LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: LITTLE LAKE CITY SCHOOL DISTRICT

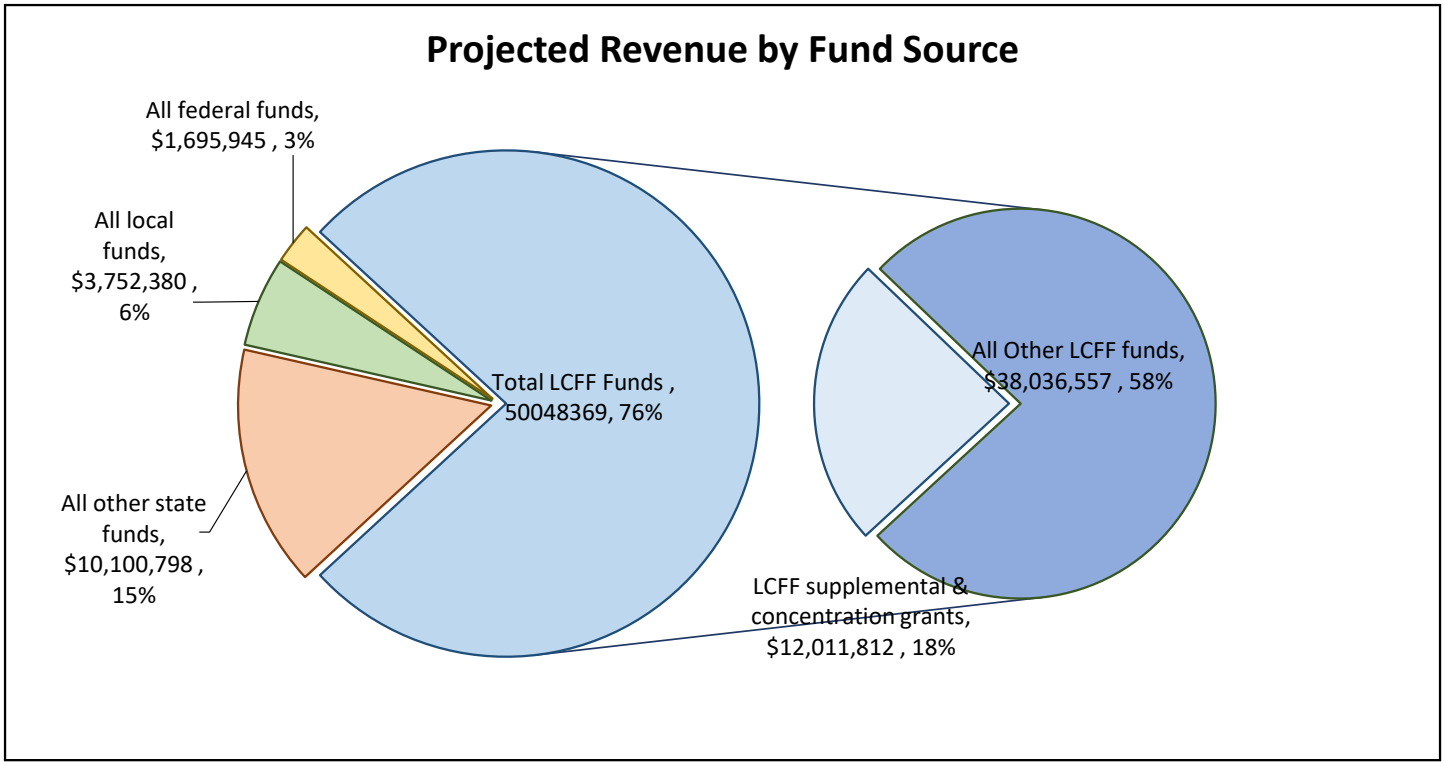
CDS Code: 19-64717

School Year: 2025-26

LEA contact information: MONICA JOHNSON

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

Budget Overview for the 2025-26 School Year

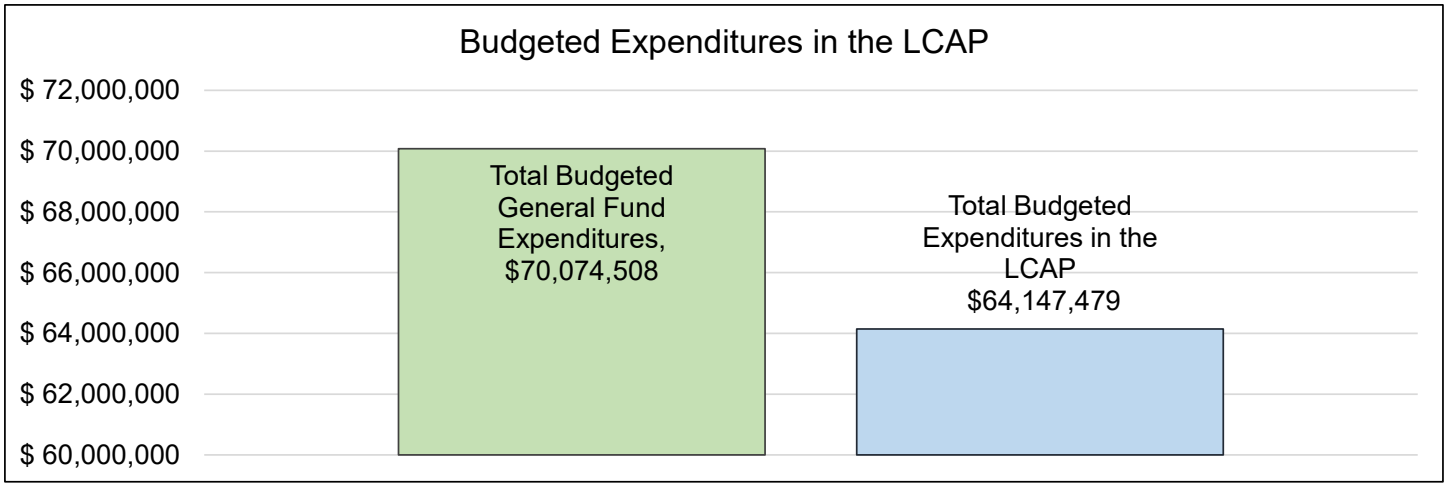


This chart shows the total general purpose revenue LITTLE LAKE CITY SCHOOL DISTRICT expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for LITTLE LAKE CITY SCHOOL DISTRICT is $65,597,492.00, of which $50,048,369.00 is Local Control Funding Formula (LCFF), $10,100,798.00 is other state funds, $3,752,380.00 is local funds, and $1,695,945.00 is federal funds. Of the $50,048,369.00 in LCFF Funds, $12,011,812.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much LITTLE LAKE CITY SCHOOL DISTRICT plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: LITTLE LAKE CITY SCHOOL DISTRICT plans to spend $70,074,508.00 for the 2025-26 school year. Of that amount, $64,147,479.00 is tied to actions/services in the LCAP and $5,927,029.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

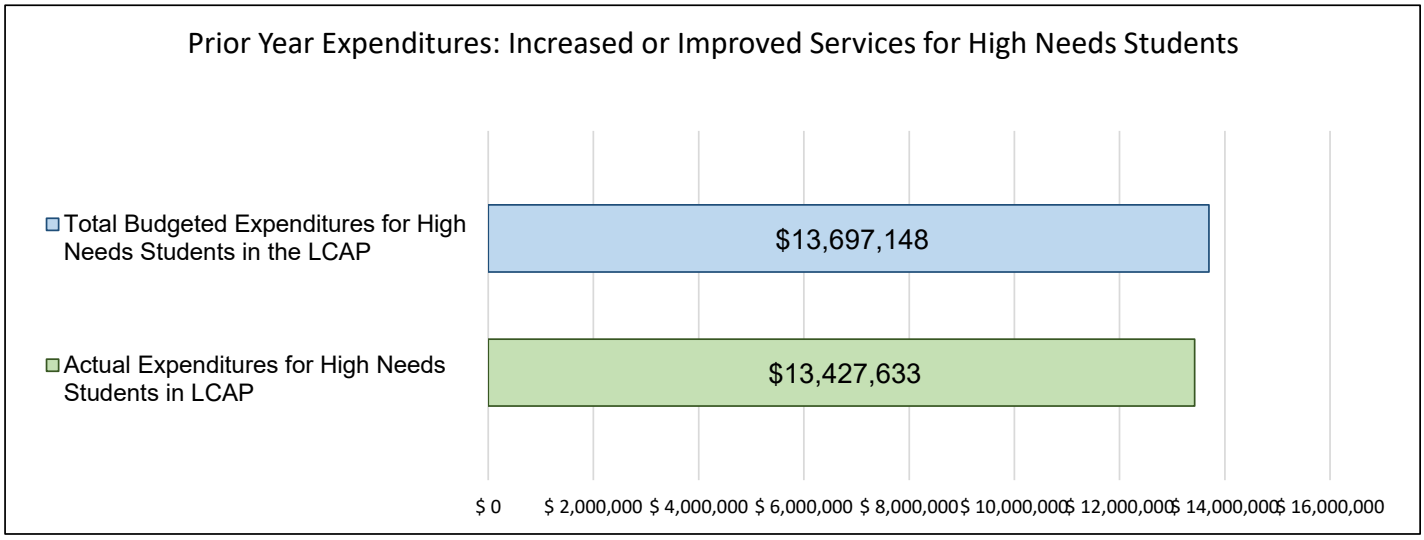
Expenditures not included in LCAP include the projected STRS On Behalf ($2.50 million). Projected staff and department costs arising from business services, technology, personnel services and operations (3 million).

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

In 2025-26, LITTLE LAKE CITY SCHOOL DISTRICT is projecting it will receive $12,011,812.00 based on the enrollment of foster youth, English learner, and low-income students. LITTLE LAKE CITY SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. LITTLE LAKE CITY SCHOOL DISTRICT plans to spend $12,671,831.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what LITTLE LAKE CITY 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 LITTLE LAKE CITY SCHOOL DISTRICT estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, LITTLE LAKE CITY SCHOOL DISTRICT's LCAP budgeted $13,697,148.00 for planned actions to increase or improve services for high needs students. LITTLE LAKE CITY SCHOOL DISTRICT actually spent $13,427,633.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $269,515.00 had the following impact on LITTLE LAKE CITY SCHOOL DISTRICT's ability to increase or improve services for high needs students:

The difference between actual and budgeted expenditures did not have an impact on actions or services in the overall increase or improved services for high needs students. All materials and services were provided.

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
Little Lake City Elementary	Monica Johnson Assistant Superintendent, Educational Services	mjohnson@llcsd.net (562) 868-8241 ext 2240

Plan Summary 2025-2026

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 Little Lake City School District, established in 1871, is a suburban elementary school district located in the southeastern portion of Los Angeles County. The district lies within the municipalities of Santa Fe Springs, Norwalk, and Downey. The nine schools, seven elementary and two middle, serve a diverse student population of 3,656.

The student population in Little Lake is relatively stable in terms of mobility, and is ethnically homogeneous. The ethnic distribution of the student body is approximately 89% Hispanic, 3.2% White/non-Hispanic, 1.3% African-American, and 6% other. English learners account for 9.6% of the student population, and 91.5% of English learners identify their primary language as Spanish. Approximately 69% of students districtwide qualify for free/reduced lunch.

The district operates a variety of programs to enhance student achievement. All nine schools receive federal Title I, and state Local Control Funds (including supplemental and concentration funds for English learners, socioeconomically disadvantaged, and foster students). In addition, GATE, English learner services (i.e., structured English immersion, designated/integrated ELD), and special education programs are offered at all sites. The district offers a full-day transitional kindergarten and kindergarten program at all seven elementary sites. Elementary students receive specialized instruction in art, music and physical education. The middle schools offer elective classes in vocal and instrumental music. Both middle schools host an AVID Program and are organized in interdisciplinary teams. A before and after school program is available at all school sites offering free extended learning opportunities to all students.

The Professional Learning Communities model has been embraced by the Little Lake City School District. An emphasis on learning, collaboration, and results is reflected in many of the practices at all sites. Pacing guides and curriculum alignment documents outline what our students are expected to learn. Common assessments, district benchmarks, and state tests provide formative and summative data on student learning. All elementary schools implement a Response to Intervention (RtI) model in language arts and mathematics that is systematic, directive, and timely. Both middle schools implement an intervention/acceleration model that addresses students' needs in language arts, mathematics, English Language Development, history/social science, and science.
In the Little Lake City School District, where our beliefs are Students First, Results Matter and Whatever it Takes, student achievement is the primary focus of the school district. The following recognitions have been earned by district schools:

-Six elementary schools have been named California Distinguished Schools
-All nine schools have received recognition as California Gold Ribbon Schools
-All nine schools have received recognition as Title I Academic Achievement Schools

-Both middle schools have been named a National School to Watch and have both redesignated in the National School to Watch program
-One middle school has been recognized as an AVID School-wide Site of Distinction
-One elementary school received recognition as a National Blue Ribbon School
-Two elementary schools received the CSBA Golden Bell Award
-Family Resource Center has received the CSBA Golden Bell Award
-All nine schools have been named Honor Roll Schools by the Campaign for Business and Education Excellence
-7 of 9 schools received the PBIS Implementation Award
-Recognized as one of twenty districts “On the Go” by Michael Fullan

There are no schools in the Little Lake City School District who receive Equity Multiplier Funding.

Reflections: Annual Performance

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

The following demonstrates Little Lake's successes based on local data and local assessment tools:

The LCAP Parent Survey provided us with valuable feedback we used to monitor program effectiveness and guide our future decisions. This survey was distributed to all parents via email on May 2, 2025. The survey results, based on the four goals within the 2025-2026 LCAP are listed below. The percentage noted is the percentage of parents who either "Agree" or "Strongly Agree" to the following statements:

STUDENT ACHIEVEMENT
My school provides my child with strong academic instruction. 97%
My child has learned new skills and improved this year. 96%
My child’s school is preparing them for future college or career paths. 94%
I am pleased with the progress my child is making toward meeting state standards. 94%

CONDITIONS FOR LEARNING
My child’s school facilities are clean, safe, and in good condition. 96%
My child’s school provides them with the materials and technology needed to help them learn. 98%

EDUCATIONAL PARTNER ENGAGEMENT
I am adequately informed about my child’s learning progress. 95%
There is good school-parent communication. 93%
I am aware of school events and meetings. 99%
I attend school events and meetings. 96%
I am aware of parent education and parent leadership opportunities. 96%
I participate in parent education and parent leadership meetings and workshops. 52%

SCHOOL CLIMATE
The school provides a safe environment for students. 96%
The school-wide PBIS/discipline policy is effective. 93%
My child enjoys attending school each day. 94%
I have a positive relationship with staff at my child’s school. 97%

OVERALL
In general, I am satisfied with my child’s school. 96%

These results, which directly reflect the feedback of our educational partners, indicate a high level of satisfaction not only overall, but across the actions and services provided under the four goals of the LCAP.

The 2024 California School Dashboard also indicated areas of success. In the area of English Language Arts the district moved up to the “Green” level showing the we “Increased” by 5.9 points. In the area of Mathematics the district was at the “Yellow” level where we “Increased” by 6.9 points. In the area of Chronic Absenteeism the district was at the “Yellow” level having “Declined” by 7.1%. In addition, the Suspension Rate was at the “Green” level indicated that we “Declined” by 0.5%. All local indicators on the dashboard were also identified as “Standard Met,” including Implementation of Academic Standards, Access to a Broad Course of Study, Basics, Parent and Family Engagement, and Local Climate Survey.

When looking at CAASPP data there are also several areas of success. In English Language Arts the district increased by 2% with 58% of students proficient, with the largest gain in 4th grade of +12%. There were increases in several subgroups including Hispanic, White, Students with Disabilities, Low Income, English Learners, Asian, Two or More Races and and an increase in the Homeless subgroup of +8%. In the area of Mathematics the district saw an increase of +4% to 42% of students proficient and a gain in several subgroups including Hispanic, Low Income, English Learners, Students with Disabilities, Asian, Homeless, and an impressive +18% growth for White students.

In addition, the Little Lake City School District administers the California Kids Healthy Survey annually to fifth and seventh grade students. For LCAP purposes, students are asked to rate their perception of school connectedness and school safety.

