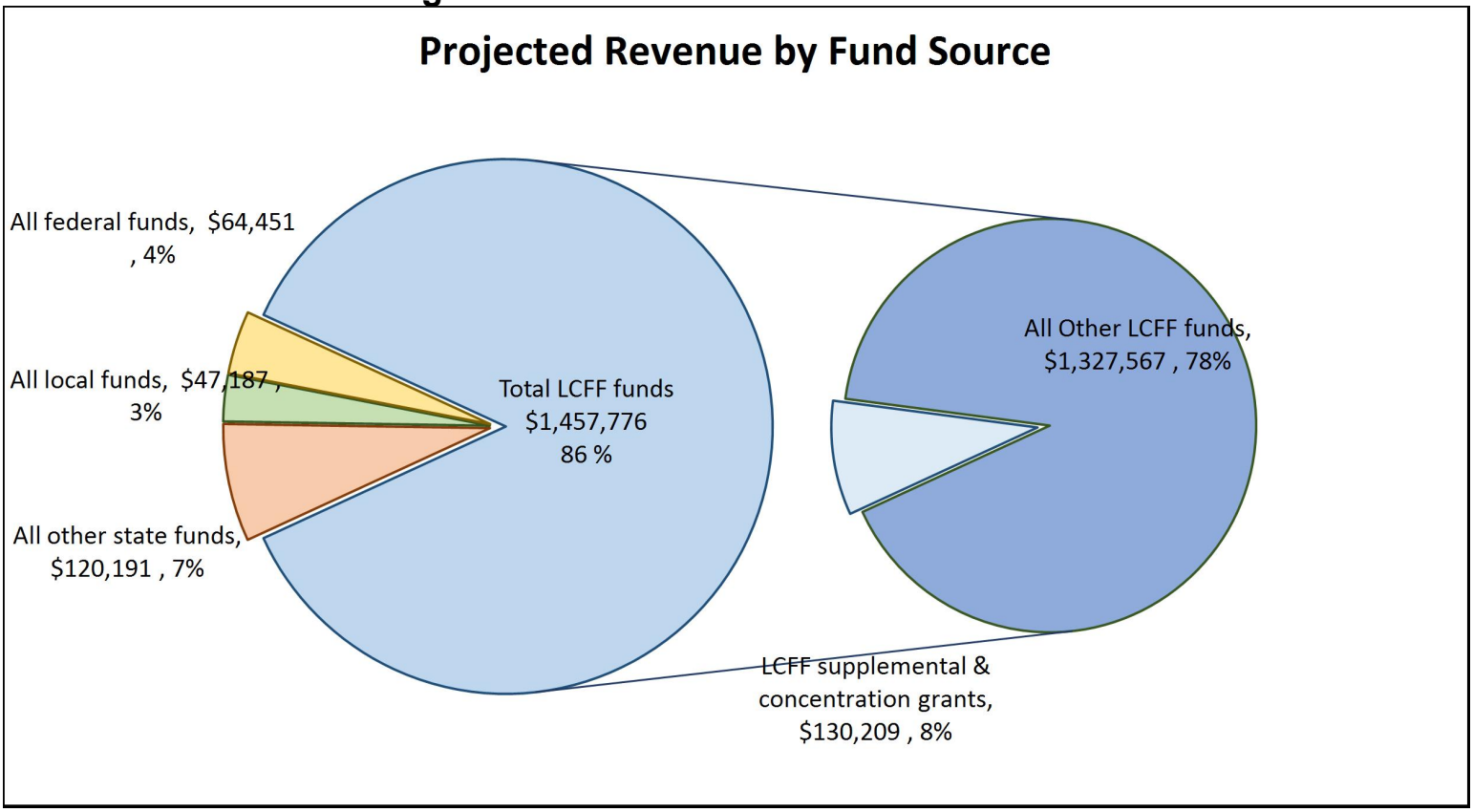
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Raymond-Knowles Union Elementary School District
CDS Code: 20652766024095
School Year: 2026-27
LEA contact information:
Deena Hegerle
Superintendent/CBO
dhegerle@rkusd.org
559.689.3336

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

Budget Overview for the 2026-27 School Year



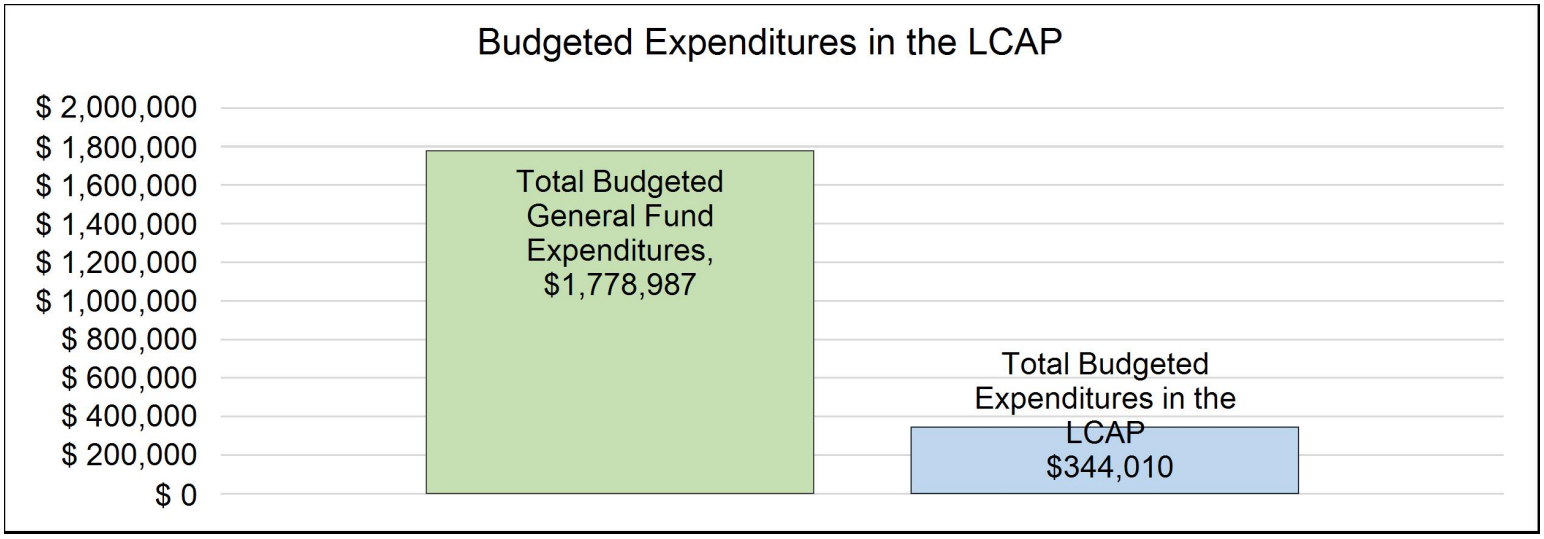
This chart shows the total general purpose revenue Raymond-Knowles Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Raymond-Knowles Union Elementary School District is $1,689,605, of which $1,457,776 is Local Control Funding Formula (LCFF), $120,191 is other state funds, $47,187 is local funds, and $64,451 is federal funds. Of the $1,457,776 in LCFF

Funds, $130,209 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 Raymond-Knowles Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Raymond-Knowles Union Elementary School District plans to spend $1,778,987 for the 2026-27 school year. Of that amount, $344,010 is tied to actions/services in the LCAP and $1,434,977 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

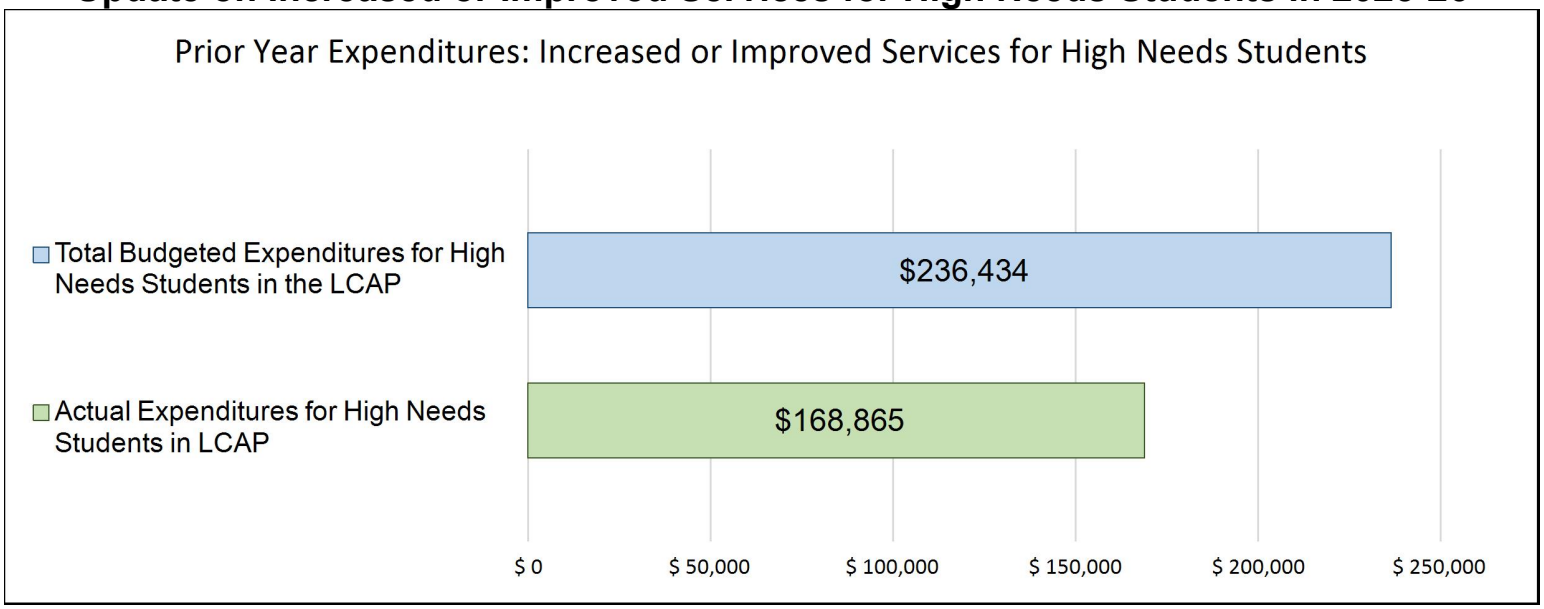
The General Fund Budget Expenditures for the school year that were not included in the Local Control and Accountability Plan (LCAP) consist of essential operational costs such as salaries, benefits, operational utilities, and supplies. These expenditures are crucial for the day-to-day functioning of the school but fall outside the specific goals and actions outlined in the LCAP.

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

In 2026-27, Raymond-Knowles Union Elementary School District is projecting it will receive $130,209 based on the enrollment of foster youth, English learner, and low-income students. Raymond-Knowles Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Raymond-Knowles Union Elementary School District plans to spend $178,910 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Raymond-Knowles Union Elementary School District's LCAP budgeted $236,434 for planned actions to increase or improve services for high needs students. Raymond-Knowles Union Elementary School District actually spent $168,865 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $67,569 had the following impact on Raymond-Knowles Union Elementary School District’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures for actions and services to support high-needs students in 2025-26 was primarily due to counseling services that were provided at no cost to the district through Camarena Health, and there was no need to operate an independent study program during the year. While these changes reduced expenditures, the district continued to provide targeted support to high-needs students through other existing staff and services, ensuring that student needs were met and essential supports remained in place.

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
Raymond-Knowles Union Elementary School District	Deena Hegerle Superintendent/CBO	dhegerle@rkusd.org 559.689.3336

Plan Summary [2026-27]

General Information

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

The Raymond-Knowles Union Elementary School District (RKUESD) is a single-school District located in the town of Raymond, an unincorporated community of less than 1,200 residents situated in the foothills of Eastern Madera County. The District encompasses 196.7 square miles of sparsely populated foothills. In 2025-26, RKUESD served 78 students enrolled in grades TK-8, 6.4% of whom were American Indian, 39.7% Hispanic, 34.6% White, 11.7% Two or More Races, and 2.6% Asian. Approximately 60.3% of our students met the state's definition of Low-Income, there were no Foster Youth, and 5.1% were homeless. Students with disabilities comprised 10.3% of our students, and 2.6% were English Learner students. The most recent Unduplicated Pupil percentage was 60.3%

The mission of the Raymond-Knowles Union Elementary School District is to educate all students in a challenging, disciplined, safe, and supportive environment, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society. Students are taught by five teachers assigned to multi-grade classrooms; one Learning Director; and one Resource Teacher. The District also maintains a staff with one Secretary, one Administrative Assistant, one Chief Business Officer/Superintendent, two maintenance/food services/bus drivers, one part-time custodial worker, and a business services worker provide support to the educational program.

Students at RKUESD are instructed in 21st century skills that include the learning areas of core academic subjects using 21st century themes of life and career skills, critical thinking, communication, collaboration, creativity, technology, and information/media literacy. We are a 1:1, student to device school. Every student in grades transitional kindergarten through eighth grade has a computer or technology device

assigned to them. Transitional kindergarten through eighth grade use Chromebooks. We are also a Google Apps for Education (GAFE) school. We take pride in our students' work and accomplishments. We host student showcase events throughout the school year where we invite the community to the school to see students' work on display. Students share with their families and the community what they have learned and created in school. These events foster a positive relationship between the school and community.

