavior, and/or attendance.	$15,000.00	Yes
3.7	Family Participation Events	Provide events for families to participate on campus with their children in engaging and fun activities.	$13,500.00	Yes
3.8	Safety Training/Materials	Provide safety training and materials for all students and families to maintain a safe environment, conducive to learning.	$21,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Student attendance (including English Learners, Students With Disabilities, Socio-Economically Disadvantaged, and Foster Youth) will improve by the end of 2024-2025, according to the CDE California School Dashboard Chronic Absentee indicator, through monitoring, enforcing, supporting, and communicating the importance of good attendance and its relationship to student success.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In 2019, when the last 3 year LCAP cycle began, Chronic Absenteeism was 8.9%. Post Covid, that figure more than quadrupled with 29.4% Chronic Absenteeism in 2021-22 school year. In 2022-23, with many interventions programs in year 3 of the last plan, that figure dropped nearly in half to 15.3% for all students. All subgroups also saw great improvement in their Chronic Absenteeism rates.

The current, 2023-2024 rate is still more than double the 2019 figures for the Homeless subgroup, the SED subgroup, the English Learner subgroup, the Foster Youth Subgroup, and more than triple for the Students With Disabilities group.
This data indicates that, in spite of our improvement, there is a continued need for those programs that were implemented and ongoing focus on attendance barriers/ supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	School Average Daily Attendance Rates (Disaggregated)	2022-23 School Year 94.33% for ALL students 94.00% for Elementary 94.97% for Middle School	95.62% ALL 95.51% Elementary 95.84% Middle School		97.0% for ALL students 96.5% for Elementary 97.5% for Middle School	Increase 1.29% overall +1.51% Elementary +0.87% Middle School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		P2 Data	P2 Data			
4.2	Chronic Absentee Rates (Disaggregated) CA School Dashboard	15.3 % for ALL students 12.8 % for English Learners 15 % for Socio-Economically Disadvantaged 25 % for Foster Youth 17.3 % for Students With Disabilities 23.3% for Homeless students 2023 Dashboard	11.1 % for ALL students (decline of 4.2%) 11% for Hispanic students (decline of 3.4%) 10.9 % for English Learners (decline of 1.9%) 14.8% for LTEL (Increase 8.9%) 11.1 % for Socio-Economically Disadvantaged (decline of 4%) Foster Youth (data not reported- small group size) 15.3% for Students With Disabilities (decline of 2.1%) 12.1% for Homeless students (Decline of 11.2%) 2024 Dashboard		8.9 % for ALL students 6.0 % for English Learners 9.0 % for Socio-Economically Disadvantaged 9.0 % for Foster Youth 4.0 % for Students With Disabilities 15% for homeless students.	11.1 % for ALL students ALL Students: decline of 4.2% Hispanic students (decline of 3.4%) English Learners (decline of 1.9%) LTEL (Increase 8.9%) Socio-Economically Disadvantaged (decline of 4%) Foster Youth (data not reported- small group size) Students With Disabilities (decline of 2.1%) Homeless students (Decline of 11.2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Middle School Drop-Out Rates CALPADS report	.2% of students dropped out of school (1) (2022-23 year)	.1% of students dropped out of school (1) 2023-2024 School Year		0% of students dropping out of school	Goal not met: -0.1% One student left the district and did not enroll elsewhere. Unable to track them.
4.4	Student Suspension Rates (Disaggregated) CA School Dashboard	Students who have been suspended one time or more during the school year: 3.5 % for ALL students 2.9 % for English Learners 3.5 % for Socio-Economically Disadvantaged 7.1 % for Foster Youth 7.8 % for Students With Disabilities 1.9% for Homeless Students 2023 Dashboard	5.6 % for ALL students (increase 2.1%) 5.6% for Hispanic Students (increase 2.1%) 0% for White students (Declined 6.3%) 6.3 % for English Learners (increase 3.4%) 18.5% for LTEL students (Increase 8.5%) 5.8 % for Socio-Economically Disadvantaged (increase 2.3%) Foster Youth (data not reported- small group size) 10.8 % for Students With Disabilities (Increase 3%)		3.5 % for ALL students 2.9 % for English Learners 3.7 % for Socio-Economically Disadvantaged 0 % for Foster Youth 5.4 % for Students With Disabilities 1.9% for Homeless students (Maintain or Return to 2019 rates for all groups)	ALL students (increase 2.1%) Hispanic Students (increase 2.1%) White students (Declined 6.3%) English Learners (increase 3.4%) LTEL students (Increase 8.5%) Socio-Economically Disadvantaged (increase 2.3%) Foster Youth (data not reported- small group size)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5.3% for Homeless Students (increase 3.5%) 2024 Dashboard			Students With Disabilities (Increase 3%) Homeless Students (increase 3.5%)
4.5	Student Expulsion Rates CALPADS Report	.2% of ALL students (1) 2022-2023 School Year	.1% of ALL students (1) 2023-2024 School Year		0% Expulsion Rate	Goal not met- -0.1% 1 student expulsion due to safety issue.

Goal Analysis [2024-25]

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

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

We successfully implemented all parts of this goal and saw positive results on chronic absenteeism across the board.
Challenges included maintaining consistent follow-up practices at the sites and handling district attorney ambiguity in following up on their end.
Successes included the number of community agencies that have come together within our coalition to support families.

Action 1 - SARB Hearings - This action was fully implemented

Action 2 - Attendance Team Support - This action was fully implemented

Action 3 - Community Agency Supports - This action was fully implemented

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.

Action 1 - SARB Hearings - This action had additional costs due to an increase in contracted service hours. There were several cases that had to go to the District Attorney this year and we paid for the consultant to represent the district and present the cases. This resulted in $1,500 cost overrun.

Action 2 - Attendance Team Support - This action had additional costs associated with salary/ benefits due to rising cost of living adjustments last year in negotiations and increased benefits costs. Total of $56,140 overrun.

Action 3 - Community Agency Supports - This action had less than anticipated costs due to agency partnerships that required no additional funds from the district for services. Savings of $27,000.