Safety: Do you feel safe at school? 5th grade: 91%, 7th grade: 89%

A review of the 2023 Dashboard and local data indicates challenges in terms of student groups both within the LEA and within schools who received the lowest performance level on the 2023 Dashboard.

Lowest Performance Level - LEA Groups:
African Americans - Suspension Rate
Multiple Races - Chronic Absenteeism
White - Chronic Absenteeism

Lowest Performance Level - School Groups:
Jersey Avenue Elementary
English Learners - Chronic Absenteeism
Student with Disabilities - English Language Arts

Lake Center Middle School
English Learners - Chronic Absenteeism and Mathematics
Homeless - Mathematics
Students with Disabilities - English Language Arts and Mathematics

Lakeview Elementary
Students with Disabilities - English Language Arts and Mathematics

Paddison Elementary School
Homeless - Chronic Absenteeism

Studebaker Elementary School
English Learners - Chronic Absenteeism

Chronic Absenteeism

In regards to Chronic Absenteeism, the District and school sites are committed to improving student attendance overall and in the identified subgroup areas including Multiple Races, White, English Learners (Jersey, Lake Center, Studebaker), and Homeless (Paddison) and that work is supported by the LCAP Central Committee. Attendance is an

area of need not only in Little Lake, but across the county and state, as we know that student academics and success are negatively impacted when students are not in school. To continue to address the attendance needs of students, the LCAP Central Committee made a recommendation in 2023/2024 to continue to support a District Attendance Clerk at 6.0 hours per day. This will be the third year of this position at this time frame, so we will continue to grow this role and see the impact. The clerk continues to be proactive in addition to being reactive to attendance issues particularly focusing on the identified subgroups by pulling monthly reports to review with administration and counselors, highlighting students in the red subgroups. This past year the District has offered Saturday School at least twice per year at each site to make up student attendance. Parent information, notification, and training in this area is also essential, and time must be dedicated directly toward improving attendance.

An additional step taken by the LEA was to establish a district Student Attendance Review Board (SARB) and a process for referral. The new LLCSD SARB board is comprised of district administrators, counselors, family outreach liaisons, and a social worker. The board worked to assist in meeting the needs of students and families who have not responded to previous interventions and only once all other supports have been exhausted. In establishing a process for referral, school sites will have worked directly with families and attempted interventions including home visits, attendance incentives, parent conferences, and wrap around services if needed. SARB meetings took place throughout the 2024/2025 school year.

When looking at the 2024 Dashboard, we can report that at the LEA Level the identified lowest performance level groups both White students and students of Multiple Races increased to the Orange Level with a decline in Chronic Absenteeism at 10.4% and 7.9% respectively. The identified school subgroups who were in the lowest level on the 2023 Dashboard all moved up to a higher level on the 2024 Dashboard with a decline in Chronic Absenteeism including English Learners (Jersey -15.4%, Lake Center -6.7%, Studebaker -8.9%), and Homeless (Paddison -16.%). Overall, there was a decline in Chronic Absenteeism in every identified group and subgroup moving the out of the lowest performance level.

Academic Performance

The subgroups who were identified on the 2023 California State Dashboard as being in the lowest level in English Language Arts and Mathematics were Students with Disabilities (Lake Center, Jersey, Lakeview) and Homeless Students (Lake Center). To strengthen instruction and improve academic achievement for students with disabilities, we will continue to focus on core English language arts instruction through updating and modifying pacing guides and assessments that give students access to general education strategies and grade level content. Our students who take the SBAC with accommodations need multiple opportunities to practice whether it be through the administration of the IABs, FIABs, or district benchmarks through the Illuminate platform. They also need experiences with the tools and designated supports to ensure that the supports are being used correctly by students. This work will be a collaborative effort between special education teachers and district TOSAs.

The district is also committed to improving outcomes for homeless students by working closely with our Family Liaisons. While they currently carefully monitor the attendance of the groups, we will closely monitor student academic performance, ensure that tutoring and all other resources (Tutor.com, site based tutoring) are being provided and used by students on a consistent basis.

When looking at the 2024 Dashboard, we can report that the majority of subgroups who identified on the 2023 Dashboard as being at the lowest performance level have seen improvement. At Lake Center Middle School, Students with Disabilities saw an increase of 4.2 points in the area of Mathematics, while Homeless students had an impressive increase of 30.2 points in Mathematics and an increase of 15.7 points in English Language Arts. At Jersey Ave, Students with Disabilities had an increase of 36.6 points in English Language Arts and an increase on 5.9 points in Mathematics. Finally, Lakeview's Students with Disabilities had an increase of 29.8 points in English Language Arts and and increase of 10.9 points in Mathematics.

Suspension

In the area of Suspension, the overall student population was “Orange” on the 2023 California School Dashboard, while the African American subgroup students were at the “Red” level. Our African American students need additional supports, particularly social-emotional support and support to increase positive behavior. This group will be closely supported by our school counselors, family liaisons, and social worker.

When looking at the 2024 Dashboard, we can report that the African American subgroup declined in the area of suspension by 9.2 percent moving them out of the lowest performance level band.

Overall, the data is a result of the supports and services put in place for students and families and are a true testament to the hard work put forth by all staff members of the Little Lake City School District. We are proud of our students' successes this year and we will continue to build upon these successes in the upcoming school year in the following ways:

-Student Achievement: We will continue to provide students with rigorous, standards based instruction and intervention to ensure student academic progress. We will strengthen our intervention model to include more specific and targeted Tier 2 and Tier 3 intervention with research-based support and materials. We will strengthen and effectively use SSTs and Tier 3 intervention including the use of general education instructional assistants. We will provide increased training for our interventionists and instructional assistants with oversight from our site TOSAs. Tutoring services will be available both in person and virtually. State data continues to guide professional development, with an increased focus on the area of math and Students with Disabilities. Our TOSAs will provide training to all teachers on the 2023 California Math Framework to help shape our instructional approach under the umbrellas of equity and big ideas. Elementary and middle school teachers will receive training on Universal Design for Learning. Student progress will be communicated to parents through trimester progress reports, trimester report cards, and parent conferences and meetings.

-Conditions for Learning: We will continue to ensure maintenance of our facilities keeping them safe and in good condition as measured by the Facilities Inspection Tool. We will continue to make facility improvements among all nine campuses and the district office including painting, concrete and asphalt work, and construction of new playgrounds. We will continue to provide students with materials and technology for learning. We will continue with the implementation of a 1:1 Chromebook program for 4th - 8th grade students, and expand the program down to 3rd grade. We will continue to provide hotspots to our families in need.

-Educational Partner Engagement: We will continue to maintain effective parent-school communication by keeping parents informed using a variety of communication tools. We utilize Parent Square to call, text, and email parents from the school and district levels. We will continue to organize and invite parents to school events and meetings, and make them aware of parent education and parent leadership opportunities. We will increase services offered to families though the Family Resource Center to assist in removing barriers and sustaining stability.

-School Climate: We will continue to nurture a safe learning environment for all students by building positive relationships with students and families. The PBIS framework will continue to be followed at each of our school sites. All nine schools will continue to have full time counselors on site, and continue to implement Second Step, our SEL program. Allocated funding will be available for student motivation and incentives for students.

The Little Lake City School District does not have unexpended LREBG funds.

Reflections: Technical Assistance

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

The Little Lake City School District is eligible for Differentiated Assistance in three areas for various subgroups based on the 2024 California State Dashboard. The first area is Priority 4, Pupil Achievement for both ELA and mathematics indicators for Long Term English Learners. The next area is Priority5, Chronic Absenteeism for Foster Youth. The final area is Priority 6, Suspensions for both Foster Students and Long Term English Learners.

For Pupil Achievement for Long Term English Learners we are providing specific training to teachers. In Goal #1, Action #25, English Learner Support, we are providing additional support for LTELs beyond the core designated and integrated ELD programs. Additional student materials have been purchased and will continue to be purchased to support students' language acquisition, tutoring is offered for students to participate in after school, and teachers are provided professional development. In addition, EL Coordinators are now tracking LTELs progress using a data platform.

In the area of Chronic Absenteeism we are working on expanding the plan that we had previously used with our homeless population to now include our Foster Youth. Our attendance program monitors this subgroups attendance carefully and all parents are provided with information at the beginning of the year. They are monitored closely and contacted frequently. Students will be able to pick up incentive prizes on a monthly basis and be eligible for weekly raffle prizes. This service is part of the LCAP and is located in Goal #3, Action #5, Student Support Services and Goal #4, Action #2, Pupil Engagement/Attendance.

The District recognizes that Suspension is an area of concern for both Foster students and Long Term English Learners. Through the work of our Social Worker, Counselors, and PBIS coaches, increased supports and strategies continue to be put in place. This includes case management, counseling services, and Check in Check out services. This can be found in the LCAP under Goal #3, Action #1, Alternatives to Suspension/PBIS and Goal #4, Action #3, Social Worker.

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
Teachers	The Little Lake City School District prides itself on the inclusive and ongoing engagement of educational partners throughout the development of the LCAP and the annual review. The LCAP Central Committee first convened in November 2024 and included representative teachers from across the district. The LLCSD LCAP Central Committee held three meetings to make recommendations for the 2025-2026 LCAP. The Central Committee, including teacher representatives, met on November 20, 2024, March 20, 2025, and April 29, 2025. Some teachers also attended the optional LCAP Actions and Services review meeting on December 11, 2024. In addition to the teacher representatives on the LCAP Central Committee, both a consultation meeting and a survey took place for all teachers across the district. Principals at each site held consultations meetings with certificated teachers between February 5, 2025 and March 4, 2025. The consultation meetings allowed all teachers to share their priorities for actions and services in the LCAP for 2025/2026. Following the consults, the annual Certificated LCAP survey was delivered by email to all LLCSD teachers the week of May 5, 2025 asking questions from the teacher perspective aligned with the four LCAP Goals: Student Achievement, Conditions for Learning, School Climate, and Educational Partner Engagement. The feedback from our teachers assisted in guiding the work and ultimately the recommendations of the Central Committee.
Principals/Administrators	The LCAP Central Committee first convened in November 2024 and included representative principals and administrators from across the district. The LLCSD LCAP Central Committee held three meetings to make recommendations for the 2025-2026 LCAP. The Central Committee, including administrative representatives, met on November 20, 2024, March 20, 2025, and April 29, 2025. Some administrators also attended the optional LCAP Actions and Services review meeting on December 11, 2024. In addition to the principals/administrative representatives on the LCAP Central Committee, both a consultation meeting and a survey took place for all administrators across the district. Principals/administrators attended a consultation meeting led by the Assistant Superintendent on February 5, 2025. The consultation meeting allowed all principals/administrators to share their priorities for actions and services in the LCAP for 2025/2026. Following the consult meeting, the annual Certificated LCAP survey was delivered by email to all LLCSD principals/administrators the week of May 5, 2025 asking questions from the administrator perspective aligned with the four LCAP Goals: Student Achievement, Conditions for Learning, School Climate, and Educational Partner Engagement. The feedback from our principals/administrators assisted in guiding the work and ultimately the recommendations of the Central Committee.
Other School Personnel	The LCAP Central Committee first convened in November 2024 and included representative classified staff from across the district. The LLCSD LCAP Central Committee held three meetings to make recommendations for the 2025-2026 LCAP. The Central Committee, including classified representatives, met on November 20, 2024, March 20, 2025, and April 29, 2025. Some classified staff also attended the optional LCAP Actions and Services review meeting on December 11, 2024. In addition to the classified staff representatives on the LCAP Central Committee, both a consultation meeting and a survey took place for all classified staff members from across the district. Principals at each site held consultations meetings with classified staff between February 5, 2025 and March 4, 2025. The consultation meetings allowed all classified staff members to share their priorities for actions and services in the LCAP for 2025/2026. Following the consult meeting, the annual Staff LCAP survey was delivered by email to all LLCSD classified staff the week of May 5, 2025 asking questions from the classified perspective aligned with the four LCAP Goals: Student Achievement, Conditions for Learning, School Climate, and Educational Partner Engagement. The feedback from our classified staff assisted in guiding the work and ultimately the recommendations of the Central Committee.
Local Bargaining Units	The LCAP Central Committee first convened in November 2024 and included representative members from LLEA (Little Lake Educators Association) and CSEA (California School Employees Association) which are the district's two local bargaining units. The LLCSD LCAP Central Committee held three meetings to make recommendations for the 2025-2026 LCAP. The Central Committee, including local bargaining unit representatives, met on November 20, 2024, March 20, 2025, and April 29, 2025. Some representatives also attended the optional LCAP Actions and Services review meeting on December 11, 2024.

	In addition to the local bargaining unit representatives on the LCAP Central Committee, both a consultation meeting and a survey took place in order to gather input from members. Educational Services administrators held a consultation meeting with LLEA on February 24, 2025 and CSEA on March 19, 2025. The consultation meetings allowed all bargaining unit representatives to share their priorities for actions and services in the LCAP for 2025/2026. Following the consult meeting, the annual Certificated and Staff LCAP surveys were delivered by email to all LLCSD certificated and classified staff the week of May 5, 2025 asking questions from their perspective aligned with the four LCAP Goals: Student Achievement, Conditions for Learning, School Climate, and Educational Partner Engagement. The feedback from our local bargaining units assisted in guiding the work and ultimately the recommendations of the Central Committee.
Parents	The LCAP Central Committee first convened in November 2024 and included representative parents from across the district. The LLCSD LCAP Central Committee held three meetings to make recommendations for the 2025-2026 LCAP. The Central Committee, including parent representatives, met on November 20, 2024, March 20, 2025, and April 29, 2025. Some parents also attended the optional LCAP Actions and Services review meeting on December 11, 2024. In addition to the parent representatives on the LCAP Central Committee, both a consultation meeting and a survey took place in order to gather further input from parents. Principals at each site held consultations meetings with their parent leadership groups (SSC and ELAC) between February 5, 2025 and March 4, 2025. The consultation meetings allowed parent leaders at each site to share their priorities for actions and services in the LCAP for 2025/2026. Following the consults, the annual LCAP parent survey was delivered by email to all LLCSD parents the week of May 5, 2025 asking questions from the parent perspective aligned with the four LCAP Goals: Student Achievement, Conditions for Learning, School Climate, and Educational Partner Engagement. The feedback from our parents assisted in guiding the work and ultimately the recommendations of the Central Committee.
Students	Student input for the LCAP is gathered from students through a survey. The annual LCAP student survey was delivered by email to LLCSD students the week of May 5, 2025 asking questions from the student perspective aligned with the four LCAP Goals: Student Achievement, Conditions for Learning, School Climate, and Educational Partner Engagement. The feedback from our students assisted in guiding the work and ultimately the recommendations of the Central Committee.
Advisory Committees	The district has established parent advisory groups, DAC and DELAC. LCAP consultation occurred with the DAC/DELAC parent group on February 13, 2025. The consultation meeting allowed parent leaders at the district level to share their priorities for actions and services in the LCAP for 2025/2026. Following the final Central Committee meeting, draft LCAP plans for 2025/2026 were shared for review and comment with DAC/DELAC parents on May 1, 2025. The minutes reflect any questions that were asked and the responses given in writing to parents by the Superintendent’s Designee.
SELPA	The Little Lake City School District prides itself on the inclusive and ongoing engagement of educational partners, particularly with the SELPA, throughout the development of the LCAP and the annual review. A SELPA administrator is an integral part of the LLCSD LCAP Central Committee and is consulted on the specific actions for students with exceptional needs. The SELPA representative attended the LLCSD LCAP Central Committee to make recommendations and provide input for the 2025-2026 LCAP. The SELPA administrator met on November 20, 2024, March 20, 2025, and April 29, 2025.

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

The result of the educational partner engagement in the development, review, and implementation of the LCAP has been a shared understanding and unwavering support of the plan by all partners. For the 2025-2026 plan, the Central Committee reviewed several areas of recommendations for actions and services made by the educational partners to be added to the LCAP, including instruction, student safety, technology, and mental health. The Central Committee took a look at the priorities together and discussed the impact these actions and services would have on students. After a review of the budget for 2025-2026, the committee recognized that additional funding, although a slight amount, was available to be added to increase to a current action and service.