The Governing Board is a group of publicly-elected volunteers who are educational partners in the community and are active in the school program.

For the 2026-27 school year, we will continue with five classroom teachers and classes of TK/K, 1/2, 3/4, 5/6, and 7/8. This grade level dynamic will be ongoing.

Reflections: Annual Performance

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

California School Dashboard results are reported as color categories, based on status (performance level) and change (increase or decrease). The colors that may be assigned are: Blue, Green, Yellow, Orange, or Red. In the case of most Dashboard indicators, the colors correspond to the levels of Very High, High, Medium, Low, and Very Low, respectively. However, in the cases of Suspension and Chronic Absenteeism, where lower rates are desired, Blue corresponds to Very Low, Green to Low, Yellow to Medium, Orange to High, and Red to Very High. The Dashboard does not assign a performance level to student groups with less than 30 students, with the exception of Foster Youth, Homeless students, and Long-Term English Learners, who receive a level if there are 15 or more in the group. No data are reported for any group with less than 11 students to protect students' privacy.

State Assessments, 2025 California School Dashboard, SBAC Distance from Standard (DFS) (Table 1):
Overall results and those for all groups improved significantly from the prior year with the exception of Hispanic students in ELA and Students with Disabilities in Math. When comparing improvements from the baseline year to Year 2, Low Income students have shown greater improvement than the Overall population, closing the base year disparity in ELA performance by 14.6 points, and that in Math by 4.6 points. The improvements for Low-Income students in both ELA and Math raised their Dashboard-assigned performance levels from Red (very low) to Yellow (medium). These improvements indicate that our Response to Intervention efforts, additional math support, professional development activities, and Differentiated Assistance in collaboration with Madera County Superintendent of Schools (MCSOS) are all having a positive impact.
Students with Disabilities also closed the baseline year disparities in ELA and Math, by 28.3 points and 1.2 points, respectively, indicating that the additional supports they receive are yielding positive results, just not yet to the level of proficiency.
Two student groups have shown declines from the baseline -- Hispanic students in ELA and White students in math. Because of the small number of students in each group (16 Hispanic, 27 White) who complete the SBAC, assessment "specific area" results must be examined on a case-by-case basis and can not be reported. There is sufficient reported data to note that both groups struggle more with "writing and research" than with "reading and listening", indicating more support is needed in the former composite area.
As can be seen in the table, inequalities in performance between Overall results and those for Low-Income students remain evident in both ELA and Math, with the former scoring 19 points ahead of the latter in ELA, and a 27 points difference in Math. These results demonstrate a

continued need to provide academic interventions and supports for Low-Income students.

State Assessments, 2025 SBAC Percentage of Students Meeting or Exceeding Standard in ELA and Math (Table 2):
We were pleased to see that Overall ELA results and those for all groups improved significantly from the prior year. Unlike DFS results, there were declines from the prior year in Overall results and those for Low-Income students "Meeting or Exceeding Standard in Math. In analyzing the difference between the two measures, we noted that "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. We also noted that Non Low-Income students gained almost 10% points in those "meeting/exceeding". Comparing the two measures, it appears that Low-Income students who have struggled with the assessments in the past are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges meeting or exceeding standard have slightly slipped back.
Differences from baseline data to 2025 results show indicate that as Overall ELA performance has improved, Low-Income students have improved at a faster rate and closed performance gaps in that area. Low-Income students have also closed inequalities in Math results as the only student group to show growth from the baseline.
As can be seen in the table, inequalities in performance between Overall results and those for Low-Income students remain evident in both ELA and Math, with 4.1% more of the former meeting standard than the latter in ELA, and an 8.3% difference in Math. These results demonstrate a continued need to provide academic interventions and supports for Low-Income students.

While the need for continued additional supports remain, results for both DFS and Meeting/Exceeding Standard indicate that the additional support with standards-based lesson planning, grading, and intervention strategies that is part of Actions 1.1 and 1.6; the expansion of supplemental instructional materials in Action 1.4; focusing on Response to Intervention (RTI) and individualized and small group instruction of Action 1.5; and utilize after-school homework sessions for Low-Income junior high students to increase achievement in ELA and Math described in Action 1.10, are having a positive impact for Low-Income students. DFS data include all assessed students in its calculations, while the Percentage of Students Meeting or Exceeding Standard is only those; the discrepancies between these ELA and Math results and those for DFS suggests that the Low-Income students farther from meeting standard may have experienced greater benefit from the actions than the Low-Income students who were at or above standard.

State Assessments, SBAC Percentage of Students Meeting or Exceeding Standard in Science (Table 3):
Overall, the Science assessment results again showed a decline (5%) from the prior year. In 2024, there were no results reported for any other student group, so there are no comparison data from 2024 to 2025.

IXL LevelUp Diagnostic Assessment: ELA and Math (Table 4):
This year, the District switched to a new diagnostic assessment system. As a result, the comparison data cover the instructional period from November, 2025, to May, 2026.
The data show that over that period of time, there was an Overall increase in the percentage of students scoring on or above grade level in both ELA and Math. However, the results for grade levels were mixed, with almost as many decreasing as increasing. ELA results for the middle grades (6-8) were significantly lower than those for the elementary grades. In Math, the percentages on or above grade level were much higher for the primary grades than for upper elementary and middle The numbers of our students who test at each grade level is very small, and results can be significantly impacted by just a few scores. We understand that we need to continue providing best first instruction and academic supports to all of our students to provide them with a successful academic experience and to reach our expected outcomes.

The District will continue the Learning Director support for teachers with standards-based lesson planning, grading, and intervention strategies.

2025 California School Dashboard: Suspension Rate (Table 5)
Overall suspension rates increased by 2.2% from the prior year into the Red, or lowest-performance, level. The greatest increase was for White students (+7.1%), placing that group also in the Red level. Rates for Low-Income and Hispanic student groups declined, to the Orange (low) and Blue (highest-performing) levels, respectively. Overall suspension rates and those for all students groups have increased over the baseline year.
Because of the small number of students in the total group -- 61 -- and the small number of students suspended -- 3 -- the data for Low-Income students can not be broken down any further without compromising privacy. This limitation also applies to other student groups. We will continue our program of behavior and social-emotional supports, including counseling services from Camarena Health for at-risk students, and social-emotional learning curriculum school-wide, with a focus on providing those services to Low-Income students which appear to be helping to lower rates for that group.

2025 California School Dashboard: Chronic Absenteeism (Table 6)
The District's Chronic Absenteeism rate showed only a 0.1% improvement from the prior year, staying at a very high rate of 34.4%, in the Red performance level and among the highest compared with other Madera County schools. The greatest improvement was for Low-Income students, who reduced the group's rate by 6.3%, a result that may have contributed to the academic improvements experienced by that group. The rate for White students also improved from the prior year, though still high at 43.2%. Students with Disabilities saw an increase of 17.1% in their Chronic Absenteeism rate.
With the exception of Students with Disabilities, the Overall rates and those for all other student groups still show improvements over the baseline year. We believe that improved attendance has led to improved performance on state and local assessments. The rate for Students with Disabilities is a concern, as it potentially puts them at risk of losing further ground in academic achievement. To build on the improvements from the baseline, and to address the needs of Students with Disabilities, the District will continue to provide high quality instruction in a safe and welcoming school climate that engages students. Also, the District will provide clear, timely communication and engaging activities for parents and families. We believe that re-engaging families in school will lead to better student engagement and continue to lower chronic absenteeism rates.

The overall annual attendance rate 86.53%.

In Spring of 2026, students in grade 3-8 took the District Students' Survey. On the assessment of feelings of school safety, 81% of the students who responded indicated that they feel safe at school, and 78% responded that they feel connected to school. The survey returned to the same one used for the baseline, and we were please to see that there was a 29% increase in the percentage of surveyed students who reported feeling safe at school, and a 7% increase in the percentage of surveyed students who reported feeling connected to the school over the baseline year. With both results under 50% in the prior year, we believe that Actions 1.2 and 1.7 are having positive impacts. Ninety-six percent of parents who responded agreed that their children feel safe at school, and 96% agreed that their children feel connected, both percentages significantly greater than the prior year.

Parents who responded to surveys gave the school high ratings for creating a welcoming environment for all families in the community

(89%); policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student outcomes (92%); building trusting and respectful relationships with families (92%); and the staff being interested in each family's strengths, cultures, languages, and goals for their children (89%). The state's self-reflection tool for family engagement reflected a high level of satisfaction with a 4.3 average score, an increase from 2025.

Required Actions: The following action was required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard. Though results may have changed in the 2024 Dashboard in these areas or for the included student groups, the action must be maintained through the 2026-2027 update.

- Action 1.10: Improving ELA and Math Distance from Standard for Low-Income Students -- 2023 California School Dashboard Distance from Standard (DFS) results for Raymond-Knowles Elementary School Low-Income were in the "Very Low" performance range in ELA and Math, indicating a need to create a specific action to accelerate progress for them. As seen in Table 1, when comparing improvements from the baseline year to Year 2, Low Income students have shown greater improvement than the Overall population, closing the base year disparity in ELA performance by 14.6 points, and that in Math by 4.6 points. The improvements for Low-Income students in both ELA and Math raised their Dashboard-assigned performance levels from Red (very low) to Yellow (medium). These results give evidence that the after-school homework sessions for Low-Income junior high students to increase achievement in ELA and Math described in Action 1.10, are having a positive impact for Low-Income students.

LREBG:
As seen in Table 2 below, SBAC data shows that Overall results for students meeting or exceeding standard in Math declined from the prior year, and that Low-Income students have fallen farther behind their peers. Though Low-Income students have improved in Math distance from standard, the decline in those meeting or exceeding standard is cause for concern, as it has increased the inequalities in results for Low-Income when compared to Overall outcomes.

In conducting a needs assessment, staff were asked to reflect on current practices and identify root causes. Feedback from instructional staff identified the difficulty for teachers to provide differentiated math instruction that extended skills development for more capable students in combination classes, while still meeting the needs of struggling students, as one of the root causes for these results. To address these needs based on the data, the District will utilize $$69,641 starting in LREBG funds starting 2024-25 to maintain a Math Instructional Aide to support math instruction in the combination classrooms. The aide will provide direct support and guided practice to the students in one grade of the classroom while the teacher delivers focused, grade-level instruction to the other grade. This support will ensure that all students receive targeted math instruction, support, and enrichment. This additional pupil support aligns with allowable uses of funds because it is aimed at addressing barriers to learning by providing increased small groups and individual attention when students' specific learning needs are identified through ongoing assessments. Based of Hattie's Visible Learning research, feedback and acceleration in a small group setting is expected to have an effect size on improvement for those students of almost twice (.76) the threshold for gains. It will be monitored using the SBAC Percentage Meeting or Exceeding Standard in Math to ensure that this LREBG-funded action promotes equitable outcomes for Low-Income students. (Action 1.8)

Distance from Standard	ELA	Change from 2024	Change from Baseline	MATH	Change from 2024	Change from Baseline
Overall	-29.4	26.9 points improvement	9.4 points improvement	-57.1	16.4 points improvement	6.7 points decline
Low-Income	-48.8	25.8 points improvement	24.0 points improvement	-84.8	18.0 points improvement	11.3 points improvement
English Learners	<11	n/d	n/d	<11	n/d	n/d
Hispanic	-71.2	8.9 points decline	13.1 points decline	-67.7	14.7 points improvement	4.3 points improvement
White	-13.6	37.8 points improvement	11.3 points improvement	-54.1	15.8 points improvement	16.7 points decline
Students w/Disabilities	-109.4	24.8 points improvement	35.7 points improvement	-152.9	12.4 points decline	7.9 points improvement

Table 1

Meeting or Exceeding Standard	ELA	Change from 2024	Change from Baseline	MATH	Change from 2024	Change from Baseline
Overall	42.3%	9.6% improvement	6.4% improvement	28.9%	3.8% decline	3.8% decline
Low-Income	38.2%	3.7% Improvement	14.0% improvement	20.6%	10.4% decline	1.8% improvement
Non Low-Income	50.0%	19.6% Improvement	5.0% decline	44.4%	9.6% improvement	10.6% decline
English Learners	<11	n/d	n/d	<11	n/d	n/d
Hispanic	37.5%	6.2% Improvement	0.6% improvement	31.3%	6.3% improvement	0.3% decline
White	44.5%	7.5% Improvement	3.7% improvement	29.6%	11.1% decline	8.9% decline
Students w/Disabilities	<11	n/d	n/d	<11	n/d	n/d

Table 2

Meeting or Exceeding Standard	Science	Change from 2024	Change from Baseline
Overall	18.5%	4.6% decline	5.0% decline
Low-Income	12.5%	<11	n/d
Non Low-Income	27.3%	<11	n/d
Hispanic	<11	<11	n/d
White	22.3%	<11	n/d
Students w/Disabilities	<11	<11	n/d