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

Action 1 - SARB Hearings- This action continues to be effective in reducing Chronic Absenteeism for the third year in a row. All subgroups have seen marked reductions in students who miss 10% or more of the school year. (Metric #1 and Metric #2)

Action 2 - Attendance Team Support- This action continues to be effective in reducing Chronic Absenteeism for all subgroups in the last year. (Metric #2)

Action 3 - Community Agency Supports- This action continues to be effective in reducing Chronic Absenteeism for all subgroups in the last year. (Metric #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.

Changes in the amounts budgeted for all actions were made in alignment with current costs and most recent spending needs to accomplish those actions.

Metric 4.4- LTEL subgroup data was added to reflect new CA Dashboard reporting

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	SARB Hearings	SARB Hearings will be organized and held with additional support staff in order to reinforce site attendance efforts and provide intensive interventions for families with attendance barriers.	$3,000.00	Yes
4.2	Attendance Team Support	Timely/ Actionable Attendance data and legal supports will promote positive attendance and follow up with families struggling with attendance related issues. This includes a positive attendance campaign districtwide.	$130,000.00	Yes
4.3	Community Agency Supports	The district and sites will do home visits and engage in partnerships with community agencies to support families with intensive attendance related barriers such as food, shelter, transportation, mental health and other needs.	$100,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,140,565	$558,106

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
45.926%	2.846%	$257,013.17	48.772%

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:** Data Systems for Analysis **Need:** Our SED and EL students continue to lag behind state averages in math and ELA on the CAASPP test and in order to fully implement the research based practices of Professional Learning Communities, our teaching, admin, and intervention teams report the need for easily accessible timely and disaggregated	Provides teaching, admin, and intervention staff with easily accessible, disaggregated data to target instructional needs/ interventions, and site resources to address the needs of our SED and EL populations. The programs included allow for math, reading, science, social studies, ELD and writing assessments to be given with the data collected by the system and immediately available to staff. The staffing included provides professional	# 1.4 CAASPP ELA results # 1.5 CAASPP Math results

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
	data to analyze program impacts and adjust instruction as well as identify students for intervention program cycles. **Scope:** LEA-wide	development for staff in these programs, helps maintain the data systems, and acts as a liaison for administration/teaching staff and the companies to trouble shoot issues without loss of instructional time. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.2	**Action:** Reading, Math, and ELD Interventions **Need:** Our SED and EL students continue to score below state averages on the CAASPP ELA and Math tests and parents report difficulties in assisting them at home. In school Interventions for identified students in reading, math, writing, ELD areas will be provided in order close learning gaps and remediate learning loss from mobility, language acquisition, and other barriers. **Scope:** LEA-wide	Small group, specially designed, research based interventions will be provided to students identified using universal screening tools and interim assessments. 6 Week cycles with data analysis at the end of each cycle for determining ongoing services or exit from the specific intervention. While this is primarily directed at the needs of unduplicated students. It will be provided LEA wide with priority given to SED, EL and FY students for intervention time. It is anticipated to have the greatest effect on the unduplicated student population.	# 1.4 CAASPP ELA results # 1.5 CAASPP Math results # 1.6- ELPI Results
1.4	**Action:** Supplemental Instructional Materials and supplies	Research shows that SED and EL students often do not "see themselves" in school materials, and are unable to identify with topics/stories/instruction and unable to connect new learning to current	#2.4 % of students feeling engaged in school per annual survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Engaging and representative instructional materials. Lower math and literacy scores for unduplicated student groups and an analysis of instructional support materials showed lack of representative and culturally responsive materials/ examples. **Scope:** LEA-wide	information. Diverse materials allow students to personalize and internalize the academic content, developing their skills and also helping other students to normalize their differences and value them. They also assist teachers in developing fun, engaging activities beyond the core text materials. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#2.4 % of students feeling connected to school per annual survey
1.5	**Action:** Library Programs **Need:** SED and at risk students in Pixley typically have less access to technology learning and research tools as well as lacking internet access in many homes. Per student surveys, they have less text materials at home and less ability to access them through other means (online subscriptions, rich-local library services, etc.) in our area. Broad, interesting, and culturally representative materials and academic support programs to equalize for students who do not have text-rich home environments and access to internet and other research tools. **Scope:**	Provides anengaging environment, where a variety of interests can be met through diverse materials and lunch/ break programs. Supports academic core by providing extension activities with the library clerk and teacher partnership. By offering library programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	#1.4 CAASPP ELA Results

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
	LEA-wide		
1.8	**Action:** Professional Learning Community Support staff **Need:** Average student scaled scores in ELA SED Students- 50.7 Points Below Standard EL Students - 86.6 Points Below Standard Average student scaled score in Math SED Students- 92.1 Points Below Standard EL Students - 117.9 Points Below Standard Teachers report the need for increased shared planning time to analyze student performance, identify unduplicated student additional intervention needs, and design Tier One and Tier Two instruction with integrated strategies to support those diverse needs. There is a need for increased teacher collaboration to meet differentiation and intervention needs. **Scope:** Schoolwide	Music/PE teacher takes grade level group out for instruction, instead of the general grade level teacher, allowing grade level teachers to meet as a group, analyze data, share resources, and plan together. Allows implementation of effective PLC work. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	SBAC results: #1.4 ELA (SED, EL, SWD, FY) #1.5 Math (SED, EL, SWD, FY) #1.7 ELPAC Results (EL, LTEL)
1.9	**Action:** Professional Development- Instructional Staff	Ongoing professional development maintains instructional team skills and builds the teams' strategy toolbox to meet diverse and ever-evolving	#1.2 - Local Indicator: Implementation of Standards

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Pixley is a low income, rural school district and site/ district administration reports increased issues hiring fully credentialed and highly qualified staff. Teacher quality is a key indicator for student success and it is important that the teachers hired that are finishing their credential requirements have additional support to meet our unduplicated students' diverse needs. Once we train teachers, we want to continue to meet their needs and expand their skills to make Pixley an attractive and supportive workplace for instructional staff. We continue to need highly qualified teachers with diverse skills in differentiation for their field, and instructional aides who understand and are skilled in their roles. **Scope:** LEA-wide	student needs. Training in curriculum materials supports teacher confidence in implementation, provides deeper understanding of content standards, and retains quality staff. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	#`1.4, #1.5- CAASPP Results in ELA and Math
1.10	**Action:** Diverse and Engaging Electives Offerings **Need:** 2022-23 Chronic Absenteeism rates 12.8 % for English Learners 15 % for Socio-Economically Disadvantaged 25 % for Foster Youth 23.3% for Homeless students Families and teachers report a notable lack of examples and role models for	Diversify offerings to meet varying interests and provide technology/ CTE skills and exploration beyond what is seen in the local environment to motivate students and connect them to school. By offering expanded elective and CTE programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	#2.4 Student Survey-connectedness to school #4.1 Student Attendance-ADA % #4.2 Student Attendance-Reduction of Chronic Absenteeism