The following is a summary of the feedback provided by our educational partners. The consult groups were asked for their input on actions and services due to the projected increase in funding for the 2025-2026 LCAP. The items listed are the top six existing actions that educational partner groups identified for the additional funding. The number

after each item represents number of times it was prioritized with the highest number indicating the highest ranking:

-#1 - Student Safety 18 (Certificated - 5, Classified - 7, Parent - 6)
-#2 - Technology Platforms 15 (Certificated - 7, Classified - 4, Parent - 4)
-#3 - Student Interventions 15 (Certificated - 5, Classified - 4, Parent - 6)
-#4 - Computer Access/Instructional Technology 13 (Certificated - 4, Classified - 5, Parent - 4)
-#5 - Student Motivation 13 (Certificated - 4, Classified - 3, Parent - 6)
-#6 - Supplemental Materials 12 (Certificated - 7, Classified - 3, Parent - 2)

In addition, with each area we asked all educational partners to identify examples of needed actions or services. The following section identifies the examples mentioned by a partner group.

#1 - Student Safety
- Fund SSAs, train SSAs, locker room assistance, additional privacy screens, security cameras

#2 - Technology Platforms
- Continue to provide/maintain online platforms, maintain Lexia EL, provide programs for students with special needs, provide reading program

#3 - Student Interventions
- Focus on students who are not on grade level, additional interventionists, focus on math, and continue with Tutor.com

#4 - Computer Access/Instructional Technology
- Provide 3rd grade Chromebooks

#5 - Student Motivation
- Fund incentives, assemblies

#6 - Supplemental Materials
- Increase funding, purchase additional reading/decodable books, purchase differentiated materials

Finally, other trends that emerged through the educational partner engagement process, included maintaining or increasing the following:
- General Education Instructional Assistants
- Library Media Specialists
- Professional Development for Teachers
- Parent Involvement

As a result, the LCAP Central Committee reviewed these items and made recommendations for the 2025-2026 LCAP based on the educational partner input. The recommendations included adding additional funding to Goal #3, Action #6, Student Safety. As noted above, student safety was the top concern from all educational partners. Included in this action are additional Student Supervision Associates (SSAs) to monitor the campus, particularly out at recess, nutrition, and lunch. These SSAs are in addition to what the base currently supports. The additional funding will be dedicated to professional development and training of the staff in order to effectively address the needs of students. The additional funding to this action is a direct result of the educational partner input and through the decision making process of the Central Committee.

Another recommendation that was a result of the educational partner input is that additional funding will be prioritized for Goal #1, Action #20, Technology Platforms. The addition of this funding is a direct result of the educational partner input and through the decision making process of the Central Committee. The prioritization will be to allow for the use of research based programs Lexia and ST Math.

In addition, the LCAP Central Committee recommended, based on educational partner input, to increase funding for Goal #1, Action #1, Supplemental Materials as well as Goal #3, Action 3, Student Motivation. It was noted that the funding in both of these actions has remained the same for many years and the cost of materials and items used has increased. An increase in funding will allow the amount of support and supplies to at least remain the same or increase.

All comments from various educational partner groups were considered in making revisions to the LCAP moving forward. As a result of the inclusive process in identifying needs and priorities, in setting goals, and developing actions and services, there is districtwide commitment to implementation of the LCAP.

Finally, the draft plan was made available on the LLCSD website and members of the public were notified of the opportunity to submit written comments regarding the LCAP via the District website. The public hearing process enabled any members of the public to comment on the draft LCAP. This input was considered in making final revisions to the LCAP prior to local board approval. On June 10 the draft plan was presented to the Board of Education and a public hearing was held. The Superintendent and designee responded to all comments from the public hearing. The final plan was presented to the Board of Education and approved on June 24. The approved plan was posted on the district website.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1 - Student Achievement All K-8 students will demonstrate growth toward proficiency in core content areas as measured by: 1. CAASPP ELA in grades 3-8 (Priority #4) 2. District Assessments in grades K-2 for ELA 3. CAASPP Mathematics in grades 3-8 (Priority #4) 4. District Assessments in grades K-2 for Mathematics 5. California Science Test: Grades 5 and 8 (Priority #4) 6. District Assessments in history/social science in grades 7-8 7. EL Progress Indicator (Priority #4) 8. Reclassification rates for ELs (Priority #4) 9. Physical Fitness Test participation in grades 5 and 7 10. Self Reflection Tool - Implementation of State Standards (Priority #2) 11. Broad Course of Study Local Indicator (Priority #7)	Broad Goal

State priorities addressed by this goal.

2, 4, 5, 7, 8

An explanation of why the LEA has developed this goal.

Student achievement is at the core of our purpose and beliefs as a district and all decisions that we make are focused through the lens of student achievement. The LEA and all educational partners are committed to allocating resources in order to increase achievement and proficiency for all students by providing research based instructional strategies and support. The Student Achievement goal ensures that all students show steady and consistent academic growth in all core content areas. The actions and services in this goal which include professional development for teachers, additional instructional materials, technology and platforms, academic coaches/TOSAs, and intervention services work

together seamlessly to provide a rigorous and supportive educational program to assist students in meeting or exceeding grade level standards and help to prepare them for their educational transitions. The metrics in this goal, which include state and local data, will demonstrate growth toward proficiency in core content standards through the measurement of CAASPP data in ELA and mathematics, local assessment data across content areas, CAST data, and PE participation. In addition, the data will measure the growth of our English Learners through the ELPI and reclassification rates and examine students' access to state standards and course offerings.

Measuring and Reporting Results

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

1	CAASPP ELA grades 3-8	2022/2023 CA Dashboard All: Maintain Hispanic: Maintain White: Increased AA: Declined Filipino: Increased Asian: Increased SWD: Increased LI: Maintained Homeless: Increased Foster: N/A ELs: Maintained RFEPs: Increased CAASPP 2022/2023 All: 56% Hispanic: 55% White: 57% AA: N/A Filipino: N/A Asian: 85% SWD: 18% LI: 52% Homeless: 37% Foster: N/A ELs: 20% RFEPs: 76%	2023/2024 CA Dashboard All: Increased Hispanic: Increased White: Declined African American: Increased Filipino: Increased Asian: Maintained SWD: Increased LI: Increased Homeless: Increased Foster: N/A ELs: Maintained RFEPs: Increased LTELs: Declined (Baseline Data) CAASPP 2023/2024 All: 58% Hispanic: 57% White: 63% African American: 47% (Baseline) Filipino: 81% (Baseline) Asian: 86% SWD: 20% LI: 54% Homeless: 45% Foster: N/A ELs: 22% RFEPs: 73%		CA Dashboard -Maintain or Increase Overall and in all significant subgroups: All Hispanic White African American Filipino Asian SWD Low Income Homeless Foster ELs RFEPs LTELs CAASPP - Increase by 5% All: 61% Hispanic: 60% White: 62% AA: 52% Filipino: 86% Asian: 90% SWD: 23% LI: 57% Homeless: 42% Foster: N/A ELs: 25% RFEPs: 81%	2023/2024 CA Dashboard All - Increased Hispanic - Increased White - Declined African American - Increased Filipino - Maintained Asian - Declined SWD - Maintained LI - Increased Homeless - Maintained Foster - N/A ELs - Maintained RFEPs - Maintained LTELs - N/A CAASPP 2023/2024 All: +2% Hispanic: +2% White: +6% AA: N/A Filipino: N/A Asian: +1% SWD: +2% LI: +2% Homeless: +8% Foster: N/A ELs: +2% RFEPs: -3%

2	District Assessments in grades K-2 for ELA	2023/2024 Trimester #3 ELA Benchmark K: 81% 1st: 66% 2nd: 44% K: EL: 67% LI: 76% FY: 50% 1st: EL: 61% LI: 63% FY: 100% 2nd: EL: 24% LI: 40% FY: 20%	2024/2025 Trimester #3 ELA Benchmark K: 79% 1st: 80% 2nd: 38% K: EL: 75% LI: 78% FY: 50% 1st: EL: 65% LI: 78% FY: 25% 2nd: EL: 20% LI: 33% FY: 75%		Increase by 5% Kinder: 86% 1st: 71% 2nd: 49% K: EL:72% LI: 81% FY: 55% 1st: EL: 66% LI: 68% FY: 100% 2nd: EL: 29% LI: 45% FY: 25%	K: -2% 1st: +14% 2nd: -6% K: EL: +8% LI: +2% FY: no change 1st: EL: +4% LI: +15% FY: -75% 2nd: EL: -4% LI: -7% FY: +50%

3	CAASPP Mathematics in grades 3-8	2022/2023 CA Dashboard All: Increased Hispanic: Increased White: Declined African American: Maintained Filipino: Increased Asian: Increased SWD: Increased Low Income: Increased Homeless: Increased Foster: N/A ELs: Maintained RFEPs: Increased CAASPP 2022/2023 All: 38% Hispanic: 37% White: 29% AA: N/A Filipino: N/A Asian: 69% SWD: 8% LI: 35% Homeless: 25% Foster: N/A ELs: 16% RFEPs: 48%	2023/2024 CA Dashboard All: Increased Hispanic: Increased White: Increased African American: Increased Filipino: Increased Asian: Increased SWD: Increased Low Income: Increased Homeless: Increased Foster: N/A ELs: Increased RFEPs: Increased LTELs: Declined (Baseline) CAASPP 2023/2024 All: 42% Hispanic: 40% White: 47% African American: 22% (Baseline) Filipino: 83% (Baseline) Asian: 69% SWD: 13% LI: 38% Homeless: 31% Foster: N/A ELs: 18% RFEPs: 48%		CA Dashboard - Maintain or Increase Overall and in all significant subgroups: All Hispanic White African American Filipino Asian SWD Low Income Homeless Foster ELs RFEPs LTELs CAASPP - Increase by 5% All: 43% Hispanic: 42% White: 34% AA: 27% Filipino: 88% Asian: 74% SWD: 13% LI: 40% Homeless: 30% Foster: N/A ELs: 21% RFEPs: 53%	2023/2024 CA Dashboard All: Maintained Hispanic: Maintained White: Increased African American: Increased Filipino: Maintained Asian: Maintained SWD: Maintained Low Income: Maintained Homeless: Maintained Foster: N/A ELs: Increased RFEPs: Maintained LTELs - N/A CAASPP 2023/2024 All: +4% Hispanic: +3% White: +11% African American: N/A Filipino: N/A Asian: 0% No change SWD: +5% LI: +3% Homeless: +6% Foster: No baseline data ELs: +2% RFEPs: 0% No change

4	District Assessments in grades K-2 for Mathematics	2023/2024 Trimester #3 Math Benchmark Kinder: 85% 1st: 76% 2nd: 51% K: EL: 83% LI: 83% FY: 50% 1st: EL: 67% LI: 73% FY: 80% 2nd: EL: 23% LI: 48% FY: 50%	2024/2025 Trimester #3 Math Benchmark Kinder: 83% 1st: 78% 2nd: 56% K: EL: 69% LI: 79% FY: 33% 1st: EL: 63% LI: 74% FY: 67% 2nd: EL: 69% LI: 54% FY: 0%		Increase by 5% or maintain at 90% Kinder: 90% 1st: 81% 2nd: 56% K: EL: 88% LI: 88% FY: 55% 1st: EL: 72% LI: 78% FY: 85% 2nd: EL: 28% LI: 53% FY: 55%	Kinder: -2% 1st: +2% 2nd: +5% K: EL: -14% LI: -4% FY: -17% 1st: EL: -4% LI: +1% FY: -13% 2nd: EL:+46% LI: +6% FY: -50%
5	California Science Test: Grades 5 and 8	2022/2023 CAST 5th - 38% 8th - 32% 2022/2023 CAA Science 5th/8th - 38% 5th EL: 6% LI: 34% FY: N/A due low # 8th EL: 0% LI: 29% FY: N/A due to low #	2023/2024 CAST 5th - 33% 8th - 34% 2023/2024 CAA Science 5th/8th - 33% 5th EL: 5% LI: 28% FY: N/A due low # 8th EL: 0% LI: 31% FY: N/A due to low #		Increase by 5% 2022/2023 CAST 5th - 43% 8th - 37% 2022/2023 CAA Science 5th/8th - 43% 5th EL: 11% LI: 39% FY: N/A due low # 8th EL: 5% LI: 34% FY: N/A due to low #	2023/2024 CAST 5th: -5% 8th: +2% 2023/2024 CAA Science 5th/8th: -5% 5th EL: -1% LI: -6% FY: N/A due low # 8th EL: 0 - No Change LI: +2% FY: N/A due to low #

6	District Assessments in history/social science in grades 7-8	2023-2024 History Trimester #3 Benchmark 7th: 49% 8th: 67% 7th EL: 27% LI: 46% FY: 0% 8th EL: 25% LI: 65% FY 100%	2024-2025 History Trimester #3 Benchmark 7th: 82% 8th: 90% 7th EL: 60% LI: 82% FY: 100% 8th EL: 59% LI: 89% FY 100%		Increase by 5% 7th: 54% 8th: 72% 7th EL: 32% LI: 51% FY: 5% 8th EL: 30% LI: 70% FY 100% - maintain	7th: +33% 8th: +23% 7th EL: +33% LI: +36% FY: +100% 8th EL: +34% LI: +24% FY: 0 - No change
7	EL Progress Indicator	2022-2023 ELPAC EL Progress Indicator: Increased (59.4%) 21% of ELs scored a level 4 on ELPAC	2023-2024 ELPAC EL Progress Indicator: Increased (56.9%) 15% of ELs scored a level 4 on ELPAC		EL Progress Indicator: Increase (65%) EL Proficiency (ELPAC): at least 20% of ELs scoring a level 4 of ELPAC	EL Progress Indicator: -2.5% ELs scoring a level 4 on ELPAC: -6%
8	Reclassification rates for ELs	2022-2023 Reclassification Rate: 15%	2023-2024 Reclassification Rate: 15%		Reclassification Rate: 15%, or at/above the state reclassification rate	Reclassification Rate: No change

9	Physical Fitness Test participation in grades 5 and 7	Participation Rate 2023/2024 Grade 5: Aerobic Capacity 99% Abdominal Strength and Endurance 99% Trunk Extensor Strength and Flexibility 99% Upper Body Strength and Endurance 99% Flexibility 99% Grade 7: Aerobic Capacity 97% Abdominal Strength and Endurance 97% Trunk Extensor Strength and Flexibility 96% Upper Body Strength and Endurance 98% Flexibility 98%	Participation Rate 2024/2025 Grade 5: Aerobic Capacity 99% Abdominal Strength and Endurance 99% Trunk Extensor Strength and Flexibility 99% Upper Body Strength and Endurance 99% Flexibility 99% Grade 7: Aerobic Capacity 94% Abdominal Strength and Endurance 96% Trunk Extensor Strength and Flexibility 97% Upper Body Strength and Endurance 96% Flexibility 97%		Participation Rate: 95% or above in all areas for grades 5 and 7	Grade 5: Aerobic Capacity: 0 - No change Abdominal Strength and Endurance: 0 - No change Trunk Extensor Strength and Flexibility: 0 - No change Upper Body Strength and Endurance: 0 - No change Flexibility: 0 - No change Grade 7: Aerobic Capacity: -3% Abdominal Strength and Endurance: -1% Trunk Extensor Strength and Flexibility: +1% Upper Body Strength and Endurance: -2% Flexibility: -1%
10	Self Reflection Tool - Implementation of State Standards	2023/2024 Average of 4 (Full Implementation) on the Self Reflection Tool Teacher LCAP Survey Q1 - My students receive strong academic instruction. 99% Q3 - The pacing guides and curriculum are rigorous and standards based. 97%	2024/2025 Average of 4 (Full Implementation) on the Self Reflection Tool Teacher LCAP Survey Q1 - My students receive strong academic instruction. 97% Q3 - The pacing guides and curriculum are rigorous and standards based. 95%		Maintain or Increase Average of 4 (Full Implementation) Teacher LCAP Survey Q1 - 95% or above Q3 - 95% or above	Average of 4 (Full Implementation) on the Self Reflection Tool - Maintained Teacher LCAP Survey Q1: -2% Q3: -2%

11	Broad Course of Study Local Indicator	2023/2024 Students have access to a broad course of study based on local indicator broad course of study narrative. Advanced Math Placement All students: 25% FY: 0% LI: 6.5% EL: .3% GATE Placement All students: 10% FY: .2% LI: 6.3% EL: 0%	2024/2025 Students have access to a broad course of study based on local indicator broad course of study narrative. Advanced Math Placement All students: 29% FY: 0% LI: 71% EL: .1% GATE Placement All students: 25% FY: 0% LI: 66% EL: 0%		Maintain Students have access to a broad course of study based on local indicator broad course of study narrative. Advanced Math Placement All students: 35% FY: 10% LI: 15% EL: 10% GATE Placement All students: 15% FY: 10% LI: 15% EL: 10%	No change - Status Maintained Advanced Math Placement All students: +4% FY: 0 - No Change LI: +64.5% EL: -.2% GATE Placement All students: +15% FY: -.2% LI: +59.7% EL: 0% - No change

Goal Analysis for 2024-2025

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

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

The implementation of Goal #1 actions and services was highly successful. The district remained committed to full implementation, ensuring students received the instruction, intervention, and support necessary for academic growth. To monitor progress effectively, LCAP actions and services were regularly reviewed with site principals and district staff, with updates shared publicly during the mid-year report. Additionally, the annual District LCAP Survey provided valuable insights from educational partners—parents, teachers, support staff, and administrators—supporting ongoing analysis and refinement.