Table 3

IXL LevelUp 2026 Diagnostic	May, 2026, ELA: % On or Above Grade Level	Change from Nov., 2025	May, 2026, Math: % On or Above Grade Level	Change from Nov., 2025
All	47%	8% increase	51%	6% increase
Pre/TK	63%	38% increase	63%	13% increase
Grade K	38%	25% decrease	88%	No change
Grade 1	56%	23% decrease	89%	11% decrease
Grade 2	63%	12% decrease	75%	25% decrease
Grade 3	67%	67% increase	78%	67% increase
Grade 4	57%	57% increase	29%	29% increase
Grade 5	67%	No change	0%	33% decrease
Grade 6	22%	11% increase	11%	No change
Grade 7	14%	29% decrease	29%	14% decrease
Grade 8	29%	No change	0%	No change

Table 4

Suspension Rates	2025	Change from 2024	Change from Baseline
Overall	6.8%	2.2% increase	4.7% increase
Low-Income	6.3%	1.5% decline	2.9% increase
Hispanic	0%	2.8% decline	No change
White	12.8%	7.1% increase	8.4% increase
Students w/Disabilities	13.6%	3.6% increase	7.7% increase

Table 5

Chronic Absenteeism Rates	2025	Change from 2024	Change from Baseline
Overall	34.4%	0.1% improvement	11.1% improvement
Low-Income	34.5%	6.3% improvement	9.1% improvement
Two or More Races	18.2%	n/d	n/d
Hispanic	24.2%	1.4% increase	8.2% improvement
White	43.2%	3.9% improvement	6.8% improvement
Students w/Disabilities	57.1%	17.1% increase	19.6% increase

Table 6

Reflections: Technical Assistance

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

Raymond-Knowles School (RKS) has been identified for Level 2 Differentiated Assistance through the Madera County Superintendent of Schools. This program provides individualized support to address areas of need as identified on the California School Dashboard. RKS qualifies for Differentiated Assistance under Priority 4: Pupil Achievement, as both English Language Arts (ELA) and Mathematics scores were in the red performance level on the 2023 and 2024 Dashboards.

The purpose of Differentiated Assistance is to build the district's capacity to design and implement actions and services that are responsive to student and community needs. In collaboration with the County, RKS is reviewing district data to identify effective strategies for improvement. As part of this work, the district is evaluating practice tests and FIABs through the CAASPP system and having teachers use them both formatively and summatively. The district is also piloting instructional programs such as IXL to explore the diagnostic assessments and resources the program offers, while teachers are actively reviewing FIAB testing data to discuss what they notice in the results and what questions those results raise about student learning. The Differentiated Assistance in collaboration with Madera County Superintendent of Schools (MCSOS) is having a positive impact on teacher's practice and students' outcomes. As teachers examine data and collaborate in planning, they are able to identify and address specific needs for individual students and small groups. As a result, Distance from Standard results Overall, and those for all groups, improved significantly from the prior year with the exception of Hispanic students in ELA and Students with Disabilities in Math. When comparing improvements from the baseline year to Year 2, Low Income students have shown greater improvement than the Overall population, closing the base year disparity in ELA performance by 14.6 points, and that in Math by 4.6 points. The improvements for Low-Income students in both ELA and Math raised their Dashboard-assigned performance levels from Red (very low) to Yellow (medium).

Through this partnership, the district and County will continue to evaluate instructional practices and implement strategies that best support student learning and achievement. This work is also being supported in Action 1.11.

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
Teacher Educational Partners	Teachers input was ascertained through a Spring, 2026, online survey questionnaire. Certificated staff were solicited through informational meetings. The District's teachers do not have a bargaining unit.
Other School Personnel Educational Partners	Support Staff input was ascertained through a Spring, 2026, online survey questionnaire. Classified staff were solicited through informational meetings. The District's classified staff members do not have a bargaining unit.
Parents	Parents were solicited throughout the year for feedback on the effectiveness of the District's initiatives, and through a school climate survey, Spring 2026. Key themes from the parents' responses were: • The physical size and scale of the school are viewed as major advantages. Parents love that the school is small because it ensures "kids aren't left behind" and that every student feels heard and cared for. • Multiple parents highlighted the "family-like environment," "tight-knit community," and friendly atmosphere as standout features. • The people who work at the school are a massive source of parent satisfaction, noting that they are "ALWAYS greeted by someone" when walking onto campus, reinforcing a culture of kindness.

Educational Partner(s)	Process for Engagement
	• Parents highly value the strong communication between themselves and their children's teachers. • The high level of involvement from "most parents" was cited as a key strength that makes the community connection stronger. • The availability of the school bus route was explicitly called out as a highly appreciated asset for families. • Some requested that school-wide and classroom events be announced more than a week in advance so they can plan accordingly. • Another theme was that more funds be made available to help the school expand and improve academic, extra-curricular, and safety opportunities for students.
Community Educational Partners	The Public Comment period ran from June 19, 2026, with the School Site Council. A draft of the LCAP was made available to educational partners by request at the school office. Comments could be provided to the Superintendent for consideration. The public hearing of the plan was held on June 25, 2026.
Students	Student input was ascertained through a Spring, 2026, online survey questionnaire that the teachers initiated during class time to ensure student input. Students' favorite parts of the school day are overwhelmingly centered around social connections, physical activity, and campus upgrades. • By far the most common response to what they liked best about school was "friends" or "classmates." Students love hanging out together, and one student specifically highlighted that "everyone is friends with everyone," showing a very inclusive school climate. • Physical activity is a popular part of school. There is a lot of excitement surrounding the new basketball and volleyball courts. • Several students highlighted staff members as another thing about school that make them feel safe and happy.

Educational Partner(s)	Process for Engagement
	• Students were excited about the improvements to the school grounds and play areas. The gazebo and the courts are key landmarks where students feel they can relax and unwind. The vast majority of students' suggestions for improvements to the school focus on fairness, campus equity, schedule flexibility, and social climate. • Several students explicitly called for an end to bullying. • Requests include more overall Fun Friday time and earning Chromebook privileges during this time. • Multiple students expressed frustration over restrictions on where they can play. • Some students feel limited by the current physical education resources, explicitly calling for "access to more P.E. equipment." • A regular theme across surveys is students asking to have the dress code relaxed, especially regarding hoodies.
School Administrator	Ongoing discussions throughout the school year between the Superintendent/CBO and the school Learning Director. The District administration initiated discussions with all education partner groups and created and distributed the surveys to the educational partner groups.
SELPA Consultation	The District consulted with the SELPA through attendance at its monthly meetings and individual consultation with staff. Student records for the students receiving services from MCSOS were reviewed to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff and consultation with MCSOS service providers, the District has ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities.
Parent Advisory Committee	The School Site Council functions as the District's Parent Advisory Committee, reviews the goals and actions, and suggests changes based on the survey results of the educational partners. Because we have 7th and 8th grades, students select two representatives to participate on the SSC.

Educational Partner(s)	Process for Engagement
	A draft of the Plan was presented to them for review and input on June 24, 2026. The Council members had no questions or comments that required a written response from the Superintendent.
District English Learner Advisory Committee	The District does not have an English Learner Parent Advisory Committee due to the small number of English Learners enrolled.
Raymond-Knowles Union Elementary School District Board of Trustees	Throughout the school year input was solicited and changes were proposed for discussion. The District's Board of Trustees reviewed the feedback from educational partners during several meetings and discussed current and future goals/actions that would best serve the needs of all RKS students based on the survey data. The LCAP submitted for RKUESD Governing Board approval was posted on the District's website and a link was included in the Board agenda, 72 hours before the meeting. The public hearing was held on June 25, 2026. The LCAP Plan was approved at the Board meeting of June 26, 2026. Additionally, the Board subsequently adopted the District Budget at this same meeting. The Local Indicator Report was also presented.

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

All District parents, community members, and staff members impacted the LCAP for the upcoming school year by providing feedback at meetings and through the LCAP survey. The District staff was involved in developing the LCAP through staff meetings and discussions around goals and actions. The School Site Council, as well as several parents and community members, also provided input for the LCAP. The RKUESD School Board was informed on LCAP goals and was frequently asked for their feedback and ideas for the LCAP. Many effective and insightful conversations were had with all the above educational partners on the LCAP and its goals, actions, and services.

Parent/Family Suggestions:
While communication between the school and homes was generally cited as a strength, some respondents continue to feel that there are still challenges in getting information out to parents and the community in a timely manner. The District will seek to improve implementation of Action 1.3. Another theme was a concern about incidences of bullying that have occurred. The District takes this seriously, and understands the need for more effective implementation of Action 1.2.

PAC/SSC Suggestions:

The SSC continues to stress the importance of the Learning Director position to support teachers and students. The members also requested the the District hold a Kindergarten Graduation ceremony, which was added to Action 1.3, and offer after-school homework sessions for junior high students, which was added to Action 1.10.

Staff Suggestions:
The staff also continues to stress the importance of the Learning Director position to support teachers and students, along with the math and RtI supports.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	RKUESD students will master core academic content in a challenging, disciplined, safe, and supportive environment for students and staff, with the support of highly qualified teachers, families, and the community, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The fundamental purpose of this goal was for the Raymond-Knowles Union Elementary School District to continue to address areas requiring attention due to their performance in the "red" category. These areas included declines in both English Language Arts (ELA) and Math for Low-Income students. To address these challenges, we implemented several targeted actions detailed in our LCAP, specifically under Goal 1, focusing on academic interventions and supports for our low-income student population, as well as targeted supports for Math and English Language Arts.

- Goal 1, Action 1.5 focuses on Response to Intervention (RTI) and the hiring of an additional Math Support Teacher to provide more individualized and small group instruction.
- Goal 1, Action 1.4 addresses additional support and progress monitoring for English Learners and low-income students through our Learning Director and the expansion of supplemental instructional materials.
- Goal 1, Action 1.3 includes efforts to engage parents and families through enhanced communication and support programs, helping to reinforce learning outcomes at home.

These actions directly target the academic disparities identified on the CA State Dashboard and were aimed at reversing the declining trends in ELA and Math for Low-Income and other high-needs students. The needs of our students, based on the examination of the most recent data are described in the "Reflections" section, and show improvements for Low-Income students in ELA and Math. Despite the improvements, inequalities in performance between Overall results and those for Low-Income students remain evident in both areas, with the former scoring 19 points ahead of the latter in ELA, and a 27 points difference in Math. These results demonstrate a continued need to

provide academic interventions and supports for Low-Income students.
Overall suspension rates increased by 2.2% from the prior year into the Red, or lowest-performance, level. The greatest increase was for White students (+7.1%), placing that group also in the Red level. Rates for Low-Income and Hispanic student groups declined, to the Orange (low) and Blue (highest-performing) levels, respectively. Overall suspension rates and those for all students groups have increased over the baseline year, indicating a need to continue our program of behavior and social-emotional supports, including counseling services from Camarena Health for at-risk students, and social-emotional learning curriculum school-wide, with a focus on providing those services to Low-Income students which appear to be helping to lower rates for that group.
The District's Chronic Absenteeism rate showed only a 0.1% improvement from the prior year, staying at a very high rate of 34.4%, in the Red performance level and among the highest compared with other Madera County schools. To build on the improvements from the baseline, and to address the needs of Students with Disabilities, the District will continue to provide high quality instruction in a safe and welcoming school climate that engages students. Also, the District will provide clear, timely communication and engaging activities for parents and families. We believe that re-engaging families in school will lead to better student engagement and continue to lower chronic absenteeism rates.

Required Actions: The following action was required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard. Though results may have changed in the 2024 Dashboard in these areas or for the included student groups, the action must be maintained through the 2026-2027 update.

- Action 1.10: Improving ELA and Math Distance from Standard for Low-Income Students -- 2023 California School Dashboard Distance from Standard (DFS) results for Raymond-Knowles Elementary School Low-Income were in the "Very Low" performance range in ELA and Math, indicating a need to create a specific action to accelerate progress for them. As seen in Table 1, when comparing improvements from the baseline year to Year 2, Low Income students have shown greater improvement than the Overall population, closing the base year disparity in ELA performance by 14.6 points, and that in Math by 4.6 points. The improvements for Low-Income students in both ELA and Math raised their Dashboard-assigned performance levels from Red (very low) to Yellow (medium). These results give evidence that the after-school homework sessions for Low-Income junior high students to increase achievement in ELA and Math described in Action 1.10, are having a positive impact for Low-Income students.

As described in the "Reflections" section, SBAC data shows that Overall results for students meeting or exceeding standard in Math declined from the prior year, and that Low-Income students have fallen farther behind their peers. Though Low-Income students have improved in Math distance from standard, the decline in those meeting or exceeding standard is cause for concern, as it has increased the inequalities in results for Low-Income when compared to Overall outcomes.