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
	socioeconomically disadvantaged and English Learner students of various careers and industries. Increase student engagement in school and career exploration activities including and beyond our local ag careers. Lack of local examples and role models for socioeconomically disadvantaged and English Learner students of various careers and industries. **Scope:** LEA-wide		
1.11	**Action:** Educational Field Trips/ Experiences **Need:** Average student scaled scores in ELA SED Students- 50.7 Points Below Standard EL Students - 86.6 Points Below Standard Average student scaled score in Math SED Students- 92.1 Points Below Standard EL Students - 117.9 Points Below StandardA Teachers report the need for EL and SED student contextualization of academic information and application of learning beyond school walls to engage. Broadening SED and EL student context and ability to connect to new learning.	Provides accesss to engaging opportunities for student to engage in concepts learned and apply the material to the larger world. Expands opportunities for students whose families may not be able to provide such enrichment on learnings due to cost, transportation, or awareness. By offering expanded learning opportunities district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	#2.4 Student survey re: engagement

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
	Our rural location and family financial constraints make these opportunities extremely limited for unduplicated students. **Scope:** LEA-wide		
1.12	**Action:** Professional Development- Leadership Staff **Need:** Average student scaled scores in ELA SED Students- 50.7 Points Below Standard EL Students - 86.6 Points Below Standard Average student scaled score in Math SED Students- 92.1 Points Below Standard EL Students - 117.9 Points Below Standard Leaders report the need for additional training to implement the instructional program changes in the LCAP designed to better support unduplicated student needs. Administrative training needed to support teaching and support staff in evidence based practices including PLC, MTSS, ELD strategies, and other systems designed to support unduplicated students and close achievement gaps. **Scope:**	Provides training support for district and site administrative staff to support initiatives that are targeted at increasing academic success for unduplicated students. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#1.4, #1.5 CAASPP Results ELA and Math (SED, EL, FY, SWD) #1.6, #1.7 ELPAC Results (EL and LTEL)

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
	LEA-wide		
1.13	**Action:** Student access to technology tools for learning **Need:** In the annual parent survey for LCAP input, approzimately 40% of our families noted that they had access to a computer and internet at home. 30% reported that they had internet but no computer. 20% use their cell phone and cell service as their only internet connection/device and 5% had nothing at home/ no service. With the large increase in online learning tools for students, our parents lack of regular mail service for communication about school events/meetings, and the need for our unduplicated students to maintain regular practice in interventions that include online components, it is imperative to ensure all our students have equitable tools for learning and to maintain those tools. **Scope:** LEA-wide	Ensures all students have devices with the minimum capacity to run learning programs and access internet for research and communication purposes. Maintains those as working devices by rotating as they become obsolete, damaged, etc. This will ensure that all our students have equitable access to the full course of study, including online resources and materials provided as part of the core and intervention programs. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.3 - Access to Broad Course of Study
2.1	**Action:** Behavior Intervention Center- MS **Need:** Unduplicated students are highly represented in discipline and behavioral counseling referral statistics for our sites. Behavioral issues, mental health issues, and school avoidance issues are showing up in disproportionate	Provides intervention staff and location for services to handle mental health/ SEL related behavioral issues and avoid suspension. They will work with targeted students and families on implementing substitute, positive behaviors and providing counseling in a timely way to immediately address issues and avoid prolonged learning disruptions.	#4.4 % of students suspended decrease #2.4 Student connectedness/ engagement at school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	numbers in our English Learner youth, specifically. Foster students and parents report a need for additional interventions to manage behaviors due to trauma. **Scope:** LEA-wide	In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	
2.2	**Action:** PBIS- Positive Behavior Intervention and Supports **Need:** Addressing increased anxiety, behavior concerns, bullying reports, and overall campus safety concerns as reported by parents of unduplicated students in survey results and seen in suspension and referral data. **Scope:** LEA-wide	Reduces behavioral issues, that are creating increased concerns for unduplicated students and families, using the evidence based approach of Positive Behavior Interventions and Supports. Provides for positive reinforcements for good behavior and citizenship on campus and at school events. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#4.4 % of students suspended decrease #2.5 Student safety at school
2.3	**Action:** Student Extracurricular Offerings **Need:** Average student scaled scores in ELA SED Students- 50.7 Points Below Standard EL Students - 86.6 Points Below Standard Average student scaled score in Math SED Students- 92.1 Points Below Standard EL Students - 117.9 Points Below Standard	Provides local programs, eliminates transportation outside the area, equipment/ cost barriers for unduplicated students, and supports student/staff/school relationships as well as parent involvement. Additionally, the district will ensure equitable access to extra and co-curricular activities for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for unduplicated pupils, including foster youth, English learners,	#4.4 % of students suspended decrease #2.5 Student safety at school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our rural location, family financial constraints and the lack of transportation prohibit participation in enrichment and co-curricular offerings outside of the immediate area for Socio-Economically Disadvantaged students, Foster, and Migrant students. **Scope:** LEA-wide	and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis.	
2.4	**Action:** Behavioral Aides and Supports **Need:** 2022-23 Suspension Rate 2.9 % for English Learners 3.5 % for Socio-Economically Disadvantaged 7.1 % for Foster Youth Unduplicated students are presenting with increased social and behavioral issues over the past three years. This is particularly true in our SED population with parents, students, and teacher reporting increased needs for behavior modification and social skills support- particularly in our TK-1 population. Parent and staff reports of behavioral issues with unduplicated students and lack of outside support services to address them. **Scope:**	Provides additional support in class, with trained staff, to ensure student safety and application of behavioral modification strategies to maintain a safe/secure classroom focused on student academic success. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#4.4 % of students suspended decrease #2.5 Student safety at school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.5	**Action:** Counseling and Mental Health Services **Need:** 2022-23 Suspension Rate 2.9 % for English Learners 3.5 % for Socio-Economically Disadvantaged 7.1 % for Foster Youth Lack of access for Socio-Economically disadvantaged students, Foster, and English Learners of necessary mental, SEL, and behavioral health services in the local area, accepting Medi-Cal, or non-insurance cost barriers. **Scope:** LEA-wide	Provide needed services on or adjacent to campus, in a trusted environment for our families, with staff that have immediate access to information on behaviors, academic progress, and access to staff working with the student in all areas of education to create effective support plans. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#4.4 % of students suspended decreasing #4.2 % of Chronic Absenteeism reducing
2.6	**Action:** Small School Resource Sharing Program **Need:** 2022-23 Suspension Rate 2.9 % for English Learners 3.5 % for Socio-Economically Disadvantaged 7.1 % for Foster Youth Referrals for unduplicated students have increased post-COVID with increased behavioral and mental health issues per	Provides IRC classrooms and Community Day/ behavioral support classes within the 30 mile immediate area for student services, provides ongoing monitoring and short/ long term intervention plans and reviews to support student transitions. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of	#4.4 % of students suspended reduced