Little Lake successfully maintained access to meaningful supplemental materials, additional books (Action #1 and Action #13), and technology platforms (Action #20), all designed to enhance instruction for targeted students. Notable successes included increased usage of technology platforms and the acquisition of additional research-based instructional materials tailored to support struggling students. However, staffing challenges with the Library Media Specialist position resulted in decreased services at certain sites

The district effectively implemented professional development at both site and district levels (Action #2, Action #8, and Action #24), including structured common planning time (Action #7) and reflection opportunities. These initiatives helped facilitate rigorous instruction, promote best practice sharing, and support collaboration in lesson design with embedded research-based strategies. A key highlight was the Innovative Learning Collaboratives (Action #4, Action #6, and Action #15), which allowed teacher teams to strategically focus on classroom instruction. A specific success was the full-day Mathematics training with the UCLA Curtis Center, which received positive feedback through teacher surveys. All Innovative Learning Collaboratives were conducted as planned, with substitute coverage secured at the middle school level and a dedicated Arts for All teacher team at the elementary level. However, site-specific professional development (Action #2) faced challenges due to substitute shortages, limiting implementation at the planned level.

The district successfully implemented Grade Span Adjustment (Action #10), ensuring small class sizes and a lower adult-to-student ratio. Maintaining these numbers remained a priority and continues to be highly valued by parents, as reflected in survey responses. In addition, the district successfully hired and retained Highly Qualified Teachers (Action #14) in order to ensure that students received effective instruction from skilled and trained teachers.

The District's Teachers on Special Assignment (TOSAs) in English Language Arts, Mathematics, and Science (Actions #12, #17, and #18) were fully implemented and provided substantial instructional support. In Mathematics, workshops centered on high-yield routines, alongside extensive professional development with the UCLA Curtis Center. In English Language Arts, a significant achievement was the development of new pacing guides and benchmarks for grades 2–8, designed based on thorough research and district data analysis.

Technology-related actions, including Tech on the Go, Tech TOSA, technology refresh plans, and Field Techs (Actions#3 and #19), were fully implemented to support instruction. Notably, the District successfully provided Hot Spots to all families who requested them, and Field Techs ensured a quick turnaround in device repairs for students experiencing technical difficulties.

To support students who had not yet demonstrated mastery in content areas, structured interventions were successfully implemented. Tier 2 and Tier 3 intervention programs (Actions #11, #22, #5, and #21) were strengthened through data-driven student placement decisions. Additionally, supplemental academic interventions and enrichment opportunities outside of regular school hours (Actions #9 and #16) provided students with additional support.

Actions #23, #25, and #26 ensured targeted support for English Learners through specialized materials, teacher professional development, bilingual instructional assistants, and the Dual Language Program. Observations by district and site leadership confirmed that bilingual instructional assistance was highly effective in supporting English Learners and Newcomer students, with individualized support provided two to five times per week based on grade level and need.

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

The Director of Curriculum and Director of Fiscal Services collaborated throughout the year to ensure that funding aligned with planned actions and services. Additionally, the Ed Services team held monthly meetings with the Fiscal Supervisor to review LCAP budgets. In May 2025, the Directors analyzed budgeted expenditures and estimated actual expenditures, identifying variances of more than 10% over or under budget.

Several actions experienced differences in expenditures:

Action 2: Funds were underspent due to ongoing substitute shortages, limiting the ability to release teachers for professional development and site-based trainings.

Action 3: Chromebook replacement and technology devices exceeded the cost that we had budgeted as we purchased additional Chromebooks to expand the 1:1 program to 3rd grade.

Action 9: Summer school costs decreased this year due to decrease in students who signed up for summer school. This led to few teachers needed in addition to fewer supplies and materials for the program.

Action 13: Library Services expenditures decreased due to vacancies in key positions.

Action 16: Extended day and Enrichment funds were given directly to sites. It was reported that not all sites were able to expend their full amount due to factors such as conflicting after school plans with students' extracurricular activities.

Action 19: Technology To Go exceeded planned costs as mobile hotspot prices increased. The district conducted a careful inventory and deactivated unused devices to manage costs for the next fiscal year.

Action 20: Digital Instructional Platforms saw higher expenditures due to increased platform costs and the expiration of COVID-era supplemental funding.

Action 23: Bilingual Assistants expenditures increased due to step-and-column salary adjustments and rising health and welfare costs.

Action 24: Effective Instruction was not fully expended as there were a few planned PDs that were unable to take place due to scheduling conflicts and substitute shortages.

Action 25: English Learner Support expenditures differed as substitute shortages and scheduling conflicts reduced the planned frequency of professional development sessions.

Action 26: The current expenditure appears to show a variance; however, final invoices for Dual Language training have yet to be billed and processed at the time of LCAP completion.

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

Actions designed to increase student achievement through supplemental materials, additional books (Actions #1 and #13), and technology platforms (Action #20) were effective in achieving their intended impact. Student achievement improved on the California State Dashboard in English Language Arts, moving from “Maintained” to “Increased,” with ELA CAASPP scores rising from 56% to 58% proficient. Within CAASPP ELA, English Learners showed growth from 20% to 22% proficient, and Low-Income students increased from 52% to 54% proficient. In Mathematics, student achievement was sustained at the “Increased” level on the California State Dashboard, with Math CAASPP proficiency improving from 38% to 42%. English Learners increased from 16% to 18% proficient, and Low-Income students saw gains from 35% to 38%. Local ELA data for kindergarten through 2nd grade students revealed mixed results. First-grade students experienced a 14% increase, while Kindergarten and 2nd-grade students showed declines of 2% and 6%,

respectively. Among English Learners, Kindergarten and 1st-grade students showed gains of 8% and 4%, while 2nd-grade English Learners saw a 4% decrease. Low-Income students showed a 2% increase in kindergarten and a 15% increase in 1st grade but experienced a 7% decline in 2nd grade. In local Math data, 1st and 2nd-grade students achieved gains of 2% and 5%, while Kindergarten saw a 2% decline. English Learners exhibited a 46% increase in 2nd grade but decreases of 14% in kindergarten and 4% in 1st grade. Low-Income students showed a 7% increase in 2nd grade, a 1% decrease in 1st grade, and a 4% decline in kindergarten. Due to small student populations (ranging from 1 to 4 students per grade level), Foster Youth data is not reportable.

The implementation of professional development at both district and site levels (Actions #2, Action #8, and Action #24), along with common planning time (Action #7) and reflection time, effectively supported rigorous instruction tailored to the needs of targeted students. Additionally, Innovative Learning Collaboratives (Action #4, Action #6, and Action #15), allowed teacher teams to strategically focus on classroom instruction and the implementation of various PD learning while sharing best practices of implementation. A specific success was the full-day Mathematics training with the UCLA Curtis Center, which received positive feedback through teacher surveys. These efforts facilitated collaboration among teachers, allowing them to share best practices and design lessons incorporating research-based strategies. Student achievement improved on the California State Dashboard in English Language Arts, shifting from "Maintained" to "Increased," with ELA CAASPP proficiency rising from 56% to 58%. English Learners demonstrated growth from 20% to 22% proficient, while Low-Income students increased from 52% to 54% proficient. In Mathematics, student achievement remained at the "Increased" level on the California State Dashboard, with Math CAASPP proficiency improving from 38% to 42%. English Learners increased from 16% to 18% proficient, and Low-Income students saw gains from 35% to 38%. Local ELA data for kindergarten through 2nd grade students showed mixed results. English Learners experienced an 8% increase in kindergarten and a 4% increase in 1st grade, while 2nd-grade English Learners saw a 4% decline. Low-Income students showed a 2% increase in kindergarten and a 15% increase in 1st grade but experienced a 7% decline in 2nd grade. Local Math data for kindergarten through 2nd grade students reflected varied trends. English Learners exhibited a 46% increase in 2nd grade but declines of 14% in kindergarten and 4% in 1st grade. Low-Income students showed a 7% increase in 2nd grade, a 1% decrease in 1st grade, and a 4% decline in Kindergarten. Due to small student populations (ranging from 1 to 4 students per grade level), Foster Youth data is not reportable.

The implementation of Grade Span Adjustment (Action #10) successfully contributed to student achievement by maintaining small class sizes and a lower adult-to-student ratio. In addition, the hiring and retention of Highly Qualified Teachers (Action #14) contributed to student success by ensuring that highly trained and effective teachers were in the classrooms providing strong first instruction. These actions were effective in achieving its intended impact, as reflected in improved academic performance. Student achievement in English Language Arts increased on the California State Dashboard, shifting from "Maintained" to "Increased," with ELA CAASPP proficiency rising from 56% to 58%. English Learners demonstrated growth from 20% to 22% proficient, while Low-Income students increased from 52% to 54% proficient. In Mathematics, student achievement remained at the "Increased" level on the California State Dashboard, with Math CAASPP proficiency improving from 38% to 42%. English Learners increased from 16% to 18% proficient, and Low-Income students saw gains from 35% to 38%. Local ELA data for kindergarten through 2nd-grade students showed varied results. English Learners experienced an 8% increase in kindergarten and a 4% increase in 1st grade, while 2nd-grade English Learners saw a 4% decline. Low-Income students showed a 2% increase in kindergarten and a 15% increase in 1st grade but experienced a 7% decline in 2nd grade. Local Math data for kindergarten through 2nd-grade students reflected mixed trends. English Learners exhibited a 46% increase in 2nd grade but declines of 14% in kindergarten and 4% in 1st grade. Low-Income students showed a 7% increase in 2nd grade, a 1% decrease in 1st grade, and a 4% decline in kindergarten. Due to the small student population in these grade levels (ranging from 1 to 4 students per grade), Foster Youth data is not reportable.

The implementation of professional development, coaching, and research-based instructional supports provided by District TOSAs in ELA, Mathematics, and Science (Actions #12, #17, and #18) was generally effective in improving student achievement. Student performance in English Language Arts improved on the California State Dashboard, shifting from "Maintained" to "Increased," with ELA CAASPP proficiency rising from 56% to 58%. English Learners demonstrated growth from 20% to 22% proficient, while Low-Income students increased from 52% to 54% proficient. In Mathematics, student achievement remained at the "Increased" level on the California State Dashboard, with Math CAASPP proficiency improving from 38% to 42%. English Learners increased from 16% to 18% proficient, and Low-Income students saw gains from 35% to 38%. Local ELA data for kindergarten through 2nd-grade students showed mixed results. English Learners experienced an 8% increase in kindergarten and a 4% increase in 1st grade, while 2nd-grade English Learners saw a 4% decline. Low-Income students showed a 2% increase in kindergarten and a 15% increase in 1st grade but experienced a 7% decline in 2nd grade. Local Math data for kindergarten through 2nd-grade students reflected varied trends. English Learners exhibited a 46% increase in 2nd grade but declines of 14% in kindergarten and 4% in 1st grade. Low-Income students showed a 7% increase in 2nd grade, a 1% decrease in 1st grade, and a 4% decline in kindergarten. However, science achievement presents

concerns. Low-Income students in 5th grade experienced a 6% decline, while 8th-grade students showed a modest 2% increase. English Learners did not demonstrate expected growth, with 5th-grade proficiency decreasing by 1% and 8th-grade proficiency remaining at 0%. These results suggest that while instructional supports were well-intentioned, they did not sufficiently drive progress in science achievement.

The implementation of technology-based actions, including Tech on the Go, the Tech TOSA, Chromebooks for all students, technology refresh plans, and Field Techs (Actions#3 and #19), effectively contributed to student achievement. Student performance in English Language Arts improved on the California State Dashboard, shifting from "Maintained" to "Increased," with ELA CAASPP proficiency rising from 56% to 58%. English Learners demonstrated growth from 20% to 22% proficient, while Low-Income students increased from 52% to 54% proficient. In Mathematics, student achievement remained at the "Increased" level on the California State Dashboard, with Math CAASPP proficiency improving from 38% to 42%. English Learners increased from 16% to 18% proficient, and Low-Income students saw gains from 35% to 38%. Local ELA data for kindergarten through 2nd-grade students showed varied results. English Learners experienced an 8% increase in kindergarten and a 4% increase in 1st grade, while 2nd-grade English Learners saw a 4% decline. Low-Income students showed a 2% increase in kindergarten and a 15% increase in 1st grade but experienced a 7% decline in 2nd grade. Local Math data for kindergarten through 2nd-grade students reflected mixed trends. English Learners exhibited a 46% increase in 2nd grade but declines of 14% in kindergarten and 4% in 1st grade. Low-Income students showed a 7% increase in 2nd grade, a 1% decrease in 1st grade, and a 4% decline in kindergarten. Due to the small student population in these grade levels (ranging from 1 to 4 students per grade), Foster Youth data is not reportable.

The implementation of academic interventions and enrichment opportunities—including Tier 2 Interventions (Actions #11 and #22), Tier 3 support (Actions #5 and #21), Summer School, and Enrichment/Extended Day programs (Actions #9 and #16)—effectively contributed to student achievement. Student performance in English Language Arts improved on the California State Dashboard, shifting from "Maintained" to "Increased," with ELA CAASPP proficiency rising from 56% to 58%. English Learners demonstrated growth from 20% to 22% proficient, while Low-Income students increased from 52% to 54% proficient. In Mathematics, student achievement remained at the "Increased" level on the California State Dashboard, with Math CAASPP proficiency improving from 38% to 42%. English Learners increased from 16% to 18% proficient, and Low-Income students saw gains from 35% to 38%. Local ELA data for kindergarten through 2nd-grade students showed mixed results. English Learners experienced an 8% increase in kindergarten and a 4% increase in 1st grade, while 2nd-grade English Learners saw a 4% decline. Low-Income students showed a 2% increase in kindergarten and a 15% increase in 1st grade but experienced a 7% decline in 2nd grade. Local Math data for kindergarten through 2nd-grade students reflected varied trends. English Learners exhibited a 46% increase in 2nd grade but declines of 14% in kindergarten and 4% in 1st grade. Low-Income students showed a 7% increase in 2nd grade, a 1% decrease in 1st grade, and a 4% decline in kindergarten. Due to the small student population in these grade levels (ranging from 1 to 4 students per grade), Foster Youth data is not reportable.

Efforts to support English Learners and Long-Term English Learners (LTELs) through additional materials, teacher professional development, bilingual instructional assistants, and the Dual Language Program (Actions #23, #25, and #26) yielded mixed results. While CAASPP ELA proficiency for English Learners increased from 20% to 22% and CAASPP Math proficiency rose from 16% to 18%, other indicators showed areas for improvement. Local ELA data for kindergarten through 2nd grade showed an 8% increase in kindergarten and a 4% increase in 1st grade, but a 4% decline in 2nd grade. Local Math data reflected a 46% increase in 2nd grade but declines of 14% in kindergarten and 4% in 1st grade. However, the EL Progress Indicator decreased by 2.9%, and the number of students scoring a 4 on the ELPAC dropped by 6%. Reclassification rates remained steady at 15%, suggesting that while some strategies were effective, additional refinement may be needed to fully meet the intended impact.

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.

In the second year of this LCAP cycle, Goal 1 remains largely unchanged, with only minor adjustments:

Metric 1.1 and 1.3 - The subgroup LTELs has been added this year for ELA and Math Dashboard Indicator data. The subgroups African American and Filipino were added for ELA and Math CAASPP data. There was not previous baseline data for these subgroups.