In conducting a needs assessment, staff were asked to reflect on current practices and identify root causes. Feedback from instructional staff identified the difficulty for teachers to provide differentiated math instruction that extended skills development for more capable students in combination classes, while still meeting the needs of struggling students, as one of the root causes for these results. To address these needs based on the data, the District will utilize $_____ in LREBG funds to maintain a Math Instructional Aide to support math instruction in the combination classrooms. The aide will provide direct support and guided practice to the students in one grade of the classroom while the teacher delivers focused, grade-level instruction to the other grade. This support will ensure that all students receive targeted math instruction, support, and enrichment. This additional pupil support aligns with allowable uses of funds because it is aimed at addressing barriers to learning by providing increased small groups and individual attention when students' specific learning needs are identified through

ongoing assessments. Based of Hattie's Visible Learning research, feedback and acceleration in a small group setting is expected to have an effect size on improvement for those students of almost twice (.76) the threshold for gains. It will be monitored using the SBAC Percentage Meeting or Exceeding Standard in Math to ensure that this LREBG-funded action promotes equitable outcomes for Low-Income students. (Action 1.8)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	California School Dashboard: ELA Distance from Standard	Overall -- 38.8 points below standard Low-Income -- 72.8 points below standard Hispanic -- 58.1 points below standard White -- 24.9 points below standard Students with Disabilities -- 145.1 points below standard [2023 CA School Dashboard]	Overall -- 56.3 points below standard Low-Income -- 74.6 points below standard Hispanic -- 62.3 points below standard White -- 51.4 points below standard Students with Disabilities -- 134.1 points below standard [2024 CA School Dashboard]	Overall -- 29.4 points below standard Low-Income -- 48.8 points below standard Hispanic -- 71.2 points below standard White -- 13.6 points below standard Students with Disabilities -- 109.4 points below standard [2025 CA School Dashboard]	Overall -- 17 points below standard Low-Income -- 34 points below standard Hispanic -- 27 points below standard White -- 10 points below standard Students with Disabilities -- 100 points below standard [2026 CA School Dashboard]	Overall -- 9.4 points improvement Low-Income -- 24.0 points improvement Hispanic -- 13.1 points decline White -- 11.3 points improvement Students with Disabilities -- 35.7 points improvement
1.2	California School Dashboard: Math Distance from Standard	Overall -- 50.4 points below standard Low-Income -- 96.1 points below standard Hispanic -- 72.0 points below standard White -- 37.4 points below standard	Overall -- 73.5 points below standard Low-Income -- 102.8 points below standard Hispanic -- 82.4 points	Overall -- 57.1 points below standard Low-Income -- 84.8 points below standard Hispanic -- 67.7 points below standard	Overall -- 29 points below standard Low-Income -- 52 points below standard Hispanic -- 40 points below standard	Overall -- 6.7 points decline Low-Income -- 11.3 points improvement Hispanic -- 4.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities -- 160.8 points below standard [2023 CA School Dashboard]	below standard White -- 69.8 points below standard Students with Disabilities -- 140.5 points below standard [2024 CA School Dashboard]	White -- 54.1 points below standard Students with Disabilities -- 152.9 points below standard [2025 CA School Dashboard]	White -- 23 points below standard Students with Disabilities -- 100 points below standard [2026 CA School Dashboard]	improvement White -- 16.7 points decline Students with Disabilities -- 7.9 points improvement
1.3	California Science Test (CAST): Percentage of Students Meeting or Exceeding Standard	All Students -- 23.53% Low-Income -- < 11 students Hispanic -- < 11 students White -- < 11 students Students with Disabilities -- < 11 students	All Students -- 23.1% Low-Income -- <11 students Hispanic -- <11 students White -- <11 students Students with Disabilities -- <11 students [2024 CAST Results]	All Students -- 18.5% Low-Income -- 12.5% Hispanic -- <11 students White -- 22.3% Students with Disabilities -- <11 students [2025 CAST Results]	All Students -- 40% Low-Income -- 40% Hispanic -- 40% White -- 40% Students with Disabilities -- 30%	All Students -- 5.0% decline
1.4	California School Dashboard: English Learners Making Progress Towards English Language Proficiency: ELPAC Summative Assessment	Data are not reported since there are fewer than 11 students. [2023 CA School Dashboard]	Data are not reported since there are fewer than 11 students. [2024 CA School Dashboard]	Data are not reported since there are fewer than 11 students. [2025 CA School Dashboard]	60% [2026 CA School Dashboard]	N/A
1.5	Reclassification Rate	Data are not reported since there are fewer than 11 students.	Data are not reported since	Data are not reported since	10%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			there are fewer than 11 students.	there are fewer than 11 students.	[2025-2026 DataQuest English Learner Data]	
1.6	Teachers Appropriately Credentialed and Assigned: Report to Board [State law now requires that results from the most recent DataQuest "Teaching Assignment Monitoring Outcomes" be reported]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 60.0% of teachers were appropriately credentialed and 100% appropriately assigned. [2022-23 CDE DataQuest}	MET -- Results were reported at the Board. 66.7% of teachers were appropriately credentialed and 100% appropriately assigned. [2023-24 CDE DataQuest}	Will be reported at the June, 2026, Board meeting at which the LCAP is adopted. Results for 2024-25 not yet posted on the CDE website.	MET -- Results will be reported at the Board meeting at which the LCAP is adopted. 100% of teachers will be appropriately credentialed and assigned.	Results for 2024-25 not yet posted on the CDE website.
1.7	iReady Assessments/IXL Assessments	Percentage of students “Early on grade level” or “mid/above grade level” ELA: Math: Overall -- 39% 30% Grade 1 -- n/d n/d Grade 2 -- 34% 50% Grade 3 -- 33% 67% Grade 4 -- 56% 33% Grade 5 -- 28% 14% Grade 6 -- 36% 9% Grade 7 -- 42% 42%	Percentage of students “Early on grade level” or “mid/above grade level” ELA: Math: Overall -- 42% 39% Grade 1 -- n/d n/d Grade 2 -- 50% 63% Grade 3 -- 43% 43% Grade 4 -- n/d n/d Grade 5 -- 36% 36% Grade 6 -- 26% 26%	Percentage of students “On grade level” or “Above grade level”: ELA Nov. May Overall -- 39% 47% Pre/TK -- 25% 63% Grade K -- 63% 38% Grade 1 -- 89% 56% Grade 2 -- 75% 63% Grade 3 -- 0% 67%	Percentage of students “On grade level” or “Above grade level”: ELA: Math: Overall -- 50% 50% Grade 1 --50% 50% Grade 2 --50% 50% Grade 3 --50% 50% Grade 4 --50% 50% Grade 5 --50% 50% Grade 6 --50% 50%	Change from Nov., 2025 to May, 2026: ELA Overall -- 8% increase Pre/TK -- 38% increase K -- 25% decrease 1st - 23% decrease 2nd -- 12% decrease 3rd -- 67% increase 4th -- 57% increase 5th -- No change 6th -- 11% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8 -- 25% 0% [2023-24 iReady ELA Assessments]	Grade 7 -- 30% 10% Grade 8 -- 60% 53% [2024-25 iReady ELA Assessments]	Grade 4 -- 0% 57% Grade 5 -- 67% 67% Grade 6 -- 11% 22% Grade 7 -- 43% 14% Grade 8 -- 29% 29% Math Nov. May Overall -- 46% 51% Pre/TK -- 50% 63% Grade K -- 88% 88% Grade 1 -- 100% 89% Grade 2 -- 100% 75% Grade 3 -- 9% 78% Grade 4 -- 0% 29% Grade 5 -- 33% 0% Grade 6 -- 9% 9% Grade 7 -- 43% 29% Grade 8 -- 0% 0%	Grade 7 --50% 50% Grade 8 --50% 50% [May, 2027, IXL-LevelUp ELA Assessments]	7th -- 29% decrease 8th -- No change Math Overall -- 5% increase Pre/TK -- 13% increase K -- No change 1st - 11% decrease 2nd -- 25% decrease 3rd -- 69% increase 4th -- 29% increase 5th -- 33% decrease 6th -- No change 7th -- 14% decrease 8th -- No change [Because 2025-2026 was the first year this assessment was used, Nov. 2025 is being used as the baseline.]

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				[2025-26 IXL-LevelUp ELA Assessments]		
1.8	Maintain Campus in Good Repair: Report to Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. Facility was in good repair. [2024 Local Indicators Report to the Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. Facility was in good repair. [2025 Local Indicators Report to the Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. Facility was in good repair. [2026 Local Indicators Report to the Board]	MET -- Results will be reported at the Board meeting at which the LCAP was adopted. Facility will be in good repair. [2027 Local Indicators Report to the Board]	No change
1.9	School Climate Survey: % of Students Feeling Safe at School % of Students Feeling Connected to School	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 52% of surveyed students reported feeling safe at school. 71% of surveyed students reported feeling connected to the school [2024 Local Indicators Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 46% of surveyed students reported feeling safe at school. 28% of surveyed students reported feeling connected to the school [2025 Local Indicators Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 81% of surveyed students reported feeling safe at school. 78% of surveyed students reported feeling connected to the school [2026 Local Indicators Report to Board]	MET -- Results will be reported at the Board meeting at which the LCAP was adopted. 90% of surveyed students will report feeling safe at school. 90% of surveyed students will report feeling connected to the school [2027 Local Indicators Report to Board]	29% increase in the percentage of surveyed students who reported feeling safe at school. 7% increase in the percentage of surveyed students who reported feeling connected to the school
1.10	Attendance	91.46%	91.9%	86.53%	95%	Declined 4.93%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2023-24 Aeries Monthly Summary Total]	[2024-25 Aeries Monthly Summary Total]	[2025-26 Aeries Monthly Summary Total]	[2026-27 Aeries Monthly Summary Total]	
1.11	California School Dashboard: Suspension Rate	Overall -- 2.1% Low-Income -- 3.4% Hispanic -- 0% White -- 4.4% Students with Disabilities -- 5.9% [2023 CA School Dashboard]	Overall -- 4.6% Low-Income -- 7.8% Hispanic -- 2.8% White -- 5.7% Students with Disabilities -- 10.0% [2024 CA School Dashboard]	Overall -- 6.8% Low-Income -- 6.3% Hispanic -- 0% White -- 12.8% Students with Disabilities -- 13.6% [2025 CA School Dashboard]	Overall -- 1% Low-Income -- 1% Hispanic -- 1% White -- 1% Students with Disabilities -- 1% [2026 CA School Dashboard]	Overall -- 4.7% increase Low-Income -- 2.9% increase Hispanic -- No change White -- 8.4% increase Students with Disabilities -- 7.7% increase
1.12	California School Dashboard: Chronic Absenteeism Rate	Overall -- 45.5% Low-Income -- 43.6% Hispanic -- 32.4% White -- 50.0% Students with Disabilities -- 37.5% [2023 CA School Dashboard]	Overall -- 34.5% Low-Income -- 40.8% Hispanic -- 22.9% White -- 47.1% Students with Disabilities -- 40.0% [2024 CA School Dashboard]	Overall -- 34.4% Low-Income -- 34.5% Hispanic -- 24.2% White -- 43.2% Two or More Races -- 18.2% Students with Disabilities -- 57.1% [2025 CA School Dashboard]	Overall -- 20% Low-Income -- 20% Hispanic -- 15% White -- 20% Students with Disabilities -- 20% [2026 CA School Dashboard]	Overall -- 11.1% improvement Low-Income -- 9.1% improvement Hispanic -- 8.2% improvement White -- 6.8% improvement Students with Disabilities -- 19.6% increase
1.13	Middle School Dropout Rate	0% [2022-23 CALPADS Report 8.1c]	0% [2023-24 CALPADS Report 8.1c]	0% [2024-25 CALPADS Report 8.1c]	0% [2025-26 CALPADS Report 8.1c]	No change
1.14	Expulsion Rate	0% [2022-23 DataQuest]	0%	0%	0%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			[2023-24 DataQuest]	[2024-25 DataQuest]	[2025-26 DataQuest]	
1.15	State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards: Report to Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. State Standards were implemented in all classes in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts. [2024 Local Indicators Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. State Standards were implemented in all classes in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts. [2025 Local Indicators Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. State Standards were implemented in all classes in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts. [2026 Local Indicators Report to Board]	MET -- Results will be reported at the Board meeting at which the LCAP was adopted. State Standards will be implemented in all classes in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts. [2027 Local Indicators Report to Board]	No change
1.16	Access to Standards-Aligned Materials: Report to Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 100% of students had access to standards-aligned instructional materials. [2024 Local Indicators Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 100% of students had access to standards- aligned instructional materials. [2025 Local Indicators Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 100% of students had access to standards- aligned instructional materials. [2026 Local Indicators Report to Board]	MET -- Results will be reported at the Board meeting at which the LCAP was adopted. 100% of students will have access to standards-aligned instructional materials. [2027 Local Indicators Report to Board]	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Access to a Broad Course of Study: Report to Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study. [2024 Local Indicators Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study. [2025 Local Indicators Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study. [2026 Local Indicators Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The District's measures in response to the State's self-reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs will be reported at the Board meeting at which the LCAP was adopted. All students will have access to a broad course of study. [2027 Local Indicators Report to Board]	No change
1.18	Parent Engagement: Report to Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted.	MET -- Results were reported at the Board meeting	MET -- Results were reported at the Board meeting	MET -- Results will be reported at the Board meeting at	The state's self-reflection showed no change from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The state's self-reflection showed a 4.3 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self- Reflection Tool. [2024 Local Indicators Report to Board]	at which the LCAP was adopted. The state's self-reflection showed a 4.1 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool. [2025 Local Indicators Report to Board]	at which the LCAP was adopted. The state's self-reflection showed a 4.3 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool. [2026 Local Indicators Report to Board]	which the LCAP was adopted. The state's self-reflection will show a 4.5 Average Score (on a scale of 1= strongly disagree to 5 = strongly agree) on the State's Self-Reflection Tool. [2027 Local Indicators Report to Board]	
1.19	SBAC ELA: Percentage of students assessed meeting or exceeding standard SBAC Math: Percentage of students assessed meeting or exceeding standard	ELA All Students -- 35.9% Low-Income -- 24.2% Non Low-Income -- 55% English Learners -- < 11 students Hispanic -- 36.9% White -- 40.8% Students with Disabilities -- 0% Math All Students -- 32.7% Low-Income -- 18.8% Non Low-Income -- 55% English Learners -- < 11 students Hispanic -- 31.6%	ELA All Students -- 32.7% Low-Income -- 34.5% Non Low-Income -- 30.4% English Learners -- <11 students Hispanic -- 31.3% White -- 37.0% Students with Disabilities -- 0% Math All Students -- 32.7% Low-Income --	ELA All Students -- 42.3% Low-Income -- 38.2% Non Low-Income -- 50.0% English Learners -- <11 students Hispanic -- 37.5% White -- 44.5% Students with Disabilities -- <11 students Math All Students -- 28.9% Low-Income -- 20.6%	ELA All Students -- 50% Low-Income -- 45% Non Low-Income -- 65% English Learners -- 40% Hispanic -- 50% White -- 50% Students with Disabilities -- 25% Math All Students -- 47% Low-Income -- 40%	ELA All Students -- 6.4% improvement Low-Income -- 14.0% improvement Non Low-Income -- 5.0% decline Hispanic -- 0.6% improvement White -- 3.7% improvement Math All Students -- 3.8% decline Low-Income -- 1.8% improvement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White -- 38.5% Students with Disabilities -- 0%.	31.0% Non Low-Income -- 34.8% English Learners -- <11 Hispanic -- 25.0% White -- 40.7% Students with Disabilities -- 0% [2023-24 SBAC results]	Non Low-Income -- 44.4% English Learners -- <11 Hispanic -- 31.3% White -- 29.6% Students with Disabilities -- <11 students [2024-25 SBAC results]	Non Low-Income -- 65% English Learners -- 35% Hispanic -- 47% White -- 50% Students with Disabilities -- 20%	Non Low-Income -- 10.6% decline Hispanic -- 0.3% decline White -- 8.9% decline