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
	analysis by administrative staff. Unduplicated parents, staff, and community identified lack of behavioral support services and shortage of specialized educational options for behavioral students locally as an issue. **Scope:** LEA-wide	students, promoting equity and success across the entire student population.	
2.7	**Action:** Safety Trainings, Equipment and Supplies **Need:** Per student climate survey, only 69.5% of students (96% low-income) feel a sense of safety at school. Unduplicated students and their parents report increased concerns about campus safety since COVID and recent area violence incidents. Bullying is also a concern with training needed in identification, reporting, and interventions. **Scope:** LEA-wide	Provdes training for staff, students, and community partners in the areas of safety, improving site processes and interventions and helping all who enter feel safer in our programs. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#2.4 % of students reporting feeling safe at school % of parents reporting feeling safe at school % of staff reporting feeling safe at school
2.8	**Action:** Classified Staff Training **Need:**	Reduce turnover of staff to increase familiarity and development of lasting parent relationships and trust. Provide programs that assist staff in maintaining job skills, advancing internally, and collaborating	#2.5 % of parents and student feeling connected to school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Families of unduplicated students show lesser connectedness to campus and a greater need for intervention services. Family confidence and our intervention programs often rely on classified staff relations and training. Turnover of classified staff limits community relationships and effectiveness of these intervention programs. **Scope:** LEA-wide	with others in their profession increases job satisfaction and reduces turnover. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
2.9	**Action:** Maintain Site Beautification program and Conducive Learning Environment **Need:** Students: Engaged 87.4% Parents: Engaged 92.9% Teachers: Engaged 66.7% annual survey: 2023-2024 Results Per further analysis of the annual survey and parent interviews, the families of unduplicated students show lesser connectedness to campus and a greater need for educational workshops, unduplicated student intervention services, family engagement events, etc. that create additional wear/tear and cleaning needs for the facilities upkeep. Unduplicated parents (in SSC and parent forums) have also noted the need for	Additional funding for increased maintenance costs due to expanded services allows replacement of worn equipment, site repairs, and facilities improvements that are conducive to the services being provided. Additional staff hours provide resources for cleaning, securing sites after events, and working with agencies partnering for events on campus. Addition of shade structures supports expanded summer programs and responds to parent survey concerns about heat and sun exposure. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	#2.6 FIT Report facilities inspection results #2.4 Parent Engagement/ Survey results

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
	increased maintenance of the sites and when causes of issues have been discussed, other staff (site admin and maintenance/operations team members) report that with the addition of extended school year services and days, parent workshops and community programs, partnerships with outside agencies to provided expanded services, and the aging facilities- the campuses, common spaces, and equipment receive a great amount of additional wear and tear. Replacements, repairs, and improvements are required as well as additional staffing hours to keep the physical space safe and welcoming. **Scope:** LEA-wide		
2.10	**Action:** Staff Recognition **Need:** Recognizing, encouraging, and retaining high quality staff with additional duties related to interventions for unduplicated students and post-COVID challenges schools are facing. Identified school culture issues related to staff burn-out and increased demands with new program implementations. Based on staff survey, administrator observations, and student survey results.	Increase staff connection to school by recognizing district goal achievements, interdependence and support, and contributions towards common goals. Recognizes efforts by school and district staff members to support unduplicated students and families and the additional skills/ duties they have taken on due to current educational environment and community issues. Encourages continuing as an educational professional and feeling valued. While this is primarily directed at the needs of unduplicated students. It will be provided LEA wide. It is anticipated to have the greatest effect on the unduplicated student population.	#2.2 % of teachers fully credentialed #2.1 % of misassigned staff per year

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:		
2.11	**Action:** Student Study Teams **Need:** SST meetings and intervention referrals show high representation by SED, Foster Youth, and English Learner students. Monitoring systems were reported by staff to need additional support to free up counselors and teacher for their primary educational duties. **Scope:** LEA-wide	Calendaring, data entry, data management, team communication, and file management are handled by a classified staff member supporting the SST process with taking teacher/ counselor time for these functional duties that don't directly related to student success, but assist the team in managing meetings and monitoring improvements. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#1.4, #1.5 Student SBAC results in in Math and ELA (SED, SWD, EL, FY)
2.12	**Action:** Additional Student Supervision **Need:** 2022-23 Suspension Rate 2.9 % for English Learners 3.5 % for Socio-Economically Disadvantaged 7.1 % for Foster Youth Source: Teaching, Admin, and Counseling staff surveys Unduplicated students are demonstrating increased behavioral and mental health issues, particularly in unduplicated students have resulted in increased need for supervision and SEL supports for social interaction.	Additional supervision during less structured times during the school days with staff trained to support student social interactions is designed to intervene early in a conflict situation and support student development of these skills. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#4.4 % of students suspended reduced