Action #1: Additional funding was allocated directly to school sites to support ongoing initiatives.

Action #20: Additional funds were designated to cover educational platforms that were previously funded through COVID relief sources.

These updates ensure continued support for instructional resources and technology integration.

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	Standards Aligned Supplemental Materials	Action: The district will identify and purchase additional standards aligned supplemental materials to support instruction for targeted TK-8 students. Service: Targeted students will use materials to address their academic needs. Funds are allocated to school sites to purchase additional supplemental instructional materials based on student need. These additional materials include: guided reading books, novels for Book Clubs, class magazine subscriptions, math manipulatives, etc.	$222,500.00	Yes
2	School-based Professional Development	Action: School sites will provide professional development in all content areas (e.g., conferences, site in services, collaboration sessions) for all instructional staff to support targeted students. Site specific professional development will be guided by the school's SLT (Student Achievement Leadership Team). Service: Targeted students will receive instruction and support from highly trained teachers, administrators, and classified instructional staff. Professional development will be provided across content areas with a focus on ELA and mathematics. The SLT will meet to establish site goals and specific professional development.	$265,000.00	Yes
3	Instructional Technology	Actions: The district will maintain targeted students' access to and use of classroom technology devices (e.g., Chromebooks) for instructional purposes. The district will institute a Chromebook refresh plan in order to provide 1:1 technology devices for students in grades 4th - 8th. To support this level of technology deployment, two additional Computer Field Technicians will be used. In addition, a Technology TOSA will provide professional development and training on the effective use of instructional technology to all teachers of targeted students and ensure integration and use of various online instructional platforms.	$588,980.00	Yes

		Services: Targeted students will have consistent access to current technology devices allowing them to receive instruction that can be personalized, access to additional learning platforms and outlets, and to prepare them for their future. The integration of instructional technology devices in the classroom will support student learning and mastery of grade level content. Targeted students will receive effective instruction from teachers who are trained on effective technology integration and the use effective educational platforms		
4	ILC/Arts for All	Action: TK-8 principals will schedule and facilitate Innovative Learning Collaborative (ILC) sessions for each grade level and/or subject area team. ILC sessions will be conducted at each elementary site every two weeks. ILC sessions will be conducted at each middle school site for each content area every six weeks. The district will maintain itinerant instructors to provide Arts for All instruction. Service: Interventions and support directed to meet the instructional needs of targeted students will be planned during ILC sessions. Teachers of targeted students will discuss best instructional practices and strategies to meet the specific learning needs of students.	$213,500.00	Yes
5	Tier 3 Increased Support	Action: Additional certificated staffing (4.5 FTEs) will be allocated to all schools to provide additional Tier 3 proactive academic support to targeted students who are at risk in core academic areas. All schools will have a certificated teacher on site. Service: Targeted students will receive additional academic support in core academic areas from specialized certificated staff. Staff will provide consistent Tier 3 small group and one on one instruction to at risk students in ELA and mathematics. Depending on student need, staff will use research based strategies to address student academic needs, such as an additional dose of guided reading, number talks with the use of manipulative, close reading, etc.	$614,860.00	Yes
6	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Action: The district will implement an Arts for All program for targeted TK-5 students at all elementary sites. The district will hire itinerant instructors to provide Arts for All instruction to targeted TK-5 students. Service: Targeted students will participate in ninety minutes of a biweekly rotation of art, music, and additional PE instruction provided by itinerant teachers. This PE instruction is in addition to the service provided in Action #7.	$0.00	Yes
7	Grade Level Collaboration	Action: The district will maintain itinerant elementary physical education credentialed teachers to provide additional planning time for grade level teachers to design lessons to meet the needs of targeted students. Service: Targeted TK-5 students will participate in additional PE instruction with a designated itinerant PE teacher during the school day in order to provide teachers with additional common planning time within the instructional day.	$375,942.00	Yes
8	District-wide Professional Development	Action: The district will schedule and coordinate district-wide professional development/training days (3 days compensated) annually for all teachers and site administrators. Service: Targeted TK-8 students will participate in an instructional program that is consistent, research or evidence-based, and aligned with the California State Standards in core content areas, including ELD and physical education. Targeted students will receive instruction and support from highly trained teachers, administrators, and classified instructional staff.	$320,000.00	Yes
9	Summer School	Action: The district will design and offer a summer school program to build the academic proficiency of targeted students. The district will hire appropriate staff (certificated, classified,	$1,849,825.00	Yes

		administrative) necessary to offer the summer school program to support targeted students. Service: Targeted students will attend a summer school program to assist them in attaining grade level proficiency. This service is currently not funded out of Supplemental and Concentration Grant funds, but is funded by the Expanded Learning Opportunities Grant.		
10	Grade Span Adjustment at 24 to 1	Action: The district will hire additional K-3rd grade classroom teachers to reduce the student to teacher ratio to an average of 24: 1. This constitutes 19 FTEs above the base requirement. Service: Targeted students in grades K-3rd will experience reduced class sizes and increased differentiated instruction. This will allow teachers to provide multiple opportunities for small group or one to one instruction throughout the instructional day. It will allow teachers to provide differentiated instruction in these smaller groups to best meet the needs of K-3 students.	$2,510,603.00	Yes
11	Student Interventions	Action: Every elementary and middle school will provide intervention/enrichment learning opportunities beyond the core program for targeted students in grades TK-8th. Elementary interventionists will be hired to support the Response to Intervention (RtI) program. School sites will also provide before and after school interventions to targeted students based on student need. Before and after school interventions will be funded by the Expanded Learning Opportunities Grant. Service: Targeted students will receive intervention/enrichment learning opportunities beyond the core program to build their proficiency in grade level ELA/ELD and mathematics standards. Elementary students will participate in RtI where they are grouped according to their academic needs with the most intensive students receiving small group instruction. Middle School students will receive intervention support in identified areas of need during their intervention/enrichment period. In addition, targeted students may receive small group intervention before or after school tutoring.	$1,137,786.00	Yes
12	Math TOSAs	Action: Instructional Mathematics TOSAs (2.0 FTE) will support classroom teachers in the implementation of mathematics instruction aligned with the California State Standards and the California Math Framework. Service: Targeted TK-8 students, particularly unduplicated students, will receive more effective core instruction in mathematics. The Math TOSAs will provide on-going support and professional development to teachers to strengthen mathematics instruction and implement a consistent set of research-based strategies to best support the needs of students. In addition, support will be given specifically to students in the red subgroups for mathematics (English Learners at Lake Center, Homeless students at Lake Center, and Students with Disabilities at Lake Center and Lakeview).	$283,672.00	Yes
13	Library Services	Action: Every elementary and middle school will provide library services to all students in grades TK-8. Service: All TK-8 targeted students will benefit educationally from the use of the school library and will receive the services of a part-time library media specialist. The LMS will provide direct services to students in book selection at their independent reading level, class read alouds to promote new books and authors along with modeling reading strategies, and facilitate the checking out of books to encourage student literacy and to support English language arts instruction.	$222,912.00	Yes
14	Qualified Staff (repeated expenditure, Goal 2, Action 3) (repeated expenditure,	Action: All teachers will implement instruction of the state standards during the regular class time and will provide additional support or enrichment of the standards during RtI time.	$0.00	No

	Goal 2, Action 3)	Services: All students will receive additional support or enrichment of the state standards during RtI during time. (Priority 2)		
15	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Action: All teachers will participate in Innovative Learning Collaborative sessions to continuously monitor student achievement by reviewing student data, including student work samples and assessment results. Teachers will identify areas of need and plan and modify instruction as needed to increase student achievement. Service: Students will receive instruction that has been carefully planned to meet their specific needs.	$0.00	Yes
16	Enrichment/Extended Day	Action: Identified targeted students will receive extended day enrichment opportunities such as technology courses, coding, and STEM related assemblies and activities. Service: Each school will provide extended day enrichment opportunities either before and after school for identified targeted students.	$116,487.00	No
17	ELA/ELD TOSAs	Action: The district will maintain a total of two ELA/ELD TOSAs to support classroom teachers in the implementation of ELA/ELD instruction in line with the California State Standards and ELA/ELD Framework in order to support English learners and Long Term English Learners. Service: Targeted students, specifically English learner and Long Term English Learner students, will receive more effective core instruction across the content areas and in ELD. The ELA/ELD TOSAs will provide on-going support and professional development to teachers to strengthen ELA and ELD instruction and implement a consistent set of research-based strategies to best support the needs of students.	$319,553.00	Yes
18	Science TOSA	Action: The district will maintain a Science TOSA to support classroom teachers in the implementation of science instruction aligned with the Next Generation Science Standards and Framework. The STEM Specialist will support the adopted curriculum and provide teachers with supplemental materials and additional lessons that allow for hands on exploration, as well as provide professional development in the area of NGSS with a focus on StemScopes, TWIG, and Performance Tasks Services: TK-8 students, particularly unduplicated students, will receive more effective core instruction in science. The Science TOSA will provide on-going support and and professional development to teachers to strengthen science instruction and implement a consistent set of research-based strategies to best support the needs of students.	$157,196.00	Yes
19	Technology To Go-Internet and Computer Access	Action: The district will purchase additional Chromebooks and internet access for identified targeted students. Service: The District will assign Chromebooks and Internet access to targeted students that do not have access to these resources at home.	$10,000.00	Yes
20	Digital Instructional Platforms	Action: The district will identify and purchase additional digital instructional platforms to enhance and support student learning such as RAZ Plus, BrainPop, Literacy Footprints, ST Math, and Lexia. Specific platforms including RAZ Plus EL Edition will purchased as a supplement to the language acquisition program in order to support English learners. Service: The integration of additional digital instructional platforms will increase student engagement and support student learning, specifically in the area of language acquisition for English learners.	$306,892.00	Yes

21	Instructional Assistants (Gen Ed)	Action: The district will support nine 5.0 hour instructional assistants and fourteen 3.5 hour instructional assistants distributed to school sites by enrollment to support identified students and student groups based on need in the general education setting. Professional development will be provided to the instructional assistants. Service: Identified students and student groups will receive additional academic support in core content areas based on data and determined need.	$571,080.00	Yes
22	Academic Support TOSAs	Action: The district will maintain a total of eight Academic Support TOSAs to support intervention and instruction. TOSAs will support elementary school sites with the implementation of effective and systematic intervention including RtI, Tier 3 intervention, SSTs, tutoring, and the effective use of general education instructional assistants. This support is focused on improving outcomes for FY, EL, and LI students. In addition, support will be given specifically to students in the red subgroups (Students with Disabilities at Jersey, Lake Center, and Lakeview in English Language Arts, Students with Disabilities at Lake Center and Lakeview in Mathematics). Services: All TK-8 students, particularly unduplicated students, will receive effective intervention services based on their needs. The Academic Support TOSAs will provide support to all teachers, interventionists, and general education instructional assistants to strengthen the intervention program and implement research-based strategies to best support the needs of students.	$1,135,357.00	Yes
23	Bilingual Instructional Assistants	Action: The district will maintain two bilingual instructional assistants (6.0 hours) to provide language acquisition support to newcomer English language learner students. Service: Identified newcomer English language learners will receive small group or 1:1 instruction in language acquisition to help build their language proficiency in English.	$123,952.00	Yes
24	Effective Instruction	Action: The district will provide district-wide professional development for teachers and staff to ensure equitable training in effective and research based practices in identified areas of need. Additionally, supplemental instructional materials will be purchased district-wide to ensure that all students have access to relevant supplemental materials to support their learning. Service: Targeted students will receive highly effective instruction from highly trained teachers in identified areas of need. Students will also have access to supplemental materials providing for a well rounded education.	$660,019.00	Yes
25	English Learner Support	Action: The district will provide additional support to English learners and Long Term English Learners (LTELS, beyond the core designated and integrated ELD program, while also focusing support on the red subgroup of English Learners in mathematics from Lake Center. The support will include additional language acquisition support programs and materials in addition to additional professional development for all ELD teachers beyond the core program. Service: English Learners, including LTELS, and specifically the identified subgroup in red, will receive highly effective language acquisition instruction from highly trained teachers.	$100,000.00	Yes
26	Dual Language Program Professional Development	Action: The district will open a Dual Language Immersion program with a TK and Kindergarten program at one site. The program will be a 90/10 model with the targeted language of Spanish. This action will specifically provide additional professional development for the dual language program staff above and beyond core instruction training in order to provide the students, particularly English learners, with the most effective instructional strategies in order to gain proficiency in both languages. The goal of the program includes bilingualism and biliteracy in both languages by the end of elementary school.	$100,000.00	Yes

		Service: Targeted students, including English Learners, will receive high quality instruction from highly trained teachers and develop high levels of language proficiency and literacy in English and Spanish.		

Goal

Goal #	Description	Type of Goal
2	Goal 2 - Conditions for Learning Conditions for Learning will support growth toward proficiency in content area standards (e.g., California State Standards), as measured by: 1. 100% of facilities will continue to be in good to excellent repair as measured by the Office of School Construction Facilities Tool (FIIT) 2. Rates of appropriately qualified, credentialed and assigned certificated, classified, administrative and instructional staff. 3. Sufficiency of standards-aligned instructional materials (board resolution) 4. Student transportation, as required by IEPs and safety criteria (allocated funds) 5. Basic Supplies and Services	Maintenance of Progress Goal

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

The LEA and educational partners believe that a positive and safe learning environment is crucial in order for student learning to take place. These services must be in place so that effective teaching and learning can occur. The Conditions for Learning goal will support growth toward proficiency in content area standards (e.g., California State Standards). The actions attached to this goal help to provide a quality education that ensures success for every student. The metrics in this goal will measure implementation of the goal ensuring that conditions for learning support student growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Facilities Inspection Tool Target	2023/2024 9/9 schools received a Good/Excellent rating	2024/2025 9/9 schools received a Good/Excellent rating		9/9 schools receive a Good/Excellent rating	No change - Maintained

2	Rates of fully credentialed and appropriately assigned teachers	2021/2022 Qualified Teachers - 93.1%	2022/2023 Qualified Teachers - 91.4%		Qualified Teachers - 100%	Qualified Teachers: -1.6%
3	Sufficiency of standards-aligned instructional materials (Board Resolution)	2023/2024 100% sufficiency based on Board Resolution No. 24-024 on 9/26/23	2024/2025 100% sufficiency based on Board Resolution No. 25-043 on 9/24/24		Maintain 100% sufficiency based on William's Board Resolution	No change - Maintained
4	Student transportation, as required by IEPs and safety criteria	2023/2024 100% of eligible students are provided with transportation.	2024/2025 100% of eligible students are provided with transportation.		Provide student transportation to 100% of eligible students	No change - Maintained
5	Basic Supplies and Services	2023/2024 100% of sites were allocated base funds to maintain basic supplies and services.	2024/2025 100% of sites were allocated base funds to maintain basic supplies and services.		Maintain basic supplies and services, based on allocated base funds, to 100% of sites.	No change - Maintained

Goal Analysis for 2024-2025

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.

Little Lake maintained 100% sufficiency in standards-aligned instructional materials (Action #1), guided by Board Resolutions 24-024 and 25-043. This ensured students had access to high-quality curriculum resources. No major challenges were encountered in maintaining sufficiency levels, though ongoing monitoring remains essential for continued compliance.

Little Lake successfully maintained and improved school facilities (Action #2), ensuring a safe, clean, and conducive learning environment for students. Investments in campus upgrades, safety measures, and general maintenance supported student well-being, with no major challenges reported.

The district continued prioritizing the assignment of fully credentialed teachers (Action #3) to provide high-quality instruction. Efforts focused on retaining experienced educators and offering professional development opportunities. However, a slight decline in the percentage of fully credentialed and appropriately assigned teachers occurred due to staffing shortages, necessitating intensified recruitment strategies.

The district continued allocating base funds across all sites (Action #4), ensuring essential supplies and services supported student learning and daily operations. No significant issues arose, though strategic planning for future allocations remains important to sustain service quality.

Student transportation for eligible students (Action #5) was successfully maintained at 100%, ensuring equitable access to education for those requiring specialized transportation services. While transportation services remained intact, logistical adjustments were necessary to efficiently meet individualized student needs.