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

Goal Analysis [2025-26]

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

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

Action 1.1 - The District hired a Learning Director and the action was implemented as planned.

Action 1.2 - This action was partially implemented as planned. Counseling services were provided, as students requested, which was significantly less than anticipated. Anonymous bully reporting was available. Social and emotional learning was evident school-wide, though we were not able to provide professional learning. Empathy interviews to assess why a large percentage of students did not feel safe at school were not conducted.

Action 1.3 - This action was partially implemented as planned. Communication with Parent Square was carried out. Teachers used conferences and Back to School Night to share information regarding standards being covered and Ideas and resources for parents to help their students academically; parent participation in the classrooms was encouraged; and an attractive school website was maintained. Parent Education Workshops provided parents with information on how to help their students with reading and math, and how to maintain

safe internet practices at home, though not as many were conducted as planned. The Kindergarten Graduation celebration was successfully conducted. Student Showcase events were held though not as many as planned.

Action 1.4 - This action was not implemented as planned. The review and revision of the English Learner support and reclassification processes and procedures and the discussion of progress on the ELPAC assessment, including a report card that indicated an EL student's progress towards reclassification were not accomplished due to lack of staff to guide the task. The District successfully provided a broad course of study, including unduplicated pupils' access to the standards and supports for students with exceptional needs. Materials to support access to the curriculum were not purchased because of a large purchase last year, nor were the planned Chromebooks for all English Learners and Low-Income students. New applications, including Set up Apps for Education were not purchased. The District found it did not need to purchase curriculum and devices for independent study. The Resource teacher accomplished quarterly progress reports based on students with disabilities progress towards their IEP goals.

Action 1.5 - The Response to Intervention Teacher was fully implemented as planned and this action provided the planned services.

Action 1.6 - Implementation of most aspects of this action were successful, but the action was only partially implemented as planned. The Superintendent/CBO, Learning Director, and staff collaborated to complete many tasks, including monitoring the credential status of all certificated employees; providing teacher Induction support to newly credentialed teachers; and providing mentoring to new teachers. The Learning Director met with teachers as planned, and worked closely with teachers on implementing project-based learning with the lessons they create. A significant challenge was found in providing classrooms with updated supplies and learning materials for all students, particularly in finding time to assess needs and plan purchases. We continued to ensure that 8th grade graduation requirements were tied to mastery of content standards.

Action 1.7 - Other than continuing with the custodian position, this action remains a work in progress and was not implemented as planned. Planned facility improvements are still on hold. Students were surveyed. The proposed trainings were not held. There were some improvements to facilities. The basket ball court was resurfaced, and the benches were added under the trees on the outside of the soccer field; however, other areas of the blacktop resurfacing, and classroom and building repairs were, again, postponed due to continuing difficulties in finding contractors to complete the jobs during the school year.

Action 1.8 - This action was not implemented as planned. The District was challenged to provide appropriate, high quality instruction at the middle school levels due to an exceptionally large 8th grade class. To keep all three middle school grades in a single classroom would have been excessive for one teacher and would have diluted the quality of instruction. To rectify this, the teacher on special assignment/math teacher was re-assigned as the 8th grade teacher and no additional math support was provided.

Action 1.9 - Stipends to encourage staff retention were successfully in the previous year; however due to a salary schedule increase, this action was not implemented as planned. Only one sign-on bonus for the administrative assistant was paid.

Action 1.10 - This action was fully implemented as planned. After-school study hall sessions focused on ELA and Math. These sessions provided targeted support to all students, including junior high students needing additional help. Additionally, increased in-class assistance during math instruction ensured that students received more individualized support during core instruction time.

Action 1.11 - This action was fully implemented as planned. Meetings took place monthly with Madera County Superintendent of Schools to collaboratively review data, discuss concerns, and share ideas for improvement. These pre-scheduled meetings focused on aligning support with the district initiatives.

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 1.2: $25,050 budgeted vs $4,220 spent. The budgeted amount was not used due to far fewer requests for counseling services than anticipated; professional development activities were not conducted; and empathy interviews were not conducted so there was no need to pay for extra time to conduct those.

Action 1.3: $17,950 budgeted vs $5,900 spent. The budgeted amount was not used due to the school holding fewer Parent Workshops than planned, and fewer Student Showcases than planned. This resulted in less of a need for materials and extra time for certificated and classified staff.

Action 1.4: $15,240 budgeted vs $0 spent. The budgeted amount was not used due to a variety of reasons: the intended activities to increase English Learner support were not accomplished due to lack of staff to guide the task. Materials to support access to the curriculum were not purchased because of a large purchase last year, nor were the planned Chromebooks for all English Learners and Low-Income students. New applications, including Set up Apps for Education were not purchased. The District found it did not need to purchase curriculum and devices for independent study.

Action 1.6: $16,900 budgeted vs $6,900 spent. Less was spent on this action than was budgeted was a result of the Superintendent/CBO and the Learning Director taking on many of the tasks that had been planned for consultants and/or extra certificated staff time to accomplish. Additionally, planned purchases of supplies and learning materials were not completed due to a lack of time to plan and complete the purchases.

Action 1.7: $187,133 budgeted vs $64,516 spent. Less was spent on this action than was budgeted because the proposed trainings were not held, and many areas of the blacktop resurfacing, and classroom and building repairs were, again, postponed due to continuing difficulties in finding contractors to complete the jobs during the school year.

Action 1.9: $30,000 budgeted vs $3,000 spent. The budgeted amount was not used because this action was not implemented as planned. Due to a salary schedule increase, only one sign-on bonus for the administrative assistant was paid.

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

Actions 1.1, 1.4, 1.5, and 1.6, combined, were created to support improved academic outcomes for students and close achievement gaps between Low-Income students and the overall population. The 2025 California School Dashboard, SBAC Distance from Standard (DFS) Overall results and those for all groups improved significantly from the prior year with the exception of Hispanic students in ELA and Students with Disabilities in Math. When comparing improvements from the baseline year to Year 2, Low Income students have shown greater

improvement than the Overall population, closing the base year disparity in ELA performance by 14.6 points, and that in Math by 4.6 points. The improvements for Low-Income students in both ELA and Math raised their Dashboard-assigned performance levels from Red (very low) to Yellow (medium). These improvements indicate that our Response to Intervention efforts, additional math support, professional development activities, and Differentiated Assistance in collaboration with MCSOS are all having a positive impact. Students with Disabilities also closed the baseline year disparities in ELA and Math, by 28.3 points and 1.2 points, respectively, indicating that the additional supports they receive are yielding positive results, just not yet to the level of proficiency.

In examining the 2025 SBAC Percentage of Students Meeting or Exceeding Standard in ELA and Math, we were pleased to see that Overall ELA results and those for all groups improved significantly from the prior year. Unlike DFS results, there were declines from the prior year in Overall results and those for Low-Income students "Meeting or Exceeding Standard in Math. In analyzing the difference between the two measures, we noted that "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. We also noted that Non Low-Income students gained almost 10% points in those "meeting/exceeding". Comparing the two measures, it appears that Low-Income students who have struggled with the assessments in the past are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges meeting or exceeding standard have slightly slipped back.

Differences from baseline data to 2025 results show indicate that as Overall ELA performance has improved, Low-Income students have improved at a faster rate and closed performance gaps in that area. Low-Income students have also closed inequalities in Math results as the only student group to show growth from the baseline.

While the need for continued additional supports remain, results for both DFS and Meeting/Exceeding Standard indicate that the additional support with standards-based lesson planning, grading, and intervention strategies that is part of Actions 1.1 and 1.6; the expansion of supplemental instructional materials in Action 1.4; and focusing on Response to Intervention (RTI) and individualized and small group instruction of Action 1.5 are having a positive impact Overall and for Low-Income students and have been effective, as planned.

Action 1.8: The 2025 data show that the additional math support was partially effective. Dashboard data improvements, Overall and for Low-income students, showed double-digit increases of 16.4 points and 18.0 points, respectively. On the other hand, the percentages of students meeting or exceeding standard in math declined by 3.8% Overall and by 10.4% for Low-Income students. As described above, it appears that Low-Income students who have struggled with the assessments in the past are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges meeting or exceeding standard have slightly slipped back. Differences from baseline data to 2025 results show indicate that Low-Income students have closed inequalities in Math results as the only student group to show growth from the baseline.

Action 1.11: The 2025 California School Dashboard, SBAC Distance from Standard (DFS) Overall results and those for Low-Income students improved significantly from the prior year. When comparing improvements from the baseline year to Year 2, Low Income students have shown greater improvement than the Overall population, closing the base year disparity in ELA performance by 14.6 points, and that in Math by 4.6 points. The improvements for Low-Income students in both ELA and Math raised their Dashboard-assigned performance levels from Red (very low) to Yellow (medium). These improvements indicate that the Differentiated Assistance in collaboration with MCSOS has had a positive impact and has been effective.

Actions 1.2, 1.3, and 1.7: These actions are all focused on a positive school environment that supports connectedness of students and families to the school. The metrics associated with this cluster of actions indicate they have been partially effective in some regards, such as

lowering Chronic absenteeism rates and increasing students' positive feelings about school, and have had mixed, limited effectiveness in others, such as suspension rates.

The District's Chronic Absenteeism rate showed only a 0.1% improvement from the prior year, staying at a very high rate of 34.4%, in the Red performance level and among the highest compared with other Madera County schools. The greatest improvement was for Low-Income students, who reduced the group's rate by 6.3%, a result that may have contributed to the academic improvements experienced by that group. The rate for White students also improved from the prior year, though still high at 43.2%. Students with Disabilities saw an increase of 17.1% in their Chronic Absenteeism rate. With the exception of Students with Disabilities, the Overall rates and those for all other student groups still show improvements over the baseline year. We believe that improved attendance has led to improved performance on state and local assessments. The rate for Students with Disabilities is a concern, as it potentially puts them at risk of losing further ground in academic achievement.

Overall suspension rates increased by 2.2% from the prior year into the Red, or lowest-performance, level. The greatest increase was for White students (+7.1%), placing that group also in the Red level. Rates for Low-Income and Hispanic student groups declined, to the Orange (low) and Blue (highest-performing) levels, respectively. Overall suspension rates and those for all students groups have increased over the baseline year. Because of the small number of students in the total group -- 61 -- and the small number of students suspended -- 3 -- the data for Low-Income students can not be broken down any further without compromising privacy. This limitation also applies to other student groups. The small size of the cohort and the number of students suspended results in extreme volatility in this metric, making it difficult to definitively evaluate the effectiveness of these actions.