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
	Unduplicated students' parent surveys report bullying concerns and interpersonal challenges for students as a high need for student services. **Scope:** LEA-wide		
2.13	**Action:** Physical Health Advisement and Medical Supports **Need:** SED, Foster Youth, and English Learner families report lack of available health care services and health counseling services in the area, and particularly those accepting medi-Cal or no insurance/ sliding scale fees is a barrier to their students' physical well being and regular attendance. **Scope:** LEA-wide	Support unduplicated students and families of unduplicated students with additional, local health services. Provides health case management services, family health counseling, and health case evaluations for students feeling ill or having ongoing medical issues. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#4.2 Chronic Absenteeism % #4.1 Attendance %
3.1	**Action:** Communication Tools **Need:** Communication challenges- Parent forums: SED and EL parents report issues knowing when events are scheduled, changes to	The school must use multiple methods to reach unduplicated families, because they are using more non-traditional methods for their own information intake and communication tools. In order to most effectively and efficiently implement this action to address the need of	#3.6 % of parents feeling connected to school % of students feeling connected to school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	schedules, and opportunities to engage in decision making processes. During discussions with unduplicated families, we are seing an overall lack of internet/ computer access, widespread use of cell phone data for contacts, and irregular mail services/ mail pick up increase communication difficulties in these households. **Scope:** LEA-wide	Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
3.2	**Action:** Family Resource Center **Need:** Parent forum/ and annual parent survey input: A Wide variety of non-traditional school services are barriers for our students' success. ie. housing/food/utilities instability, healthcare referral needs, transportation, employment, immigration legal advisement. These barriers cause attendance, health, social-emotional/trauma, and other issues for students, affecting their ability to focus and succeed in academic endeavors. **Scope:** LEA-wide	Family resource center offers a location and staffing for unduplicated parents to seek assistance with a wide variety of needs not directly related to academic services. It also provides parent education programs, a location for service providers to operate, and a link between home-school with translation and liaison services. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#3.6 % of parents feeling connected to school % of students feeling connected to school
3.3	**Action:** Parent Education Classes **Need:**	Work with parents to understand their role, the system, and how to advocate in a positive way for their child and support their child's work in school.	#3.6 % of EL parents feeling engaged

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
	Parent annual survey and parent forums with Superintendent: Unduplicated parents report feelings of unease when dealing with school leadership and uncertainty about their rights and role in the educational system. **Scope:** LEA-wide	In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	% of Foster parents feeling engaged % of SED parents feeling engaged
3.4	**Action:** Leadership Committees **Need:** Unduplicated parents are reticent to join councils and dedicate that time and energy on a regular basis. Per parent forums and interviews, food and other incentives would likely increase their participation interest. **Scope:** LEA-wide	Responds to parent feedback regarding what would make them more interested in getting involved and attending school meetings. Provides recognition and incentives (meals) for participation in governing bodies and advisory councils. Improves relationship with parents who are participating and their feeling of their time being appreciated. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.'	#3.6- Parent engagement
3.5	**Action:** Student Recognition **Need:** Input at staff and parent forums: Unduplicated parents and students and the teachers of unduplicated pupils report a	Recognize growth, progress, achievement and add motivation to continue academic/ behavioral improvement efforts. Provide an opportunity for parents, school, and student to come together to recognize the student's accomplishments and build collaborative relationships and positive connections to the school site.	#3.6 % of parents feeling connected to school % of students feeling connected to school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	general feeling of disengagement and discouragement in students that continues to impede student progress. **Scope:** LEA-wide	By offering recognition programs district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	
3.6	**Action:** Incentive Field Trips and Experiences **Need:** Average student scaled scores in ELA SED Students- 50.7 Points Below Standard EL Students - 86.6 Points Below Standard Average student scaled score in Math SED Students- 92.1 Points Below Standard EL Students - 117.9 Points Below Standard Students: Engaged 87.4% Parents: Engaged 92.9% Teachers: Engaged 66.7% Unduplicated parents and students and the teachers of unduplicated pupils report a general feeling of disengagement and discouragement in students that continues to impede student progress. **Scope:** LEA-wide	Recognize growth, progress, achievement and add motivation to continue academic/ behavioral improvement efforts. Provide an opportunity for parents, school, and student to come together to recognize the student's accomplishments and build collaborative relationships and positive connections to the school site. Additionally, the district will ensure equitable access to extra-curricular and co-curricular activities for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis.’	#3.6 % of parents feeling connected to school % of students feeling connected to school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	**Action:** Family Participation Events **Need:** Source: Annual Parent Survey results/ administrator and teacher input. Parents, particularly of unduplicated students, have not returned to the level of engagement in school as before COVID and many report not feeling connected or engaged in the school. Highest attendance at events on campus are those related to student performance and family entertainment. Staff report that these events are utilized to present additional information about education and health programs while parents are present. **Scope:** LEA-wide	Increase relationship opportunities and partnership with parents, welcoming them into the school environment in low-stress situations with their child and the school staff. Utilize their presence at events to provide additional information to support unduplicated student services and success. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for informational services.	#3.6 % of parents feeling connected to school % of students feeling connected to school
3.8	**Action:** Safety Training/Materials **Need:** Parent survey results and Parent safety forum input: Safety concerns, particularly among unduplicated parents, continue to be higher post-COVID and with neighborhood violence incidents over the past two years. **Scope:**	Increases confidence in the safety of our school sites for unduplicated families in our community. Prepares the students, staff, and families for potential emergency situations, and helps them feel more confident that systems are in place to maintain safety and security. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	#2.5 % of parents, students, staff reporting feeling safe at school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.1	**Action:** SARB Hearings **Need:** SED and EL families report multiple barriers to attendance that requires additional staffing and support services. SARB meetings allow a team to come together, with the family, to plan interventions and integrate support services to reduce absenteeism. Chronic absenteeism, particularly among unduplicated students and highest among SWD and English Learners has continued to remain nearly double the pre-COVID rate. Attendance has been linked to academic success, mental health, and social skill development for youth. **Scope:** LEA-wide	Identifies barriers to school attendance and offers links to community services needed by SEL and EL families that will help eliminate barriers to attendance. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	#4.2 Chronic Absenteeism reduced #4.1 ADA increased
4.2	**Action:** Attendance Team Support **Need:** SED families report multiple barriers to regular school attendance that require additional staffing to address. Chronic absenteeism, particularly among unduplicated students and highest among SWD and English Learners has continued to remain nearly double the pre-	Teachers note the need to address attendance without impacting instructional time and relieving them of the burden of data and follow-up for this issue. Additionally, language barriers between teaching staff and our English Learner parents requires additional staff with bilingual skills and parent engagement training.	#4.2 Chronic Absenteeism reduced Disaggregated by SED, EL, FY