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

The Director of Curriculum and Director of Fiscal Services work collaboratively throughout the year to ensure funding aligns correctly with planned actions and services. Additionally, the Ed Services team conducts monthly budget reviews with the Fiscal Supervisor to maintain oversight of LCAP allocations. In June 2025, the Directors analyzed budgeted expenditures and estimated actual expenditures, identifying variances of more than 10% over or under budget.

Action #1 - Standards aligned materials (textbooks/workbooks) were purchased as needed for replacements, however, there were no new adoptions this past year.

Action #3 - There was an increased cost of staffing due to additional special education staffing including teachers, classroom instructional assistants, and 1:1 assistants based on IEPs.

Action #4 - The costs of basic supplies and services for daily operations continue to increase which led to overspending the intended budget in this area.

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

Action #1 Standards-Aligned Instructional Materials was effective based on the evidence of 100% sufficiency per Board Resolution No. 25-043 (9/24/24) for 2024/2025. 98% of parents agree that their child has access to the necessary materials and technology to support learning.

Action #2 Maintenance of Facilities was effective as evidenced by 9/9 schools received a Good/Excellent rating in 2024/2025 according to the Facilities Inspection Tool Target. On the LCAP Parent Survey, 96% of parents confirm that school facilities are well-maintained and provide a safe environment for learning.

Action #3 Qualified Staff was effective. Evidence of its effectiveness includes 91.5% of teachers were fully credentialed and appropriately assigned in 2024/2025. Additionally, strong parent satisfaction with academic instruction (97%) suggests that qualified staff are contributing to student success.

Action #4 Basic Supplies and Services was effective. Evidence of its effectiveness includes that 100% of school sites were allocated base funds to maintain basic supplies and services in 2024/2025. In addition, 98% of parents agree their child has the materials and technology needed to support learning.

Action #5 Student Transportation was effective. Evidence of its effectiveness includes that 100% of eligible students were provided transportation in 2024/2025, ensuring compliance with IEPs and safety criteria.

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

There are no changes to Goal #2 for the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards Aligned Instructional Materials	Action: The district will select, adopt and purchase standards aligned instructional materials for grades K-8. Service: All K-8 students will have the use of standards aligned instructional materials.	$194,481.00	No
2	Maintenance of Facilities	Action: The district will complete facilities maintenance projects according to the Five-Year Deferred Maintenance Plan. Service: School staff and students will work in facilities that rate good to excellent on the OPSC Facilities Inspection Tool.	$2,351,706.00	No
3	Qualified Staff	Action: The district will attract and retain qualified general and special education teachers, administrators, and classified staff to provide research-based instruction, monitor growth, and provide differentiated support and enrichment to all TK-8 students, as appropriate. The district will provide competitive compensation and satisfactory working conditions. Qualified staff will teach according to their credential in designated core content areas. In addition, both designated and integrated ELD programs will be taught by appropriately credentialed teachers to all eligible	$34,338,850.00	No

		English learners. Service: All TK-8 students will receive research-based instruction and differentiated support designed to build their proficiency as measured by SBAC assessments, district common assessments, and school based informal assessments.		
4	Basic Supplies and Services	Action: The district will provide sufficient supplies to support daily operations and instruction. Service: Supplies necessary to support daily operations and instruction for students will be provided to schools and the district.	$10,856,039.00	No
5	Transportation	Action: The district will provide busing services for selected groups of general and special education students. Service: Eligible general and special education students will be safely transported to and from school.	$1,768,260.00	No

Goal

Goal #	Description	Type of Goal
3	Goal 3 - School Climate School Climate will be conducive to effective teaching and learning, as measured by: 1. Suspension Rate 2. Expulsion Rate 3. Student School Safety/Connectedness Survey Rates (Grades 5 and 7) 4. Parent Safety/Connectedness Survey Rates 5. Teacher Safety/Connectedness Survey Rates	Broad Goal

State priorities addressed by this goal.

6

An explanation of why the LEA has developed this goal.

The School Climate goal was developed to ensure that the school climate is conducive to effective teaching and learning. The Little Lake City School District and educational partners understand that there is a strong connection between students feeling safe and connected to their school and academic achievement. It is because of this belief that the LCAP Central Committee has dedicated a goal to school climate. To support students connectedness to school and ensure students' social and emotional well being, this goal includes actions and services that directly impact students, including elementary and middle school counselors, student motivation, behavior trained instructional assistants, additional campus supervision who are specifically trained, student services, and the WEB program. To monitor the effectiveness of this goal we have developed metrics to measure school climate that include particular questions within the Parent LCAP Survey, Teacher LCAP Survey, and the Healthy Kids Survey as they relate to perceptions of safety and connectedness. We strive for 100% of students to feel safe and connected at school to ensure their overall success. Ensuring a positive school climate will help students reach their full potential and positively contribute to their communities.

Measuring and Reporting Results

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

1	Suspension Rate	2022-2023 Suspension Rate: 1.7% FY: 4%: EL: 1.7% LI: 1.9% AA: 11.1%	2023-2024 Suspension Rate: 1.2% FY: 12.1%: EL: 1.2% LI: 1.3% AA: 1.9%		Suspension Rate: 1.7% or below for all	All: -.5 FY: +8.1% EL: -.5% LI: -.6% AA: -9.2%
2	Expulsion Rate	2022-2023 Expulsion Rate: 0% FY: 0%: EL: 0% LI: 0%	2023-2024 Expulsion Rate: 0% FY: 0%: EL: 0% LI: 0%		Expulsion Rate: 0% for all	Expulsion Rate: All: 0% No Change FY: 0% No Change EL: 0% No Change LI: 0% No Change
3	School Safety Survey Rates -Students (Grades 5 and 7) -Parents (Q13) -Teachers (Q15)	2023/2024 School Safety Survey Rates Students: 5th grade: 96% 7th grade: 85% FY: 67% EL: 78% LI: 83% Parents: 95% Parents (FY): 100% Parents (EL): 97% Parents (LI): 96% Teachers: 90%	2024/2025 School Safety Survey Rates Students: 5th grade: 91% 7th grade: 89% FY: 100% EL: 77% LI: 86% Parents: 96% Parents (FY): 100% Parents (EL): 96% Parents (LI): 96% Teachers: 96%		School Safety Survey Rates Students: 5th grade:95% or above 7th grade: 90% or above FY: 72% EL 83% LI 88% Parents: 95% or above Parents (FY): 95% or above Parents (EL): 95% or above Parents (LI): 95% or above Teachers: 90% or above	School Safety Survey Rates Students: 5th grade: -5% 7th grade: +4% FY: +33% EL: -1% LI: +3% Parents: +1% Parents (FY): 0 - No Change Parents (EL): -1% Parents (LI): 0 - No Change Teachers: +6%

4	Student School Connectedness Survey Rates -Students (Grades 5 and 7) -Parents (Q16) -Teachers (Q18)	2023/2024 School Connectedness Survey Rates Students: 5th grade: 90% 7th grade: 83% FY: 67% EL: 82% LI: 84% Parents: 96% Parents (FY): 100% Parents (EL): 98% Parents (LI): 97% Teachers: 82%	2024/2025 School Connectedness Survey Rates Students: 5th grade: 89% 7th grade: 84% FY: 100% EL: 92% LI: 86% Parents: 97% Parents (FY): 100% Parents (EL): 97% Parents (LI): 97% Teachers: 89%		School Connectedness Survey Rates Students: 5th grade:95% or above 7th grade: 90% or above FY: 72% EL: 87% LI: 89% Parents: 95% or above Parents (FY): 95% or above Parents (EL): 95% or above Parents (LI): 95% or above Teachers: 90% or above	Students: 5th grade: -1% 7th grade: +1% FY: +33% EL: +10% LI: -2% Parents: +1% Parents (FY): 0 - No Change Parents (EL): -1% Parents (LI): No Change Teachers: +7%

Goal Analysis for 2024-2025

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.

Over the past year, the district has implemented a series of initiatives aimed at enhancing student behavior support, school climate, and overall safety. These actions focused on alternatives to suspension, counseling services, student motivation, behavior-trained instructional assistants, student service coordination, and increased supervision. Each initiative aimed to strengthen positive behavioral interventions and supports (PBIS), social-emotional learning (SEL), and student engagement. The district followed a tiered system of behavioral supports and strategically deployed personnel and resources to address student needs.

Little Lake was successful in continuing to provide full implementation of Alternatives to Suspension/PBIS (Action #1) across all schools was largely achieved. PBIS implementation was strengthened, contributing to student behavior and school connectedness. Challenges include training of new staff to ensure consistent reinforcement of PBIS strategies at sites.

The district was overall successful in maintaining 9.0 FTE K-8 school counselors (Action #2) as planned, ensuring targeted students received needed academic and personal support. Counseling support positively impacted targeted students, with documented improvements in academic engagement and social-emotional growth. One planned difference was that a few counselors were out on leave this year, however plans were made to provide support, although not at the same level.

Schools carried out motivational initiatives (Action #3) such as assemblies, positive reinforcement programs, and engagement activities. Student motivation initiatives enhanced school climate, reinforcing positive interactions.
The district deployed two Behavior Trained Instructional Assistants (Action #4) to work under Behavior Specialists. These Behavior-trained instructional assistants provided valuable data-driven support, enhancing intervention strategies. Their data collection and support for student behavioral strategies implementation, training, and modeling remained aligned with initial plans, though the increased need of students, and a streamlined process to request support remain a challenge.

The Student Service Coordinator role (Action #5) was established, focusing on attendance monitoring, SEL, and behavioral support coordination. The challenge was ensuring comprehensive service alignment across all school sites.

Additional Student Supervision Associates (SSAs) (Action #6) were brought on and maintained above the baseline level of support. Schools experienced increased security during unstructured time, but some SSAs required additional behavior management training to fully support students.

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

The Director of Curriculum and Director of Fiscal Services collaborate throughout the year to ensure that proper funding is tied to the correct action and service. In addition, the Ed Services team meets monthly with the Fiscal Supervisor to review LCAP budgets. In May 2025 the Directors met to take a look at budgeted expenditures and estimated actual expenditures to discuss any differences. There were some differences between the budgeted expenditures and estimated actual expenditures this year. Differences in this area are defined as areas where we are more than 10% over or under budget.

Action #1, Alternatives to Suspension/PBIS had a planned expenditure of $60,000, but the actual expenditure was $10,294. The significant decrease in expenditure for Alternatives to Suspension/PBIS is due to a strategic shift in implementation. Previously, the district relied on LACOE training, but it has transitioned to supporting PBIS internally through site teams and coaches. This change has eliminated external training costs while maintaining program effectiveness at a localized level. As a result, the actual expenditure is significantly lower than the originally planned amount.

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

Action #1, Alternatives to suspension with includes PBIS implementation has been highly effective in reducing suspension rates and improving school connectedness. The overall suspension rate decreased from 1.7% in 2022-2023 to 1.2% in 2023-2024. English Learners' suspension rates dropped from 1.7% to 1.2%, while low-income students' suspensions

declined from 1.9% to 1.3%. The most significant improvement was among African American students, whose suspension rate fell from 11.1% to 1.9%, demonstrating the success of targeted behavioral interventions. However, foster youth suspensions increased substantially, rising from 4% to 12.1%, indicating a need for enhanced support strategies for this subgroup. School connectedness also showed promising stability, with 5th-grade student connectedness at 89% and 7th-grade student connectedness at 84% in 2024-2025. While connectedness among foster youth rose dramatically from 67% to 100%, English Learners increased more modestly from 82% to 92%. Low-income students experienced a slight improvement from 84% to 86%. Though overall connectedness rates remain strong, there is room for growth in ensuring consistency across all student subgroups, particularly among English Learners and low-income students.

Action #2, Elementary and Middle School Counselors has been highly effective in supporting students' academic, social, and emotional needs. With 9.0 FTE counselors, targeted student access to counseling services has remained consistent, contributing to strong school connectedness rates. In 2024-2025, school connectedness among 5th-grade students was 89% and among 7th-grade students was 84%, showing stable engagement across grade levels. Foster youth demonstrated the most significant improvement in connectedness, increasing from 67% to 100%, while English Learners rose from 82% to 92% and low-income students saw a modest increase from 84% to 86%. Suspension rates continued to show overall improvement, decreasing from 1.7% in 2022-2023 to 1.2% in 2023-2024. English Learners saw a reduction in suspensions from 1.7% to 1.2%, low-income students from 1.9% to 1.3%, and African American students from 11.1% to 1.9%, underscoring the effectiveness of counselor interventions. However, suspension rates among foster youth increased from 4% to 12.1%, indicating a need for enhanced targeted counseling support for this subgroup to ensure continued positive outcomes.

Action #3, Student Motivation has been highly effective in promoting school connectedness and a positive school climate. In 2024-2025, school connectedness remained strong, with 5th-grade students reporting 89% connectedness and 7th-grade students at 84%. Foster youth demonstrated the most significant improvement, increasing from 67% to 100%, while English Learners rose from 82% to 92% and low-income students saw a slight increase from 84% to 86%. Suspension rates continued to improve, decreasing from 1.7% in 2022-2023 to 1.2% in 2023-2024. English Learners saw a reduction in suspensions from 1.7% to 1.2%, low-income students from 1.9% to 1.3%, and African American students from 11.1% to 1.9%, reinforcing the impact of school-wide motivational efforts. However, foster youth suspension rates increased significantly from 4% to 12.1%, highlighting a need for additional targeted activities to ensure equitable outcomes across all student subgroups.

Action #4, Behavior-trained instructional assistants have been highly effective in providing targeted behavioral support and intervention across the district. Their role in collecting student behavior data and implementing individualized applied behavioral strategies has contributed to overall improvements in school connectedness and reductions in suspension rates. In 2024-2025, school connectedness among 5th-grade students was 89% and among 7th-grade students was 84%, demonstrating stable engagement levels. Foster youth showed the most significant increase in connectedness, rising from 67% to 100%, while English Learners improved from 82% to 92% and low-income students from 84% to 86%. Suspension rates continued to decline overall, dropping from 1.7% in 2022-2023 to 1.2% in 2023-2024. English Learners saw a reduction from 1.7% to 1.2%, low-income students from 1.9% to 1.3%, and African American students from 11.1% to 1.9%, highlighting the positive impact of behavioral interventions. However, foster youth suspension rates increased from 4% to 12.1%, indicating a need for enhanced behavioral strategies and additional support to ensure equitable outcomes for this subgroup.

Action #5, the Student Services Coordinator has been highly effective in improving student achievement, school connectedness, and behavioral outcomes. On the California State Dashboard, English language arts performance increased from “Maintained” to “Increased,” with ELA CAASPP scores rising from 56% to 58% proficient. English Learners improved from 20% to 22% proficient, and low-income students increased from 52% to 54% proficient. Mathematics achievement also maintained an “Increased” level, with Math CAASPP scores growing from 38% to 42% proficient. English Learners improved from 16% to 18%, and low-income students increased from 35% to 38%. Local ELA data for kindergarten through 2nd grade showed mixed results, with English Learners increasing by 8% in kindergarten and 4% in 1st grade but decreasing by 4% in 2nd grade. Low-income students saw a 2% increase in kindergarten, a 15% increase in 1st grade, and a 7% decrease in 2nd grade. Local Math data reflected similar trends, with English Learners decreasing by 14% in kindergarten and 4% in 1st grade but increasing by 46% in 2nd grade. Low-income students saw a 4% decrease in kindergarten, a 1% decrease in 1st grade, and a 7% increase in 2nd grade. Foster youth data is not reportable due to small sample sizes. School connectedness remained strong, with 5th-grade students at 89% and 7th-grade students at 84%. Foster youth demonstrated the most significant improvement, increasing from 67% to 100%, while English Learners rose from 82% to 92% and low-income students from 84% to 86%. Suspension rates continued to decline overall, dropping from 1.7% in 2022-2023 to 1.2% in 2023-2024. English Learners saw a reduction from 1.7% to 1.2%, low-income students from 1.9% to 1.3%, and African American students from 11.1% to 1.9%, highlighting the positive impact of student services support. However, foster youth

suspension rates increased from 4% to 12.1%, indicating a need for enhanced interventions to ensure equitable outcomes for this subgroup.