The most recent (Spring of 2026) Student Survey data shows positive signs of the effectiveness of these actions. On the assessment of feelings of school safety, 81% of the students who responded indicated that they feel safe at school, and 78% responded that they feel connected to school. The survey returned to the same one used for the baseline, and we were please to see that there was a 29% increase in the percentage of surveyed students who reported feeling safe at school, and a 7% increase in the percentage of surveyed students who reported feeling connected to the school over the baseline year. With both results under 50% in the prior year, we believe that Actions 1.2, 1.3, and 1.7 are having positive impacts. Ninety-six percent of parents who responded agreed that their children feel safe at school, and 96% agreed that their children feel connected, both percentages significantly greater than the prior year. Additionally, parents who responded to surveys gave the school high ratings for creating a welcoming environment for all families in the community (89%); policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student outcomes (92%); building trusting and respectful relationships with families (92%); and the staff being interested in each family’s strengths, cultures, languages, and goals for their children (89%). The state's self-reflection tool for family engagement reflected a high level of satisfaction with a 4.3 average score, an increase from 2025.

Required Actions: The following action was required to be included in the 2024-2027 LCAP based on results from the 2023 California School Dashboard. Though results may have changed in the 2025 Dashboard in these areas or for the included student groups, the action must be maintained through the 2026-2027 update.

- Action 1.10: Improving ELA and Math Distance from Standard for Low-Income Students -- 2023 California School Dashboard Distance from Standard (DFS) results for Raymond-Knowles Elementary School Low-Income were in the "Very Low" performance range in ELA and Math, indicating a need to create a specific action to accelerate progress for them.

When comparing improvements from the baseline year to Year 2, Low Income students have shown greater improvement than the Overall population, closing the base year disparity in ELA performance by 14.6 points, and that in Math by 4.6 points. The improvements for Low-Income students in both ELA and Math raised their Dashboard-assigned performance levels from Red (very low) to Yellow (medium). These

results give evidence that the after-school homework sessions for Low-Income junior high students to increase achievement in ELA and Math described in Action 1.10, are effective and having a positive impact for Low-Income students.

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.

Metric 1.7: The District replaced the iReady diagnostic system with the IXL-LevelUp Diagnostic resulting in changes to Year 2 Outcome, Target for Year 3 Outcome, and Current Difference from Baseline. Because 2025-2026 was the first year this assessment was used, Nov. 2025 is being used as the baseline for calculating the difference.]

Action 1.9: Removed employee retention data: Average Yearly Retention Rate as a Metric.

Metric 1.12: Added the student group "Two or More Races" to reflect available data.

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	Planning to Meet the Needs of Struggling Students	The District will hire and retain a Learning Director (LD) to coach and support all teachers. The LD will support teachers with standards-based lesson planning, grading, and intervention strategies. This will be done through weekly meetings and modeling instruction in classrooms. The Learning Director will also provide teachers with hands-on experience on the best teaching strategies. Weekly meetings with new teachers and the LD will consist of instructional practices, data analysis, assessments, and classroom management.	$107,009.77	Yes
1.2	Social-Emotional Supports	The District will provide: • Counseling services provided by Cornerstone Counseling Services for at-risk students on campus starting one day every other week and increase as needed.. • Access to the Public Works program that allows for anonymous bully reporting. • Social and Emotional Learning Curriculum school-wide.	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Conduct empathy interviews with students to identify and address feelings of not being safe at school.		
1.3	Family and Community Engagement	The District will provide clear, timely communication and engaging activities for parents and families, including communications directed to parents of Low-Income students, English Learners, Foster Youth, and students with exceptional needs. • Timely and frequent communication with families via ParentSquare. Provide information to parents on how to use ParentSquare. • Community based events at the school (outdoor movie night, school carnival/festival, community parade, Spring Social). • Increase classroom to home communication, including: a. Information regarding standards being covered b. Ideas and resources for parents to help their students academically through multiple means of communication. c. Encourage parent participation in the classrooms. d. Student's progress and status of classwork e. Graded student work sent home regularly. f. Maintaining the school website. g. Maintain the school's Facebook and/or Instagram account. h. Annually hold Kindergarten Graduation celebration • Parent Education Workshops led by teachers. These workshops will focus on teaching parents on how to help their students with reading and math effectively. Parent Education Workshops on internet safety for children. • The school will host at least three Student Showcase events throughout the school year. The student work on display will emphasize student work samples from project-based learning, arts, music, and/or physical education.	$10,000.00	Yes
1.4	Supports for Learners	• The District will review and revise, if necessary, English Learner support and reclassification processes and procedures to ensure EL progress is reviewed and targeted supports provided so they are assured access to instruction in the state standards.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• The District will review and discuss progress on the ELPAC assessment. Add a section on the report card that indicates an EL student's progress toward reclassification. • The District will provide an instructional schedule that ensures all students will have access to a broad course of study (ELA, Math, ELD, Social Studies, Science, Arts, and PE), including unduplicated pupils' access to the standards and support for students with exceptional needs. • The District will provide Chromebooks for all English Learners and Low-Income students. Set up Apps for Education for incoming students. Purchase new applications or programs that will aid those students in mastering standards and closing inequalities in academic outcomes. • Independent Study: The District will purchase curriculum and devices as necessary to provide alternatives for Low-Income students who are struggling to be successful in a regular class setting. • Continue to create quarterly progress reports based on students with disabilities progress towards their IEP goals. Title I -- Supplementary instructional materials and devices, professional consulting services, Foster and Homeless Youth support.		
1.5	Response to Intervention Program	The Learning Director will: • Implement a tiered system of academic interventions. • Provide daily in-class and out-of-class interventions for students not meeting standards. • 8th grade graduation requirements tied to mastery of content standards. • Utilize Part-Time RTI Paraprofessional to work with students	$29,706.06	Yes
1.6	Professional Supports for Highly Effective Instruction	• Monitor the credential status of all certificated employees on an annual basis. • Provide Teacher Induction support to newly credentialed teachers. • Provide a Mentor Teacher to new teachers.	$6,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• The Learning Director will meet with new teachers weekly and veteran teachers every other week. • The Learning Director will work closely with teachers on implementing project-based learning with the lessons they create. • Teachers and classrooms are provided with updated supplemental supplies and learning materials for all students.		
1.7	Safe and Welcoming School Climate	• Continue one part-time custodian or outside company for custodial services • Active shooter training for all staff • Students, staff, and families will be surveyed annually to collect data on feelings about parent and family engagement and school climate. School Site Council will meet at least 3 times a year (once a trimester) and continue to review, update, and discuss LCAP goals and actions. • Professional Development for Food Services • Complete Improvements to Facilities a. Resurface Blacktop b. Classroom and Building Repairs	$96,708.00	No
1.8	Additional Math Support	As described in the "Reflections" section, SBAC data shows that Overall results for students meeting or exceeding standard in Math declined from the prior year, and that Low-Income students have fallen farther behind their peers. Though Low-Income students have improved in Math distance from standard, the decline in those meeting or exceeding standard is cause for concern, as it has increased the inequalities in results for Low-Income when compared to Overall outcomes. In conducting a needs assessment, staff were asked to reflect on current practices and identify root causes. Feedback from instructional staff identified the difficulty for teachers to provide differentiated math instruction that extended skills development for more capable students in combination classes, while still meeting the needs of struggling students, as one of the	$35,686.00	No

Action #	Title	Description	Total Funds	Contributing
		root causes for these results. To address these needs based on the data, the District will utilize the balance of $2,646 in LREBG funds with LCFF Funds to maintain a Math Instructional Aide to support math instruction in the combination classrooms. The aide will provide direct support and guided practice to the students in one grade of the classroom while the teacher delivers focused, grade-level instruction to the other grade. This support will ensure that all students receive targeted math instruction, support, and enrichment. This additional pupil support aligns with allowable uses of funds because it is aimed at addressing barriers to learning by providing increased small groups and individual attention when students' specific learning needs are identified through ongoing assessments. Based of Hattie's Visible Learning research, feedback and acceleration in a small group setting is expected to have an effect size on improvement for those students of almost twice (.76) the threshold for gains. It will be monitored using the SBAC Percentage Meeting or Exceeding Standard in Math to ensure that this LREBG-funded action promotes equitable outcomes for Low-Income students.		
1.9	Hire and Retain Qualified Teachers and Support Staff	Small rural school districts often struggle to attract highly qualified educators and staff due to competition from larger districts. Offering a signing bonus will make us more competitive in the job market and enable us to attract the best talent available. This will significantly enhance the quality of education we can provide to our students. Rural areas frequently face difficulties in recruiting and retaining educators, specialists, and support staff. The signing bonus will serve as a powerful incentive for individuals to consider a career with us, helping us address critical staff shortages and maintain appropriate staff-student ratios. Pairing this with retention stipends can motivate staff to stay with us long-term. Offering retention stipends can symbolize our commitment to employees. It demonstrates that we value their contributions and are willing to invest in their professional growth and well-being. This can foster greater loyalty and commitment among our staff, reducing turnover rates.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A well-functioning school district is often the heart of rural communities. Attracting and retaining top talent not only enhances the educational experience for students but also contributes to the overall growth and prosperity of the community. These measures are necessary steps to overcome recruitment challenges, enhance staff retention, and ultimately benefit our students, staff, and the entire community.		
1.10	Required Action: Improving ELA and Math Distance from Standard for Low-Income Students	2023 California School Dashboard Distance from Standard results for Raymond-Knowles Elementary School Low-Income were in the "Very Low" performance range in ELA and Math, indicating a need to create a specific action to accelerate progress for them. The Distance from Standard in ELA was 72.8 points below standard; in Math, the Distance was 96.1 points below. Examining iReady assessment results, we found that the cohort of students moving from 7th to 8th grade next year declined from 20% "Early on grade level" or "mid or above grade level" in Math in 2023 to 0% in 2024. That same group had only 25% "Early on grade level" or "mid or above grade level" in Reading in 2024. The 6th to 7th grade cohort declined by 8% in Math from 2023 to 2024, and by 2% in Reading. In both grade levels, the total percentages meeting the "Early on grade level" or "mid or above grade level" marker were well below 50%. This indicated the need to address those areas for those students in order to improve overall achievement, and also to prepare them for success when they leave Raymond-Knowles Elementary School for high school. Raymond-Knowles Elementary will utilize after-school homework sessions on early release days for Low-Income junior high students to increase achievement in ELA and Math Distance from Standard. This is intended to identify and address individual student's needs in order to increase their skills and knowledge in ELA and Math.		No
1.11	Differentiated Assistance	County superintendents provide Differentiated Assistance (DA) for eligible LEAs in the form of individually designed support to address identified performance issues, including significant disparities in performance among		No

Action #	Title	Description	Total Funds	Contributing
		student groups. Raymond-Knowles School (RKS) has been identified for Level 2 Differentiated Assistance due to Priority 4: Pupil Achievement, as both English Language Arts (ELA) and Mathematics scores were at the red performance level on the 2023 and 2024 California School Dashboards. While the Madera County Superintendent of Schools (MCSOS) serves as the DA provider and will provide district-level leadership, RKS will retain control to select the improvement strategies and actions it will implement to address identified challenges and opportunities. The DA program will work to align with the district's existing initiatives, ensuring consistency and focus. Together, MCSOS and RKS will review dashboard and local data to identify strengths and challenges, and will collaborate on determining the best approaches for improvement. Current efforts include evaluating practice tests and FIABs through the CAASPP system and having teachers use them both formatively and summatively, piloting programs such as IXL to explore diagnostic assessments and targeted resources, and engaging teachers in reviewing FIAB testing data to reflect on what the results show and the instructional adjustments needed. These activities are designed to build the district's capacity to develop and implement responsive actions and services that support student learning and achievement. Meetings between MCSOS and RKS will be pre-scheduled and calendared to ensure ongoing collaboration. These meetings will be used to review state and federal updates and calendars, discuss staffing and training needs, and address other relevant information to keep the district informed. In addition, progress toward goals will be regularly monitored and evaluated to ensure accountability and adherence to established timelines.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$130,209	$6,179

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.514%	3.027%	$36,538.07	13.541%

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:** Planning to Meet the Needs of Struggling Students **Need:** Action 1.1 was created for Low-Income students, English Learners, and Foster Youth to support improved academic outcomes to and close achievement gaps between those students and the overall population. The 2025	The District will hire and retain a Learning Director (LD) to coach and support all teachers. The LD will support teachers with standards-based lesson planning, grading, and intervention strategies. This will be done through weekly meetings and modeling instruction in classrooms. The Learning Director will also provide teachers with hands-on experience on the best teaching strategies. Weekly meetings with new teachers and the LD	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of