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
	COVID rate. Attendance has been linked to academic success, mental health, and social skill development for youth. Teachers note the need to address attendance without impacting instructional time and relieving them of the burden of data and follow-up for this issue. Additionally, language barriers between teaching staff and our English Learner parents requires additional staff with bilingual skills and parent engagement training. **Scope:** LEA-wide	Provides increased staffing to address the high chronic absentee rates which are higher in the unduplicated student groups. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	
4.3	**Action:** Community Agency Supports **Need:** Chronic absenteeism, particularly among unduplicated students and highest among SWD and English Learners has continued to remain nearly double the pre-COVID rate. Parents report issues with housing, utilities, awareness, transportation, legal issues, and behavioral issues as the chief barriers to attendance for our SED and EL students. Attendance has been linked to academic success, mental health, and social skill development for youth. **Scope:**	Provides support for increased programs targeted at the needs expressed by SED and EL families, without interfering with teaching staff time spent focused on student instruction and administrative time handling student behaviors and academic needs. Provides consistent data and follow-up for site teams. Provides additional home visit staff to support communication with families unable to drive to the school site, and unaware of the legal and long-term economic impacts of poor attendance. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	#4.2 Chronic Absenteeism Disaggregated by SED, EL, FY ADA

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
	LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Technology Based Instructional Tools **Need:** SED and EL Students **Scope:** Limited to Unduplicated Student Group(s)	Our SED and EL students continue to lag behind state averages in math and ELA on the CAASPP test and in order to fully implement the research based practices of Professional Learning Communities, our teaching, admin, and intervention teams report the need for easily accessible timely and disaggregated data to analyze program impacts and adjust instruction as well as identify students for intervention program cycles.	# 1.4 CAASPP ELA results # 1.5 CAASPP Math results
1.6	**Action:** Maintain increased Special Education Staffing, addition of special education classroom **Need:** 98.7% of our special education population has the additional barrier of SED, and 64% are also English Learners. 100% of the identified students needing these services next year are dually identified as socio-economically disadvantaged.	SED students show increased needs, particularly when identified as special education students, and their parents express frustration and an inability to assist them. Further partnership work with parents is needed and large caseloads preclude our special education teachers from providing the parent support aspects needed by our low income and EL population. By reducing caseloads below the statuatory 28:1, we will be able to provide more intensive partnerships between general ed and special education teachers and more in-class supports for qualifying unduplicated students.	#1.4, #1.5 SWD SBAC data for SED and EL groups #4.4 SWD suspension data for SED and EL groups # 1.6, #1.7 SWD ELPI and Reclassification data for SED and EL groups

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Student state test results on the CA dashboard/ parent forums/ Teacher forums: Unduplicated students who also have learning barriers falling under special education services are struggling to return to baseline after COVID. More intensive programs are needed **Scope:** Limited to Unduplicated Student Group(s)		
1.7	**Action:** Increased special education staffing: Addition of special education classroom. **Need:** Family services in Spanish for speech appointments, home visits, IEP's, and other special education contacts. **Scope:** Limited to Unduplicated Student Group(s)	Provides a designated aide to facilitate in families home language for the 50 plus students in Speech.	#3.6 Parent Survey response for connectedness to school

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.

Goal one includes staffing for (Action 1.5) libraries, (Action 1.2) interventions, (Action 1.6)reducing caseloads for dually identified SWD and (Action 1.7) bilingual staff, (Action 1.10/ 1.12) Arts and Music services increased for PLC time for core teachers
Goal two includes (Actions 2.1, 2.2, 2.4, 2.5, 2.11, 2.12) Mental and behavioral intervention staff additions

All provide direct services to students

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	1:11- Pixley Elementary and 1:13- Pixley Middle School
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15- Pixley Elementary and 1:18- Pixley Middle School

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,015,650	4,140,565	45.926%	2.846%	48.772%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,206,756.08	$387,128.00	$0.00	$0.00	$5,593,884.08	$3,248,872.00	$2,345,012.08

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	Data Systems for Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$184,000.00	$130,000.00	$314,000.00				$314,000.00	
1	1.2	Reading, Math, and ELD Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$100,000.00	$118,883.00	$218,883.00				$218,883.00	
1	1.3	Technology Based Instructional Tools	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	2025-2027 School Years	$4,300.00	$45,600.00	$49,900.00				$49,900.00	
1	1.4	Supplemental Instructional Materials and supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$3,000.00	$118,500.00	$121,500.00				$121,500.00	
1	1.5	Library Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$77,422.00	$57,000.00	$134,422.00				$134,422.00	
1	1.6	Maintain increased Special Education Staffing, addition of special education classroom	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Pixley Elementary School TK-5	2025-2026 School Year	$100,375.00	$50,000.00	$150,375.00				$150,375.00	
1	1.7	Increased special education staffing: Addition of special education classroom.	English Learners Low Income	Yes	Limited to Unduplicated Student	English Learners Low Income	All Schools	2025-2026 School Year	$135,000.00	$0.00	$135,000.00				$135,000.00	

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
					Group(s)											
1	1.8	Professional Learning Community Support staff	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Pixley Elementary School K-5	2025-2026 School Year	$285,000.00	$0.00	$285,000.00				$285,000.00	
1	1.9	Professional Development-Instructional Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$120,000.00	$189,000.00	$309,000.00				$309,000.00	
1	1.10	Diverse and Engaging Electives Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pixley Middle School Grades 6, 7, 8	2025-2026 School Year	$4,500.00	$35,000.00	$39,500.00				$39,500.00	
1	1.11	Educational Field Trips/ Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$20,000.00	$55,000.00	$75,000.00				$75,000.00	
1	1.12	Professional Development-Leadership Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026 School Year	$0.00	$120,000.00	$120,000.00				$120,000.00	
1	1.13	Student access to technology tools for learning	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2027 School Years	$0.00	$330,000.00	$330,000.00				$330,000.00	
1	1.14	Maintain reduced class sizes	All	No			Specific Schools: Pixley Elementary School K-3	2025-2027	$0.00	$387,128.00		$387,128.00			$387,128.00	
1	1.15							2025-2026 School Year								
2	2.1	Behavior Intervention Center- MS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pixley Middle School 6-8	2025-26 School Year	$238,000.00	$0.00	$238,000.00				$238,000.00	