Action #6, Student Safety has been highly effective in improving school safety and fostering a positive school climate. In 2024-2025, school safety survey results remained strong, with 5th grade students reporting 91% safety and 7th grade students at 89%. Foster youth demonstrated the most significant improvement, increasing from 67% to 100%, while English Learners maintained at 77% and low-income students improved from 83% to 86%. Parent survey results reinforced these trends, with 96% of parents agreeing that schools provide a safe environment for students. Parent subgroup data showed consistently high confidence in school safety, with 100% of foster youth parents, 96% of English Learner parents, and 96% of low-income parents expressing satisfaction. Teacher survey results also showed improvement, rising from 90% to 96%, indicating increased staff confidence in campus security measures. These outcomes suggest that additional supervision has contributed to a safer school environment.

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.

An increase in funding has been allocated to Action #6, Student Safety to support the provision of specialized training for School Safety Assistants (SSAs). This adjustment aligns with the recommendations set forth by the Central Committee, ensuring targeted professional development that enhances safety measures and response effectiveness within school environments.

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	Alternatives to Suspension/PBIS	Action: All schools will be in full PBIS implementation mode. Service: Targeted students at all nine schools will benefit from the tiered system of behavioral supports such as positive reinforcement systems, behavior expectation matrix and training, and CICO programs, thereby increasing their safety and connectedness to school. This service will support all unduplicated students, in addition to supporting red subgroup students (District - African American). Students will be monitored through SWIS data and receive CICO programs if needed or as determined by the PBIS team.	$60,000.00	Yes
2	Elementary/Middle School Counselors	Action: The district will maintain itinerant elementary/middle school counselors (8.0 FTEs plus 1.0 FTE Concentration Add on) to support targeted students. Service: Increased counseling services through 9.0 FTE counselors will be provided to meet targeted students' academic, social, and personal needs.	$1,354,799.00	Yes
3	Student Motivation	Action: Each school will provide student motivational activities, including positive reinforcement rewards and prizes, school assemblies, recess/nutrition games/activities, and activities throughout the school day. These activities are designed to encourage and support school connectedness and a positive school climate. Service: Targeted student participation in motivational activities will increase school climate and connectedness.	$154,000.00	Yes

4	Behavior Trained Instructional Assistants	Action: The district will maintain two behavior trained instructional assistants (6.0 hours) to provide support across the district under the Behavior Specialists. Support will include collecting data on student behavior, providing individualized applied behavioral support strategies and techniques, and assisting teachers and staff in implementing and reinforcing behavior strategies and plans. Service: Identified students will receive behavior support, guidance, and strategies to enhance their social emotional development and increase positive behavior.	$120,036.00	Yes
5	Student Services Support	Action: The district will hire a Coordinator to provide student services support including attendance monitoring, social emotional learning, and behavioral support based on MTSS and coordinate services for students. Service: Targeted students will benefit from the coordination of services under the Student Services Department including close monitoring of attendance, SEL, and behavioral support.	$108,404.00	Yes
6	Student Safety	Action: The district will hire additional Student Supervision Associates (SSAs) above the base requirement to provide increased supervision across the campus during unstructured time. Specialized training for School Safety Assistants (SSAs) will also take place, ensuring targeted professional development that enhances safety measures and response effectiveness within school environments. Service: Targeted students at all sites will benefit from the additional layers of supervision and security on campus. The increased safety will support students feelings of safety resulting in a positive school climate.	$208,784.00	Yes

Goal

Goal #	Description	Type of Goal
4	Goal 4 - Educational Partner Engagement Educational Partner Engagement will be inclusive, strategic and purposeful, as measured by (metrics): 1. Parent Survey Response Rate 2. Parent Satisfaction Survey Results 3. Attendance Rate 4. Chronic Absenteeism Rate 5. Middle School Dropout Rate 6. Parent Survey Results - Parent Decision Making 7. Parent Survey Results - Parent Participation	Broad Goal

State priorities addressed by this goal.

3, 5

An explanation of why the LEA has developed this goal.

The LEA and educational partners recognize and value the important role that parents have in their child's education and the critical partnership between home and school. In order to foster this positive relationship, parent and parent groups must play an important and meaningful role within the school setting. In addition, the engagement of students is equally as important as student engagement significantly positively affects student growth. The Educational Partner Engagement goal was developed to ensure inclusive, strategic, and purposeful family, parent, and student engagement. The actions and services provide for parent educational opportunities to allow parents to increase their own knowledge and awareness to better support their children, as well as multiple opportunities for parent involvement on campus, as well as school leadership positions. The metrics provide insight on the level and effectiveness of our engagement. Little Lake is a school community built on respect and trust and this goal allows us to continue to build partnerships with our families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	LCAP Parent Survey Response Rate	2023/2024 Parent Survey Response Rate - 65%	2024/2025 Parent Survey Response Rate - 41%		Growth Target - At or above 80%	Parent Survey Response Rate: -24%

2	LCAP Parent Survey Results	2023/2024 Parent Satisfactory Survey Results - 96%	2024/2025 Parent Satisfactory Survey Results - 96%		Maintain at or above 95%	Parent Satisfactory Survey Results: 0% - No Change
3	Attendance Rate	2022-2023 Attendance Rate: 92.23%	2023-2024 Attendance Rate: 93.92%		Growth Target: 97%	Attendance Rate: +1.69%
4	Chronic Absenteeism Rate	2022/2023 Chronic Absenteeism Rate: All: 25.5% FY: 26.1% EL: 23.7% LI: 28.2% Two or more races: 38.1% White: 30.7% Homeless: 38.5%	2023/2024 Chronic Absenteeism Rate: All: 18.4% FY: 35.7% EL: 16.7% LI: 20.3% Two or more races: 30.2% White: 20.3% Homeless: 26.8%		Chronic Absenteeism Rate - Decrease by 5% All- 20% FY: 21% EL: 18% LI: 23% Two or more races: 33% White: 25% Homeless: 33%	Chronic Absenteeism Rate: All: -7.1% FY: +9.6% EL: -7% LI: -8.2% Two or more races: -7.9% White: -10.4% Homeless: -11.7%
5	Middle School Dropout Rate	2022-2023 Middle School Dropout Rate: 0%	2023-2024 Middle School Dropout Rate: 0%		Maintain at 0%	0% No change

6	LCAP Parent Survey Results: Parent Decision Making	2023/2024 Q 11 - I am aware of parent education and parent leadership opportunities. All parents: 95% FY: 100% EL: 97% LI: 95% Q 12 - I participate in parent education and parent leadership meetings and workshops. All parents: 50% FY: 53% EL: 69% LI: 53%	2024/2025 Q 11 - I am aware of parent education and parent leadership opportunities. All parents: 96% FY: 100% EL: 98% LI: 96% Q 12 - I participate in parent education and parent leadership meetings and workshops. All parents: 52% FY: 45% EL: 45% LI: 52%		Q11: All parents: Maintain or above 95% FY: Maintain or above 95% EL: Maintain or above 95% LI: Maintain or above 95% Q12: All parents: Maintain or above 50% FY: Maintain or above 50% EL: Maintain or above 50% LI: Maintain or above 50%	Q11: All parents: +1% FY: 0 - No Change EL: +1% LI: +1% Q12: All parents: +2% FY: -8% EL: -24% LI: -1%
7	LCAP Parent Survey Results: Parent Participation	2023/2024 Q10 - I attend school events and meetings. All parents 95% FY: 100% EL: 97% LI: 96%	2024/2025 Q10 - I attend school events and meetings. All parents 96% FY: 100% EL: 96% LI: 96%		All parents: Maintain or above 95% FY: Maintain or above 95% EL: Maintain or above 95% LI: Maintain or above 95%	All parents: +1% FY: 0 - No Change EL: -1% LI: 0 - No Change

Goal Analysis for 2024-2025

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.

Educational partner engagement is essential for fostering meaningful collaboration between schools, families, and the broader community. By actively involving parents, partners, and students in decision-making processes, we can create a more supportive and responsive learning environment. Effective engagement strategies ensure that families are informed, empowered, and equipped with the resources they need to support student success. Through structured outreach efforts, leadership opportunities, and direct services, the district strengthens connections that enhance student engagement, attendance, and overall well-being.

The district and school sites implemented Parent Involvement/Family Outreach (Action #1) initiatives to enhance home-school communication and encourage leadership opportunities. Parents had access to various site-specific events such as Science Night and Literacy Night, as well as roles in PTA/PTO, SSC, and ELAC. Family Outreach Liaisons played a crucial role in supporting families, ensuring targeted students received necessary services and resources. Challenges included variations in attendance. Despite this, the initiative successfully fostered stronger family-school connections, increasing attendance at events and leadership participation.

To promote Pupil Engagement and Attendance (Action #2), the district incorporated programs aimed at reinforcing positive school climates, including WEB implementation at middle schools. A dedicated attendance clerk was maintained to track attendance for TK-5 students, focusing on unduplicated students and specific red subgroups. We were successful in prioritized attendance monitoring and intervention strategies for students facing chronic absenteeism, including initiating an SARB Board. Challenges included parental responsiveness to some of these concerns. However, successes were evident in improved student engagement, strengthened peer connections, and targeted support for at-risk student groups.

The district retained a Social Worker (Action #3) to provide direct support to students and families, focusing on mental health services, resource coordination, and counseling. Efforts were particularly directed toward unduplicated students and red subgroups at risk due to chronic absenteeism. While initial expectations included widespread service access, implementation centered on targeted case management and individualized interventions. The initiative was successful in significantly bolstered social-emotional well-being, improved student retention rates, and ensured families had enhanced access to critical support networks.

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

The Director of Curriculum and Director of Fiscal Services collaborate throughout the year to ensure that proper funding is tied to the correct action and service. In addition, the Ed Services team meets monthly with the Fiscal Supervisor to review LCAP budgets. In May 2025 the Directors met to take a look at budgeted expenditures and estimated actual expenditures to discuss any differences. There were some differences between the budgeted expenditures and estimated actual expenditures this year. Differences in this area are defined as areas where we are more than 10% over or under budget.

Action #1 - Parent Involvement/Family Outreach - The estimated actual was $183,902 reflecting the increased costs of the people in this position with step and column and health and welfare.

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

Action #1, Parent Involvement/Family Outreach have been highly effective in supporting student achievement, engagement, and school connectedness. On the California State Dashboard, English language arts performance increased from "Maintained" to "Increased," with ELA CAASPP scores rising from 56% to 58% proficient. English Learners improved from 20% to 22% proficient, and low-income students increased from 52% to 54% proficient. Mathematics achievement also maintained an "Increased" level, with Math CAASPP scores growing from 38% to 42% proficient. English Learners improved from 16% to 18%, and low-income students increased from 35% to 38%. Local ELA data for kindergarten through 2nd grade showed mixed results, with English Learners increasing by 8% in kindergarten and 4% in 1st grade but decreasing by 4% in 2nd grade. Low-income students saw a 2% increase in kindergarten, a 15% increase in 1st grade, and a 7% decrease in 2nd grade. Local Math data reflected similar trends, with English Learners decreasing by 14% in kindergarten and 4% in 1st grade but increasing by 46% in 2nd grade. Low-income students saw a 4% decrease in kindergarten, a 1% decrease in 1st grade, and a 7% increase in 2nd grade. Foster youth data is not reportable due to small sample sizes. Parent survey results reinforce these trends, with 96% of parents agreeing that they are aware of parent education and leadership opportunities, reflecting a 1% overall increase. Foster youth parents showed the most significant growth at 5%, while English Learner parents increased by 3% and low-income parents by 1%. Participation in parent education and leadership meetings remained a challenge, with overall participation increasing by 2% but declining by 5% among foster youth and English Learner parents. Parent attendance at school events remained strong, increasing from 95% to 96% overall, with foster youth parents maintaining 100% participation and English Learner and low-income parents at 96%. These results indicate that while parent involvement efforts have been effective, targeted outreach may be needed to improve participation in leadership meetings among specific subgroups.

Action #2, Pupil Engagement/Attendance initiatives have been highly effective in improving overall attendance rates and reducing chronic absenteeism. The district's attendance rate increased from 92.23% in 2022-2023 to 93.92% in 2023-2024, reflecting a positive trend toward the growth target of 97%. Chronic absenteeism rates showed significant improvement, decreasing from 25.5% to 18.4% overall. English Learners saw a reduction from 23.7% to 16.7%, and low-income students improved from 28.2% to 20.3%. The most notable decline was among homeless students, whose absenteeism rate dropped from 38.5% to 26.8%, demonstrating the effectiveness of targeted interventions. However, foster youth absenteeism increased from 26.1% to 35.7%, indicating a need for enhanced support strategies for this subgroup. School connectedness remained strong, with 5th-grade students reporting 89% connectedness and 7th-grade students at 84%. Foster youth demonstrated the most significant improvement, increasing from 67% to 100%, while English Learners rose from 82% to 92% and low-income students from 84% to 86%. Parent survey results reinforced these trends, with 97% of parents expressing satisfaction with school connectedness, maintaining high levels across all subgroups. Parent attendance at school events remained strong, increasing from 95% to 96% overall, with foster youth parents maintaining 100% participation and English Learner and low-income parents at 96%. Awareness of parent education and leadership opportunities increased by 1% overall, with foster youth parents showing the most significant growth at 5%, English Learner parents increasing by 3%, and low-income parents by 1%. Participation in parent education and leadership meetings remained a challenge, with overall participation increasing by 2% but declining by 5% among foster youth and English Learner parents. While overall attendance and engagement efforts have been effective, additional focus on foster youth absenteeism and parent leadership participation is needed to ensure equitable outcomes.

Action #3, the District Social Worker has been highly effective in promoting school connectedness and engagement. The district's attendance rate increased from 92.23% in 2022-2023 to 93.92% in 2023-2024, reflecting continued positive trends in student engagement. Chronic absenteeism rates improved significantly, decreasing from 25.5% to 18.4% overall. English Learners saw a reduction from 23.7% to 16.7%, and low-income students improved from 28.2% to 20.3%. The most notable decline was among homeless students, whose absenteeism rate dropped from 38.5% to 26.8%, demonstrating the effectiveness of targeted interventions. However, foster youth absenteeism increased from 26.1% to 35.7%, indicating a need for additional support from the social worker including close monitoring and guardian outreach. School connectedness remained strong, with 5th-grade students reporting 89% connectedness and 7th-grade students at 84%. Foster youth demonstrated the most significant improvement, increasing from 67% to 100%, while English Learners rose from 82% to 92% and low-income students from 84% to 86%.

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

There are no changes to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement/Family Outreach	Action: The district and school sites will develop parent engagement and parent involvement and leadership opportunities to increase effective home-school communication, participation in site workshops, school events, and leadership/decision-making activities. In addition, the district will maintain Family Outreach Liaisons to provide direct support and services to families in need in order to promote the success of targeted students. Service: Parents will be able to attend school site specific activities such as Science Night, Literacy Night, Family Events, and various parent trainings. Additionally, parents will have the opportunity to serve in leadership roles on PTA/PTO, SSC and ELAC. Family Outreach Liaisons will work directly with targeted students and families to provide related services and resources to support students and families.	$187,180.00	Yes
2	Pupil Engagement/Attendance	Action: District and site plans (SPSAs) will include programs designed to increase stakeholder engagement and to reinforce positive school climate, such as WEB implementation at both middle schools. The District will maintain one 6.0 hour elementary attendance clerk for TK-5 schools in order to monitor attendance and provide outreach to families with attendance issues. The attendance clerk closely monitors all unduplicated students. In addition, the action will also support red subgroups (White - District, Two or More Races - District, English Learners - Jersey, English Learners - Lake Center, English Learners - Studebaker, and Homeless - Paddison). The attendance clerk also provides resources and referrals to our family outreach liaisons. Service: Targeted students will experience and exhibit increased engagement through programs designed to build student to student connection and engagement. Targeted students, including identified red subgroups, will be closely monitored in the area of attendance with interventions and support plans made for those who continue to be chronically absent.	$60,436.00	Yes
3	Social Worker	Action: The district will maintain one social worker to provide support for students and families across the district. Support will include providing and coordinating mental health services, connections to community resources, and one to one and small group counseling. Support will be prioritized for unduplicated students. In addition, the social worker will also support the red subgroups for chronic absenteeism (White - District, Two or More Races - District, English Learners - Jersey, English Learners - Lake Center, English Learners - Studebaker, and Homeless - Paddison). Service: The social worker will work directly with targeted students and families to provide case management, resources, advocacy, and implementation of program	$178,388.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$12,011,812.00	$1,403,705.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.08%	0.00%	$0.00	32.08%

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 #(s)	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	After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that these specialized populations may need additional supplemental materials in order to increase student achievement. EL students require exposure to a variety of materials in order to provide them, and their families, access to language due to their limited English language proficiency. FY and LI students require additional instructional materials due to their lack of exposure because of personal experiences and their conditions. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard.	In order to address the needs of our EL, FY, and LI students and the teachers of EL, FY, and LI students, school sites will be allotted funds to purchase standards aligned supplemental materials to support the needs of these populations. All school sites have adopted core materials, but often times they need to purchase supplemental materials to meet the specific needs of their EL, FY, LI students. Supplemental materials such as novels, guided reading books, magazine subscriptions, and manipulatives that are beyond the core program are needed to support and increase their learning. These actions are being provided on an LEA-wide basis because all students can benefit from additional supplemental materials to support their learning.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4).