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
	California School Dashboard, SBAC Distance from Standard (DFS) Overall results and those for all groups improved significantly from the prior year with the exception of Hispanic students in ELA and Students with Disabilities in Math. When comparing improvements from the baseline year to Year 2, Low Income students have shown greater improvement than the Overall population, closing the base year disparity in ELA performance by 14.6 points, and that in Math by 4.6 points. The improvements for Low-Income students in both ELA and Math raised their Dashboard-assigned performance levels from Red (very low) to Yellow (medium). These improvements indicate that this action is having a positive impact and needs to be continued. In examining the 2025 SBAC Percentage of Students Meeting or Exceeding Standard in ELA and Math, we were pleased to see that Overall ELA results and those for all groups improved significantly from the prior year. Differences from baseline data to 2025 results show indicate that as Overall ELA performance has improved, Low-Income students have improved at a faster rate and closed performance gaps in that area. Low-Income students have also closed inequalities in Math results as the only student group to show growth from the baseline. While the need for continued additional supports remain, results for both DFS and Meeting/Exceeding Standard indicate that the additional support with standards-based	will consist of instructional practices, data analysis, assessments, and classroom management. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, because the District is confident that a Principal will be hired who can support the Learning Director. The Learning Director, in turn, will focus on guiding the collection, analysis, and effective use of data about our students to meet their academic and other needs, as research confirms that school leadership has a significant impact on the quality of instruction that occurs at a school. The LD will also assist the teachers in building their "toolkits" of strategies to better address the needs of their Low-Income, English Learner, and Foster Youth students. Higher quality first instruction will better address needs of our students in ELA, Math, and ELD. While this action is principally directed towards meeting the need of our Unduplicated Pupils, it is being provided on an schoolwide basis so all students may benefit.	students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard

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
	lesson planning, coaching, and instructional modeling that are part of Action 1.1 are having a positive impact for Low-Income students. The state assessment data for Distance from Standard (DFS) shown above indicates that, while those gaps have closed, significant inequalities in results remain. Low-Income students trail Overall results by 18.3 points in ELA, and by 29.3 points in math. Results for English Learners and Foster Youth are not reported due to the small sizes of the cohorts, but the experiences of our teachers indicate that those students are experiencing similar or greater inequalities in assessment outcomes. Positive signs of effectiveness include the results of students Meeting or Exceeding Standard for the Low-Income student group, who improved by double-digit percentages in both ELA (10.3%) and Math (12.2%) from the prior year. This group now exceeds All Students' results in ELA by 1.8%, and is only 1.7% lower in math. These results indicate that this actions from Goal 1 are having a positive impact for Low-Income students. These results indicate the need to ensure that teachers continue to be provided the support, through coaching and in-room lessons, to deliver what Low-Income students need. Additionally, Over the years, including 2025-26, Educational Partners, including staff, students, and the SSC stressed the importance of having the support from the Learning Director. **Scope:**		

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
	Schoolwide		
1.2	**Action:** Social-Emotional Supports **Need:** Action 1.2 is focused on a positive school environment that supports connectedness of students and families to the school. The metrics associated with this action indicate that it has been partially effective in some regards, such as lowering Chronic absenteeism rates, and has had mixed, limited effectiveness in others, such as suspension rates. The District's Chronic Absenteeism rate showed only a 0.1% improvement from the prior year, staying at a very high rate of 34.4%, in the Red performance level and among the highest compared with other Madera County schools. The greatest improvement was for Low-Income students, who reduced the group's rate by 6.3%, a result that may have contributed to the academic improvements experienced by that group. The Overall rate and those for the Low-Income student group still show improvements over the baseline year. We believe that improved attendance has led to improved performance on state and local assessments. Overall suspension rates increased from the prior year into the Red, or lowest-performance, level. However, the rate for Low-Income students declined to the Orange (low) level. Overall suspension rates and those for Low-	This action is provided on a schoolwide basis to address both academic and non-academic barriers to student success. The district has identified social-emotional well-being as critical to improving both academic outcomes and school connectedness for all students, particularly for unduplicated pupils (Low-Income, English Learners, and Foster Youth). The district will provide the following supports: • Counseling services through Cornerstone Family Counseling, available for at-risk students two days per month. • Access to the Public Works program, which provides a platform for anonymous bullying reporting, allowing students to report concerns in a confidential manner. • Implementation of a school-wide Social-Emotional Learning (SEL) curriculum, ensuring all students are taught strategies to manage emotions, build positive relationships, and make responsible decisions. • Empathy interviews with students to identify why some feel unsafe, with the goal of uncovering the root causes and addressing them through SEL and mental health services. The action focuses on supporting students' emotional and mental health, which research has shown to be a critical factor in enhancing both academic performance and student engagement. By providing these services schoolwide, the district ensures that all students have access to the	• California School Dashboard: Suspension Rates • California School Dashboard: Chronic Absenteeism Rates • School Climate Survey: % of Students Feeling Safe at School • School Climate Survey: % 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
	Income students have increased over the baseline year. Because of the small number of students in the total group -- 61 -- and the small number of students suspended -- 3 -- the data for Low-Income students can not be broken down any further without compromising privacy. The decline from the prior year indicates that the District is on the right track in addressing the suspension rate for Low-Income students, and needs to continue this action. The most recent (Spring of 2026) Student Survey data shows positive signs of the effectiveness of these actions. On the assessment of feelings of school safety, 81% of the students who responded indicated that they feel safe at school, and 78% responded that they feel connected to school. The survey returned to the same one used for the baseline, and we were please to see that there was a 29% increase in the percentage of surveyed students who reported feeling safe at school, and a 7% increase in the percentage of surveyed students who reported feeling connected to the school over the baseline year. With both results under 50% in the prior year, we believe that Action 1.2, is having positive impact. Results for English Learners and Foster Youth for the above metrics are not reported due to the small sizes of the cohorts. The successes reflected in these data for students' feeling of safety and connectedness underscore the need to continue the action that has contributed to that success.	necessary supports. The allocation of funds for social-emotional supports is one of the most effective uses of resources to meet district goals, particularly for unduplicated pupils, for the following reasons: 1. Supporting Research: Studies show that students who feel connected to school are more likely to excel academically and less likely to engage in risky behavior. By increasing school connectedness (already evidenced by the 18% improvement), the district is addressing a critical factor in improving academic outcomes. 2. Experience: The district's experience with the SEL curriculum and counseling services has shown improvement in student connectedness and behavior. The ongoing provision of Camarena Health's counseling services and SEL initiatives has proven to be beneficial, and continuing these services will help further address emotional and behavioral needs, leading to better learning outcomes. 3. Educational Theory: According to the Maslow's Hierarchy of Needs, students need to feel safe and emotionally secure before they can focus on academic learning. The empathy interviews and SEL strategies align with this theory, aiming to create a safe and supportive environment that fosters academic success. While this action is principally directed towards meeting the need of our Unduplicated Pupils, it is being provided on an schoolwide basis so all students may benefit.	

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: Schoolwide		
1.3	**Action:** Family and Community Engagement **Need:** The District's Chronic Absenteeism rate showed only a 0.1% improvement from the prior year, staying at a very high rate of 34.4%, in the Red performance level and among the highest compared with other Madera County schools. The greatest improvement was for Low-Income students, who reduced the group's rate by 6.3%, a result that may have contributed to the academic improvements experienced by that group. The Overall rate and those for the Low-Income student group still show improvements over the baseline year. We believe that improved attendance has led to improved performance on state and local assessments. While several parents commented that the District is doing a good job to encourage attendance, an assessment of local conditions indicates that the District needs to maintain its efforts to communicate the importance of regular school attendance. Since Family Educational Partners suggested that the District might provide flexible independent study options that could help prevent excessive absences, the District needs to clearly communicate those options to families of Low-Income students.	This action is provided on a schoolwide basis to address chronic absenteeism, improve family engagement, and support academic achievement, particularly for unduplicated pupils (Low-Income, English Learners, and Foster Youth). The Family and Community Engagement plan focuses on clear, timely communication and engaging activities to connect parents and families more deeply with the school and to promote regular attendance. The district will implement the following strategies: • Timely and frequent communication with families via Parent Square, ensuring that information is accessible and easy to understand. • Frequent communication regarding flexible independent study options, helping families better understand alternatives that can prevent excessive absences. • Hosting community-based events such as outdoor movie nights, school carnivals, festivals, and parades to increase family involvement. • Expanding classroom-to-home communication, which includes: o Sharing information on standards being covered in class. o Pr oviding resources and ideas for parents to help	• California School Dashboard: Chronic Absenteeism Rates • Parent Engagement: Report to Board

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
	Ninety-six percent of parents who responded agreed that their children feel safe at school, and 96% agreed that their children feel connected, both percentages significantly greater than the prior year. Additionally, parents who responded to surveys gave the school high ratings for creating a welcoming environment for all families in the community (89%); policies for teachers to meet with families and students to discuss progress and ways to work together to support improved student outcomes (92%); building trusting and respectful relationships with families (92%); and the staff being interested in each family's strengths, cultures, languages, and goals for their children (89%). The state's self-reflection tool for family engagement reflected a high level of satisfaction with a 4.3 average score, an increase from 2025. The successes reflected in these data regarding family engagement underscore the need to continue the action that has contributed to that success. **Scope:** Schoolwide	students academically. o En couraging parent participation in classrooms. o Se nding graded student work home regularly to keep families informed about student progress. o M aintaining the school website and Facebook account as channels of communication. o Ho sting Kindergarten Graduation celebrations to build community and family pride. • Offering Parent Education Workshops led by teachers, covering topics such as helping students with reading and math, as well as internet safety for children. By offering frequent communication and engagement activities, the district aims to not only maintain the excellent ratings on the state's self-reflection tool but also to reduce chronic absenteeism by ensuring that families are fully aware of independent study options and the importance of regular attendance. This is the most effective use of funds to meet the district's goals for unduplicated pupils by addressing both attendance and academic engagement, which are critical to improving outcomes for these students. Here's why: 1. Supporting Research: Studies show that family involvement is one of the strongest predictors of student success. By increasing 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
		particularly among families of unduplicated pupils, the district is creating a support system that fosters higher academic achievement and lower absenteeism rates. 2. Experience: The district's Parent Square communication platform and past community events have already shown effectiveness in improving parent satisfaction and engagement, as reflected in the 4.3 average score on the state's family engagement tool. Expanding these efforts will likely yield even better results, particularly in reducing chronic absenteeism. 3. Educational Theory: Bronfenbrenner's Ecological Systems Theory supports the idea that students thrive when there is a strong connection between the school and the family environment. By providing tools and resources for parents to support their children academically and encouraging their participation in school life, the district is enhancing the overall learning environment for students.	
1.5	**Action:** Response to Intervention Program **Need:** Action 1.5 was created for Low-Income students, English Learners, and Foster Youth to support improved academic outcomes to and close achievement gaps between those students and the overall population. were created to support improved academic outcomes for students and close achievement gaps between Low-Income students and the overall population.	This action is provided schoolwide to ensure that all students, particularly unduplicated pupils, benefit from a tiered system of academic interventions that target their individual learning needs. The Learning Director plays a key role in implementing and overseeing these interventions. The district will implement the following strategies: • The Learning Director will implement a tiered intervention system to provide both in-class and out-of-class support for students who are not meeting standards. • Students will receive daily academic interventions, with additional supports available during and after school,	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2025 California School Dashboard, SBAC Distance from Standard (DFS) Overall results and those for Low-Income students improved significantly from the prior year. When comparing improvements from the baseline year to Year 2, Low Income students have shown greater improvement than the Overall population, closing the base year disparity in ELA performance by 14.6 points, and that in Math by 4.6 points. The improvements for Low-Income students in both ELA and Math raised their Dashboard-assigned performance levels from Red (very low) to Yellow (medium). These improvements indicate that our Response to Intervention efforts are having a positive impact. In examining the 2025 SBAC Percentage of Students Meeting or Exceeding Standard in ELA and Math, we were pleased to see that Overall ELA results and those for all groups improved significantly from the prior year. Unlike DFS results, there were declines from the prior year in Overall results and those for Low-Income students "Meeting or Exceeding Standard in Math. In analyzing the difference between the two measures, we noted that "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that Low-Income students who have struggled with the assessments in the past are improving more quickly, and so scoring closer to standard,	particularly for junior high students through after-school homework sessions. • 8th-grade graduation requirements will be tied to the mastery of content standards, ensuring that students meet academic benchmarks before progressing to high school. • The district will continue to provide professional development and support to staff, focusing on the retention of high-quality, well-trained educators who can collaborate effectively to meet students' needs. This tiered intervention system is designed to address the unique needs of Low-Income students, English Learners, and Foster Youth by identifying areas of academic difficulty and responding with targeted interventions. By providing these supports on a schoolwide basis, the district can ensure that all students, especially those most at risk, receive the help they need to succeed. The Response to Intervention program is the most effective use of funds to meet the district's goals for unduplicated pupils, particularly in addressing the growing achievement gap in ELA and Math. Here's why: 1. Supporting Research: Research shows that tiered intervention systems (RtI) are highly effective in closing achievement gaps by providing early, targeted support before students fall too far behind. This aligns with the district's data-driven approach to identifying struggling students early and intervening with tailored academic supports. 2. Experience: Feedback from both staff and	exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard