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
2	2.2	PBIS- Positive Behavior Intervention and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$90,000.00	$20,000.00	$110,000.00				$110,000.00	
2	2.3	Student Extracurricular Offerings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$250,000.00	$45,000.00	$295,000.00				$295,000.00	
2	2.4	Behavioral Aides and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$185,000.00	$37,500.00	$222,500.00				$222,500.00	
2	2.5	Counseling and Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$495,000.00	$0.00	$495,000.00				$495,000.00	
2	2.6	Small School Resource Sharing Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$30,000.00	$86,000.00	$116,000.00				$116,000.00	
2	2.7	Safety Trainings, Equipment and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	$10,000.00	$115,000.00	$125,000.00				$125,000.00	
2	2.8	Classified Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$20,000.00	$75,000.00	$95,000.00				$95,000.00	
2	2.9	Maintain Site Beautification program and Conducive Learning Environment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$45,000.00	$69,885.08	$114,885.08				$114,885.08	
2	2.10	Staff Recognition	All	No			All Schools	2024-2025 School Year	$0.00	$45,000.00	$45,000.00				$45,000.00	
2	2.11	Student Study Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$86,275.00	$5,000.00	$91,275.00				$91,275.00	
2	2.12	Additional Student Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$56,000.00	$0.00	$56,000.00				$56,000.00	

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
2	2.13	Physical Health Advisement and Medical Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$347,000.00	$40,000.00	$387,000.00				$387,000.00	
3	3.1	Communication Tools	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2025 School Year	$0.00	$35,000.00	$35,000.00				$35,000.00	
3	3.2	Family Resource Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$110,000.00	$0.00	$110,000.00				$110,000.00	
3	3.3	Parent Education Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$18,000.00	$28,000.00	$46,000.00				$46,000.00	
3	3.4	Leadership Committees	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$7,500.00	$7,500.00				$7,500.00	
3	3.5	Student Recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$52,516.00	$52,516.00				$52,516.00	
3	3.6	Incentive Field Trips and Experiences	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.7	Family Participation Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$13,500.00	$13,500.00				$13,500.00	
3	3.8	Safety Training/Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$5,000.00	$16,000.00	$21,000.00				$21,000.00	
4	4.1	SARB Hearings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$0.00	$3,000.00	$3,000.00				$3,000.00	
4	4.2	Attendance Team Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$130,000.00	$0.00	$130,000.00				$130,000.00	

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
4	4.3	Community Agency Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	$100,000.00	$0.00	$100,000.00				$100,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,015,650	4,140,565	45.926%	2.846%	48.772%	$5,161,756.08	0.000%	57.253 %	**Total:**	$5,161,756.08
								LEA-wide Total:	$4,541,481.08
								Limited Total:	$335,275.00
								Schoolwide Total:	$285,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Data Systems for Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$314,000.00	
1	**1.2**	Reading, Math, and ELD Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$218,883.00	
1	**1.3**	Technology Based Instructional Tools	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$49,900.00	
1	**1.4**	Supplemental Instructional Materials and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,500.00	
1	**1.5**	Library Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,422.00	
1	**1.6**	Maintain increased Special Education Staffing, addition of special education classroom	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Pixley Elementary School TK-5	$150,375.00	

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	1.7	Increased special education staffing: Addition of special education classroom.	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$135,000.00	
1	1.8	Professional Learning Community Support staff	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pixley Elementary School K-5	$285,000.00	
1	1.9	Professional Development-Instructional Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$309,000.00	
1	1.10	Diverse and Engaging Electives Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pixley Middle School Grades 6, 7, 8	$39,500.00	
1	1.11	Educational Field Trips/ Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
1	1.12	Professional Development-Leadership Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	
1	1.13	Student access to technology tools for learning	Yes	LEA-wide	Low Income	All Schools	$330,000.00	
2	2.1	Behavior Intervention Center- MS	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Pixley Middle School 6-8	$238,000.00	
2	2.2	PBIS- Positive Behavior Intervention and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	
2	2.3	Student Extracurricular Offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$295,000.00	
2	2.4	Behavioral Aides and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$222,500.00	
2	2.5	Counseling and Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$495,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Small School Resource Sharing Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,000.00	
2	2.7	Safety Trainings, Equipment and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
2	2.8	Classified Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,000.00	
2	2.9	Maintain Site Beautification program and Conducive Learning Environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,885.08	
2	2.11	Student Study Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,275.00	
2	2.12	Additional Student Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,000.00	
2	2.13	Physical Health Advisement and Medical Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$387,000.00	
3	3.1	Communication Tools	Yes	LEA-wide	English Learners Low Income	All Schools	$35,000.00	
3	3.2	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	
3	3.3	Parent Education Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,000.00	
3	3.4	Leadership Committees	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,500.00	
3	3.5	Student Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$52,516.00	
3	3.6	Incentive Field Trips and Experiences	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.7	Family Participation Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,500.00	
3	3.8	Safety Training/Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,000.00	
4	4.1	SARB Hearings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
4	4.2	Attendance Team Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130,000.00	
4	4.3	Community Agency Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,024,304.08	$4,680,494.00

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**	Data Systems for Analysis	Yes	$246,624.00	197,124
1	**1.2**	Reading, Math, and ELD Interventions	Yes	$479,983.00	356,000
1	**1.3**	Technology Based Instructional Tools	Yes	$104,600.00	104,600
1	**1.4**	Supplemental Instructional Materials and supplies	Yes	$231,500.00	189,000
1	**1.5**	Library Programs	Yes	$134,156.00	119,191
1	**1.6**	Designated ELD class size reduction	Yes	$105,000.00	81,000
1	**1.7**	Increase Special Education Staffing, addition of special education classroom	Yes	$150,375.00	111,375
1	**1.8**	Increase Bilingual Aide special education services	Yes	$175,000.00	107,180
1	**1.9**	Foster/ Homeless Materials	Yes	$49,000.00	17,500
1	**1.10**	Professional Learning Community Support staff	Yes	$235,000.00	199,280
1	**1.11**	Professional Development-Instructional Staff	Yes	$271,000.00	139,300