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
	while the percentages in the higher ranges meeting or exceeding standard have slightly slipped back. Differences from baseline data to 2025 results show indicate that as Overall ELA performance has improved, Low-Income students have improved at a faster rate and closed performance gaps in that area. Low-Income students have also closed inequalities in Math results as the only student group to show growth from the baseline. These results indicate the need to ensure that the Low-Income students who are farther from mastery of standards receive the support they need, including a tiered system of academic interventions, both in and out of the classrooms, supported by a part time RTI Paraprofessional to work with students. A survey of local conditions showed that many of our Low-Income students do not have access to academic supports outside of school, and need the additional supports that our staff can provide. **Scope:** Schoolwide	students indicates that the interventions overseen by the Learning Director have already had a positive impact. With improvements in implementation and consistency, these supports are expected to yield even stronger results. 3. Educational Theory: Vygotsky's Zone of Proximal Development suggests that students learn best when they are supported just beyond their current level of competency. The tiered intervention system supports this by offering scaffolded learning opportunities that challenge students while providing the support necessary to master new concepts. While this action is principally directed towards meeting the need of our Unduplicated Pupils, it is being provided on an schoolwide basis so all students may benefit.	
1.6	**Action:** Professional Supports for Highly Effective Instruction **Need:** Action 1.6 was created for Low-Income students, English Learners, and Foster Youth to support improved academic outcomes to	This action is implemented on a schoolwide basis to ensure all students benefit from high-quality instruction and continuous teacher development. The Learning Director plays a critical role in supporting teachers through collaboration, professional development, and coaching, particularly in project-based learning and	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard

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
	and close achievement gaps between those students and the overall population. The 2025 California School Dashboard, SBAC Distance from Standard (DFS) Overall results and those for Low-Income students improved significantly from the prior year. When comparing improvements from the baseline year to Year 2, Low Income students have shown greater improvement than the Overall population, closing the base year disparity in ELA performance by 14.6 points, and that in Math by 4.6 points. The improvements for Low-Income students in both ELA and Math raised their Dashboard-assigned performance levels from Red (very low) to Yellow (medium). These improvements indicate that our supports for teachers to improve instruction are having a positive impact. In examining the 2025 SBAC Percentage of Students Meeting or Exceeding Standard in ELA and Math, we were pleased to see that Overall ELA results and those for all groups improved significantly from the prior year. Unlike DFS results, there were declines from the prior year in Overall results and those for Low-Income students "Meeting or Exceeding Standard in Math. In analyzing the difference between the two measures, we noted that "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that Low-Income students who have struggled with the	interventions for struggling students. The District will: • Monitor the credential status of all certificated employees to ensure they meet all state requirements. • Provide Teacher Induction support to newly credentialed teachers, giving them the resources and guidance to succeed in their first years of teaching. • Assign a Mentor Teacher to support new teachers as they navigate their roles and responsibilities. • Ensure the Learning Director meets with new teachers weekly and veteran teachers biweekly to support instructional improvement and classroom management. • The Learning Director will assist teachers in implementing project-based learning by helping to design lessons that align with students' academic needs and goals. • Provide updated supplemental supplies and learning materials for all classrooms, ensuring that all students have access to the resources they need for success. This includes computer software and programs used by the teachers in the classroom to create a more effective learning environment for the students. By providing these resources and ongoing support, the district expects to see improved academic outcomes for Low-Income students, English Learners, and Foster Youth. The collaborative professional development model—involving mentorship, frequent collaboration, and	• SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard

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
	assessments in the past are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges meeting or exceeding standard have slightly slipped back. Differences from baseline data to 2025 results show indicate that as Overall ELA performance has improved, Low-Income students have improved at a faster rate and closed performance gaps in that area. Low-Income students have also closed inequalities in Math results as the only student group to show growth from the baseline. The improvements for Low-Income students in narrowing the Distance from Standard, and increasing the percentages Meeting or Exceeding standard suggest that the supports for newer teachers, the coaching on project-based learning, and providing supplemental instruction and materials is having a positive impact and needs to be continued. The broader results indicate the need to ensure that the Low-Income students who are farther from mastery of standards receive the support they need in terms of supplemental materials that can target more specific identified needs, and provide a more varied palette of instructional options for the teachers to address those needs. These materials will be more effectively used as teachers engage in the professional learning and coaching with the Learning Director. **Scope:**	targeted instructional support—will allow teachers to identify and address the specific needs of their students more effectively. The Learning Director's role is pivotal in ensuring that teachers have the necessary tools and support to implement best practices that will close the achievement gap. Effectiveness of Funds for Unduplicated Pupils and Meeting District Goals Investing in Professional Supports for Highly Effective Instruction is the most effective use of funds to meet the district's goals for unduplicated pupils. Here's why: 1. Supporting Research: Research shows that continuous professional development and coaching, especially through mentor programs, improve teaching effectiveness. High-quality professional support fosters teacher retention, enhances instructional skills, and ultimately benefits student outcomes. Teacher Induction programs are particularly effective in helping new teachers develop the skills they need to succeed in the classroom. 2. Experience: Feedback from staff surveys and observations during Learning Director meetings shows that targeted support for teachers has had a positive impact on instructional quality. Teachers report that frequent collaboration with the Learning Director and mentor teachers has helped them better meet the needs of their students. 3. Educational Theory: Collaborative learning and project-based learning are grounded in educational theory that supports active engagement, critical thinking, and problem-solving among students. The district's approach aligns with these theories by providing teachers with the	

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
	Schoolwide	tools and resources to create meaningful learning experiences for their students. As part of an ongoing commitment to evaluating the effectiveness of this action, the district will add SBAC ELA and Math percentages as metrics for measuring progress. This will help determine whether the professional supports provided to teachers are translating into improved student outcomes. Continuous data monitoring and feedback will allow for adjustments to the action as needed to ensure it remains effective.	
1.9	**Action:** Hire and Retain Qualified Teachers and Support Staff **Need:** Action 1.9 was created for Low-Income students, English Learners, and Foster Youth to support improved academic outcomes to and close achievement gaps between those students and the overall population. The action was not implemented as planned; instead, all employees were given an increase on the salary schedule in lieu of a stipend. The 2025 California School Dashboard, SBAC Distance from Standard (DFS) Overall results and those for Low-Income students improved significantly from the prior year. When comparing improvements from the baseline year to Year 2, Low Income students have shown greater improvement than the Overall population, closing the base year disparity in ELA performance by 14.6 points, and that in Math by 4.6 points. The improvements for Low-Income students in both ELA and Math	The District will offer retention stipends to its employees. This action is expected to significantly increase academic outcomes for Low-Income students, English Learners, and Foster Youth, since it is designed to address their identified needs in math and ELA by a stable, high-quality, and well-trained instructional staff. Evidence from our local experience shows that experienced teachers with access to professional development get positive results. The "Employee Retention Data: Average Yearly Retention Rate" will be annually reported in the Annual Update to this action. In order to maximize its impact in increasing academic outcomes for all students, this action is being provided on an schoolwide basis.	• California School Dashboard: ELA Distance from Standard • California School Dashboard: Math Distance from Standard • SBAC ELA: Percentage of students assessed meeting or exceeding standard • SBAC Math: Percentage of students assessed meeting or exceeding standard

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
	raised their Dashboard-assigned performance levels from Red (very low) to Yellow (medium). These improvements indicate that our supports for teachers to improve instruction are having a positive impact. In examining the 2025 SBAC Percentage of Students Meeting or Exceeding Standard in ELA and Math, we were pleased to see that Overall ELA results and those for all groups improved significantly from the prior year. Unlike DFS results, there were declines from the prior year in Overall results and those for Low-Income students "Meeting or Exceeding Standard in Math. In analyzing the difference between the two measures, we noted that "Distance from Standard" results includes the scores of all students who took the assessment, while "Meeting or Exceeding Standard" only includes those who scored at standard or above. Comparing the two measures, it appears that Low-Income students who have struggled with the assessments in the past are improving more quickly, and so scoring closer to standard, while the percentages in the higher ranges meeting or exceeding standard have slightly slipped back. Differences from baseline data to 2025 results show indicate that as Overall ELA performance has improved, Low-Income students have improved at a faster rate and closed performance gaps in that area. Low-Income students have also closed inequalities in Math results as the only student group to show growth from the baseline.		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The improvements for Low-Income students in narrowing the Distance from Standard, and increasing the percentages Meeting or Exceeding standard suggest that this action has had a positive impact and needs to be continued. Rural areas frequently face difficulties in recruiting and retaining educators, specialists, and support staff. The signing bonus will serve as a powerful incentive for individuals to consider a career with us, helping us address critical staff shortages and maintain appropriate staff-student ratios. Pairing this with retention stipends can motivate staff to stay with us long-term. Offering retention stipends can symbolize our commitment to employees. It demonstrates that we value their contributions and are willing to invest in their professional growth and well-being. This can foster greater loyalty and commitment among our staff, reducing turnover rates. A well-functioning school district is often the heart of rural communities. Attracting and retaining top talent not only enhances the educational experience for students but also contributes to the overall growth and prosperity of the community. These measures are necessary steps to overcome recruitment challenges, enhance staff retention, and ultimately benefit our students, staff, and the entire community. The improvements for Low-Income students in narrowing the Distance from Standard, and increasing the percentages Meeting or Exceeding standard indicate that hiring and		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	retaining qualified teachers and support staff is having a positive impact. However, there has been a significant turnover in teachers since the 2024-25 school year, which indicates that while the academic measures indicate the action has been effective, this action has only been partially effective in retaining staff. The District still needs to offer stipends in addition to the salary increase in order to attract and retain qualified teachers and support staff. The broader results indicate the need to ensure that we retain those staff members to build on experiences and training that provide a more varied palette of instructional options for the teachers to address students' needs. As we experience deeper implementation with stable, high-quality staff, this action will continue to show positive results and needs to be continued. **Scope:** LEA-wide		

Limited Actions

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

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

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

N/A

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.

The District does not receive an amount sufficient to hire any additional position, so it will use these funds to retain staff, as described in Action 1.9, since all current employees 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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,238,481	130,209	10.514%	3.027%	13.541%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$237,969.83	$103,040.00	$0.00	$3,000.00	$344,009.83	$224,109.83	$119,900.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Planning to Meet the Needs of Struggling Students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$107,009.77	$0.00	$107,009.77				$107,009.77	
1	1.2	Social-Emotional Supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
1	1.3	Family and Community Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.4	Supports for Learners	All	No			All Schools	Ongoing	$0.00	$3,000.00				$3,000.00	$3,000.00	
1	1.5	Response to Intervention Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$29,706.06	$0.00	$29,706.06				$29,706.06	
1	1.6	Professional Supports for Highly Effective Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$6,900.00	$6,900.00				$6,900.00	
1	1.7	Safe and Welcoming School Climate	All	No			All Schools	Ongoing	$21,708.00	$75,000.00	$26,708.00	$70,000.00			$96,708.00	
1	1.8	Additional Math Support	All	No			All Schools	Ongoing	$35,686.00	$0.00	$2,646.00	$33,040.00			$35,686.00	
1	1.9	Hire and Retain Qualified Teachers and Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Required Action: Improving ELA and Math Distance from Standard for Low-Income Students	All	No			All Schools 7th and 8th grades	Ongoing								
1	1.11	Differentiated Assistance	All	No				2 Years								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,238,481	130,209	10.514%	3.027%	13.541%	$208,615.83	0.000%	16.844 %	**Total:**	$208,615.83
								LEA-wide Total:	$30,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$178,615.83

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**	Planning to Meet the Needs of Struggling Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$107,009.77	
1	**1.2**	Social-Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	**1.3**	Family and Community Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	**1.5**	Response to Intervention Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$29,706.06	
1	**1.6**	Professional Supports for Highly Effective Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,900.00	
1	**1.9**	Hire and Retain Qualified Teachers and Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$474,493.00	$269,069.00

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**	Planning to Meet the Needs of Struggling Students	Yes	$104,718.00	$104,236.00
1	**1.2**	Social-Emotional Supports	Yes	$25,050.00	$4,220.00
1	**1.3**	Family and Community Engagement	Yes	$17,950.00	$5,900.00
1	**1.4**	Supports for Learners	No	$15,240.00	0
1	**1.5**	Response to Intervention Program	Yes	$41,816.00	$44,611.00
1	**1.6**	Professional Supports for Highly Effective Instruction	Yes	$16,900.00	$6,900.00
1	**1.7**	Safe and Welcoming School Climate	No	$187,133.00	$64,516.00
1	**1.8**	Additional Math Support	No	$35,686.00	$35,686.00
1	**1.9**	Hire and Retain Qualified Teachers and Support Staff	Yes	$30,000.00	$3,000.00
1	**1.10**	Required Action: Improving ELA and Math Distance from Standard for Low-Income Students	No	0	0

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	**1.11**	Differentiated Assistance	No	0	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$118,323.00	$236,434.00	$168,865.00	$67,569.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Planning to Meet the Needs of Struggling Students	Yes	$104,718.00	$104,236.00	0	
1	1.2	Social-Emotional Supports	Yes	$25,050.00	$4,219.00	0	
1	1.3	Family and Community Engagement	Yes	$17,950.00	$5,900.00	0	
1	1.5	Response to Intervention Program	Yes	$41,816.00	$44,610.00	0	
1	1.6	Professional Supports for Highly Effective Instruction	Yes	$16,900.00	$6,900.00	0	
1	1.9	Hire and Retain Qualified Teachers and Support Staff	Yes	$30,000.00	$3,000.00	0	

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,206,931.00	$118,323.00	7.215%	17.019%	$168,865.00	0.000%	13.991%	$36,538.07	3.027%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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