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Diverse and Engaging Electives Offerings	Yes	$100,000.00	118,780
1	1.13	Educational Field Trips/ Experiences	Yes	$95,000.00	39,500
1	1.14	Professional Development- Leadership Staff	Yes	$95,000.00	52,500
1	1.15	Technology Infrastructure	Yes	$270,000.00	255,000
2	2.1	Behavior Intervention Center- MS	Yes	$235,000.00	312,441
2	2.2	PBIS- Positive Behavior Intervention and Supports	Yes	$190,000.00	106,800
2	2.3	Student Extracurricular Offerings	Yes	$272,550.00	387,796
2	2.4	Behavioral Aides and Supports	Yes	$235,000.00	110,000
2	2.5	Counseling and Mental Health Services	Yes	$544,500.00	353,000
2	2.6	Small School Resource Sharing Program	Yes	$274,000.00	100,000
2	2.7	Safety Trainings, Equipment and Supplies	Yes	$175,000.00	78,000
2	2.8	Classified Staff Training	Yes	$150,000.00	0
2	2.9	Maintain Site and Conducive Learning Environment	Yes	$114,885.08	145,341

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Staff Recognition	No	$60,000.00	31,000
2	2.11	Student Study Teams	Yes	$91,275.00	45,025
2	2.12	Additional Student Supervision	Yes	$44,000.00	39,660
2	2.13	Physical Health and Medical Supports	Yes	$406,000.00	328,000
3	3.1	Communication Tools	Yes	$45,000.00	30,300
3	3.2	Family Resource Center	Yes	$110,000.00	105,100
3	3.3	Parent Education Classes	Yes	$46,000.00	107,661
3	3.4	Leadership Committees	Yes	$7,500.00	5,000
3	3.5	Student Recognition	Yes	$52,516.00	49,000
3	3.6	Incentive Field Trips and Experiences	Yes	$26,000.00	3,500
3	3.7	Family Participation Events	Yes	$13,500.00	9,700
3	3.8	Safety Training/Materials	Yes	$21,000.00	36,000
4	4.1	SARB Hearings	Yes	$3,000.00	4,500
4	4.2	Attendance Team Support	Yes	$62,340.00	118,480

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)
4	**4.3**	Community Agency Supports	Yes	$103,000.00	86,860

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,170,466	$5,964,304.08	$4,649,298.00	$1,315,006.08	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	Data Systems for Analysis	Yes	$246,624.00	197,124		
1	1.2	Reading, Math, and ELD Interventions	Yes	$479,983.00	356,000		
1	1.3	Technology Based Instructional Tools	Yes	$104,600.00	104,600		
1	1.4	Supplemental Instructional Materials and supplies	Yes	$231,500.00	189,000		
1	1.5	Library Programs	Yes	$134,156.00	119,191		
1	1.6	Designated ELD class size reduction	Yes	$105,000.00	81,000		
1	1.7	Increase Special Education Staffing, addition of special education classroom	Yes	$150,375.00	111,375		
1	1.8	Increase Bilingual Aide special education services	Yes	$175,000.00	107,180		
1	1.9	Foster/ Homeless Materials	Yes	$49,000.00	17,500		
1	1.10	Professional Learning Community Support staff	Yes	$235,000.00	199,280		
1	1.11	Professional Development-Instructional Staff	Yes	$271,000.00	139,300		
1	1.12	Diverse and Engaging Electives Offerings	Yes	$100,000.00	118,780		
1	1.13	Educational Field Trips/ Experiences	Yes	$95,000.00	39,500		

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	1.14	Professional Development-Leadership Staff	Yes	$95,000.00	52,500		
1	1.15	Technology Infrastructure	Yes	$270,000.00	255,000		
2	2.1	Behavior Intervention Center-MS	Yes	$235,000.00	312,441		
2	2.2	PBIS- Positive Behavior Intervention and Supports	Yes	$190,000.00	106,800		
2	2.3	Student Extracurricular Offerings	Yes	$272,550.00	387,600		
2	2.4	Behavioral Aides and Supports	Yes	$235,000.00	110,000		
2	2.5	Counseling and Mental Health Services	Yes	$544,500.00	353,000		
2	2.6	Small School Resource Sharing Program	Yes	$274,000.00	100,000		
2	2.7	Safety Trainings, Equipment and Supplies	Yes	$175,000.00	78,000		
2	2.8	Classified Staff Training	Yes	$150,000.00	0		
2	2.9	Maintain Site and Conducive Learning Environment	Yes	$114,885.08	145,341		
2	2.11	Student Study Teams	Yes	$91,275.00	45,025		
2	2.12	Additional Student Supervision	Yes	$44,000.00	39,660		
2	2.13	Physical Health and Medical Supports	Yes	$406,000.00	328,000		
3	3.1	Communication Tools	Yes	$45,000.00	30,300		
3	3.2	Family Resource Center	Yes	$110,000.00	105,100		
3	3.3	Parent Education Classes	Yes	$46,000.00	107,661		
3	3.4	Leadership Committees	Yes	$7,500.00	5,000		
3	3.5	Student Recognition	Yes	$52,516.00	49,000		

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)
3	3.6	Incentive Field Trips and Experiences	Yes	$26,000.00	3,500		
3	3.7	Family Participation Events	Yes	$13,500.00	9,700		
3	3.8	Safety Training/Materials	Yes	$21,000.00	36,000		
4	4.1	SARB Hearings	Yes	$3,000.00	4,500		
4	4.2	Attendance Team Support	Yes	$62,340.00	118,480		
4	4.3	Community Agency Supports	Yes	$103,000.00	86,860		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,029,883	$4,170,466	8.149%	54.334%	$4,649,298.00	0.000%	51.488%	$257,013.17	2.846%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024