1-2	After assessing the needs, conditions, and circumstances of FY, LI, and EL students, we know that these student populations need support to increase student achievement and close the achievement gap. This support will come from teachers who should be trained in the most effective strategies. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard.	In order to address the needs of our FY, LI, and EL students, teachers of FY, LI and EL students will receive professional development according to their site based needs to increase their effectiveness in delivering standards-based instruction to students in order to increase student achievement and close the achievement gap. These actions are being provided on an LEA-wide basis because all students can benefit from having highly trained teachers.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4).

1-3	Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard. Parent survey data indicates that EL, FY, and LI students are less likely to have access to technology devices and internet to support their learning as compared to all students.	Integrating technology into daily instruction ensures that EL, FY, and LI students have increased opportunities to use technology as a learning tool. A technology TOSA will provided training and support with technology integration across content areas and through the use of multiple platforms. Technology devices will be purchased for EL, FY, and LI students to provide increased opportunities with technology, allowing them to practice the same skills that they will be expected to use for CAASPP and local assessments. Upkeep of the devices will be provided by Computer Field Technicians so that students always have working, reliable devices. These actions are being provided on an LEA-wide basis because all students can benefit from technology devices and technology support.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4).

1-4, 1-6, 1-15	After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that they need to be monitored carefully and that specialized instructional strategies are needed in order for these populations to increase student achievement. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard.	In order to address the needs of our EL, FY, and LI students, teachers of EL, FY, and LI students will participate in Innovative Learning Collaboratives (ILC) biweekly to analyze current data and student work, plan for instruction, and monitor progress of subgroups. ILC is an ongoing systematic way to analyze and disaggregate data using specific norms and protocols. This process allows teacher teams to make informed decisions about instruction and will result in effective delivery of instruction, specifically to address the special learning needs for our ELs, FY, and LI students. During ILC, specific strategies will be identified to meet the needs of EL, FY, and LI students based on data. In addition, the data of EL, LI, and FY students are closely monitored during this time. During ILC, students are receiving instruction in Arts for All (art, music, and physical education). These actions are being provided on an LEA-wide basis because all students can benefit from increased and targeted instructional strategies and monitoring	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4).

1-5	After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that students of specialized populations are academically at-risk based on assessment data and need increased prevention/intervention services in core academic areas to increase their academic achievement. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard	In order to address the needs of our EL, LI, and FY students, students who have been identified as academically at-risk through the use of CAASPP data, district benchmark assessment data, reading levels, and teacher input will receive increased prevention/intervention services (Tier 3 Support) in core academic areas to increase their academic achievement levels. These actions are being provided on an LEA-wide basis because all students who are at risk can benefit from increased prevention/intervention services.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4)

1-7	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations benefit from specialized instructional strategies. In addition, we know that our dashboard and local assessment data reflect that El, FY, and LI students are performing below as compared to all students. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard. Research shows that providing common planning time and collaboration for teachers, at their specific grade level, allows them to identify specific strategies and plan instruction to address the academic needs of EL, FY, LI students (DuFour, 2011; McGrath, 2010).	In order to address the needs of our EL, FY, and LI students, TK-5 teachers of EL, FY, LI students will utilize common planning time to collaborate with grade level teachers to increase their effectiveness in delivering standards-based instruction and specialized instructional strategies to their ELs, FY and LI students. These actions are being provided on an LEA-wide basis because all students can benefit from having carefully planned and effectively delivered instruction.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4).

1-8	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations benefit from specialized instructional strategies. Teachers of EL, FY, and LI students indicate that training in the specific strategies to best deliver instruction is needed in order to increase student learning. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard.	In order to address the needs of our EL, FY, and LI students, teachers of EL, FY, LI students will have three district-wide professional development days to increase their effectiveness in delivering standards-based instruction to their ELs, FY and LI students. These actions are being provided on an LEA-wide basis because all students can benefit from having carefully planned and effectively delivered instruction	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4).

1-9	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students, many are identified at risk, and there are limited times for intervention and enrichment during the instructional day. Input from parents of unduplicated students indicate that families highly value summer instruction as a way for their students to close any learning gaps. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard.	In order to address the needs of our EL, FY, and LI students, they will receive additional summer instruction to assist them in attaining grade level proficiency in the California State Standards, as well as enrichment opportunities. A summer school program will be designed and implemented to meet learning needs in ELA and mathematics. These actions are being provided on an LEA-wide basis because all students can benefit from having additional instruction through summer school.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4).

1-10	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, LI students demonstrate that they need additional attention and support as evidenced by subgroup data. Through feedback with unduplicated parents and their teachers we have also found that having smaller class sizes is one of the top priorities. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard.	In order to address the needs of our EL, FY, and LI students, K-3 EL, FY, LI students will receive instruction in classes with a lowered student to teacher ratio, thereby increasing their opportunities for interaction with the teacher through small group instruction and increased differentiation. By hiring additional certificated staff to reduce student to teacher ratios, TK-3 EL, FY, LI students are able to receive targeted and individualized support to meet their needs by providing multiple opportunities for small group or one to one instruction throughout the school day. These actions are being provided on an LEA-wide basis because all students can benefit from having additional instruction in a smaller group setting.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4).

1-11	After assessing the needs, conditions, and circumstances of ELs, LI, and FY, we know that these specialized populations are academically at-risk based on assessment data and need increased intervention services in core academic areas to increase their academic achievement. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard.	In order to address the needs of our EL, LI, and FY students, TK - 8th grade EL, FY, LI students will participate in daily interventions and/or extended learning opportunities beyond the core program that are data-driven, timely, systematic, and directive. By hiring interventionists, EL, FY, LI students are able to receive daily small group targeted instruction and support in math and language arts to increase student learning. These actions are being provided on an LEA-wide basis because all at-risk students can benefit from having additional interventions in order to increase student achievement.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4).

1-12	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students in the area of mathematics. English learners, in addition to learning math concepts, are learning a math language predicated on their acquisition of the English language. Foster youth experience high mobility rates due to unstable living conditions leaving gaps in new mathematical procedures that impede learning. Low income students are more likely to lack early intervention supports and enrichment activities than their peers in the area of mathematics. Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard.	In order to address the needs of our EL, FY, and LI students in the area of mathematics, math coaches will provide on-going support and professional development to teachers to strengthen mathematics instruction and to implement a consistent set of research-based strategies to support the needs of EL, FY, and LI students. These actions are being provided on an LEA-wide basis because all students can benefit from having effective instruction from a highly trained teacher in the area of mathematics.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in Math and local assessments in Math in order to monitor the effectiveness of the action (Goal 1, Metric #3, #4)
1-13	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students in the area of ELA. Additionally, through input from unduplicated parents, we learned that many of their families have limited resources to purchase independent reading books and/or opportunities to take students to a public library. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard.	In order to address the needs of our EL, FY, and LI students, library services will be provided by a library media specialist in all elementary and middle school libraries. By hiring library media specialists at every school site, EL, FY, LI students have the opportunity to check out books on a regular basis resulting in increased access to literacy at home. These actions are being provided on an LEA-wide basis because all students can benefit from having additional opportunities for reading at their independent reading level.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and local assessments in ELA in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2).

1-18	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that these student populations are performing below all students in the area of science. These populations would benefit from highly specialized, hands on lessons designed to close achievement gaps and designed to give students the opportunity to explore and investigate NGSS phenomena. CAST data demonstrates that 34.99% of all students were met or exceeded on the CAST during the last administration. LI students came in at a lower rate with 33.62% of LI students at met and exceeded, and EL students came in significantly lower at 3.64% met or exceeded. While we do not have data on FY at this time, based on other data we might predict that science data would also be below all students.	In order to address the needs of our EL, FY, and LI students in the area of science, a STEM Specialist will provide on-going support and professional development to teachers to strengthen science instruction and to implement a consistent set of hands-on strategies including storylines and performance tasks. Teachers will receive on-going support and professional development in creating phenomena based lessons and deepening their understanding of NGSS and content knowledge. These actions are being provided on an LEA-wide basis because all students can benefit from effective core instruction in the Next Generation Science Standards.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAST in order to monitor the effectiveness of the action (Goal 1, Metric #5).
1-19	Parent survey data indicates that EL, FY, and LI students are less likely to have access to technology devices and internet to support their learning as compared to all students. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard.	The Technology on the Go program will provide Chromebooks and hotspots for student use at home as a different service. Priority for these devices begin with our Foster Youth, English Learners, and Low Income students as many do not have access to these resources at home. Home use is critical as it provides student access to online learning platforms and allows students to practice skills and research information as needed. These actions are being provided on an LEA-wide basis because all students can benefit from having technology and wifi access at home.	We will monitor student achievement data for EL, FY, and LI students including CAASPP assessments in ELA and Math, and local assessments in ELA and Math (Goal 1, Metric #1, #2, #3, and #4).

1-20	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that students have learning needs across the curriculum, including gaps in their learning as compared to all students. Access to technology and technology based platforms and subscriptions are limited due to financial constraints. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard. CAASPP data demonstrates that 34.99% of all students were met or exceeded on the CAST during the last administration. LI students came in at a lower rate with 33.62% of LI students at met and exceeded, and EL students came in significantly lower at 3.64% met or exceeded. While we do not have data on FY at this time, based on ELA and Mathematics data we might predict that science data would also be below all students.	In order to address the needs of our EL, FY, and LI, we will identify and purchase several digital platforms. The selected platforms will be used to enhance student learning, but will also be an instructional support tool. Selected platforms provided opportunities for students to work at their identified level and provide differentiated and scaffolded support based on identified student need. These actions are being provided on an LEA-wide basis because all students can benefit from additional learning tools and opportunities to engage with content, particularly content at their instructional level.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4, and #5).

1-21	After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that these specialized populations are academically at-risk based on assessment data and need increased intervention services in core academic areas to increase their academic achievement. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard.	In order to address the needs of our EL, LI, and FY students, EL, FY, LI students will have the opportunity to receive additional assistance within core classes by instructional assistants. By hiring instructional assistants, EL, FY, LI students are able to receive small group targeted instruction and support in core content areas to increase student learning. These actions are being provided on an LEA-wide basis because all at-risk students can benefit from additional small group support to increase student learning.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4).

1-22	After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that these specialized populations are academically at-risk based on assessment data, and effective and increased intervention services in core academic areas are needed to increase their academic achievement. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard.	In order to address the needs of our EL, LI, and FY students, EL, FY, LI students will have the opportunity to receive effective tiered intervention services during the day and before/after school. By hiring academic support TOSAs, EL, FY, LI students are able to receive small group targeted intervention and support in a tiered intervention model to increase student learning. These actions are being provided on an LEA-wide basis because all students can benefit from additional support through tiered instruction to increase student learning.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4).
1-24	After assessing the needs, conditions, and circumstances of ELs, LI, and FY we know that theses specialized populations may need additional supplemental materials in order to increase student achievement. EL students require exposure to a variety of materials in order to provide them, and their families, access to language due to their limited English language proficiency. FY and LI students require additional instructional materials due to their lack of exposure because of personal experiences and their conditions. In addition, ELs, LI, and FY require effective instruction in research based strategies in order to achieve at high levels and close the achievement gap. This requires their teachers to receive and implement meaningful and effective professional development.	In order to address the needs of our FY, LI, and EL students, teachers of FY, LI and EL students will receive professional development district-wide to increase their effectiveness in delivering standards-based instruction to students in order to increase student achievement and close the achievement gap. In order to address the needs of our EL, FY, and LI students the district will purchase standards aligned supplemental materials to support the needs of these populations. These actions are being provided on an LEA-wide basis because all students can benefit from having highly trained teachers and all students can benefit from additional supplemental materials to support their learning.	We will monitor student achievement data for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4, and #5).

	Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard. CAASPP data demonstrates that 34.99% of all students were met or exceeded on the CAST during the last administration. LI students came in at a lower rate with 33.62% of LI students at met and exceeded, and EL students came in significantly lower at 3.64% met or exceeded. While we do not have data on FY at this time, based on ELA and Mathematics data we might predict that science data would also be below all students.		

1-26	After assessing the needs, conditions, and circumstances of ELs. LI, and FY we know that these student populations need support to increase student achievement and close the achievement gap. Receiving highly effective instruction, including instruction in researched based routines and strategies will assist students in closing the gap. These student will benefit from highly trained teachers in instructional strategies and for opportunities to learn using multiple modalities. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard.	The district will open a Dual Language Immersion program starting with a TK program at one site. The program will be a 90/10 model with the targeted language of Spanish. This particular action will provide high quality professional development, above and beyond core instruction, to assist students in being bilingual and biliterate. Although FY, EL, and LI students are targeted for the program, it will be provided to all students school wide. They will receive high quality instruction and develop high levels of language proficiency and literacy in English and Spanish.	We will monitor student achievement data for ELs, including CAASPP assessments in ELA and Math, local assessments in ELA and Math, in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, and #4). In addition we will monitor data at the school level including classroom walkthroughs, classroom observations, and local assessments.

3-1	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from safer school climates and increased time in school. Local surveys from students regarding student connectedness indicates that although an average of 86% of 5th and 7th grade students reported they had positive feelings of school connectedness, there is a disparity among the feelings of EL, FY, and LI student. These rates are: EL: 82%, FY: 67%, LI: 84%. Dashboard data demonstrates that in the area of suspensions, all students were at the “Increased” level (1.7%). While FY came in at “Maintained,” the overall percentage was 4% showing a gap from all students. LI and ELs also performed at the “Increased” level with ELs suspended at 1.7% and LI students suspended at 1.9%.	In order to address the needs of our EL, FY, and LI students, we will implement the Positive Behavior Interventions and Supports (PBIS) program in order to improve school climate and improve school connection for EL, FY, LI students. Positive alternatives to suspension will be developed within PBIS and implemented to ensure positive school experience for EL, FY, LI students. These actions are being provided on an LEA-wide basis because all students will benefit from safer school climates and improved connectedness.	We will monitor student data in the area of Suspension and School Connectedness for ELs, FY, and LI students as well as all students at the district. We will use CA Dashboard Data for Suspension and local data including Student Surveys to evaluate the effectiveness of the action (Goal 3, Metric #1 and #4).
3-2	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from having mental health services and counseling services available directly at their school sites. National studies show that students’ mental health services are limited, especially those of these targeted populations. In addition, student surveys regarding student connectedness indicates that although an average of 86% of 5th and 7th grade students reported they had positive feelings of school connectedness, there is a disparity among the feelings of EL, FY, and LI student. These rates are: EL: 82%, FY: 67%, LI: 84% Dashboard data demonstrates that in the area of suspensions, all students were at the “Increased” level (1.7%). While FY came in at “Maintained,” the overall percentage was 4% showing a gap from all students. LI and ELs also performed at the “Increased” level with ELs suspended at 1.7% and LI students suspended at 1.9%	In order to address the needs of our EL, FY, and LI students, we will maintain elementary and middle school counselors to provide direct services to students including the necessary mental health services and school based counseling needed to meet the social/emotional needs of students. Each school site will have a designated school counselor. These actions are being provided on an LEA-wide basis because all students will benefit from safer school climates and improved connectedness.	We will monitor student data in the area of Suspension and School Connectedness for ELs, FY, and LI students as well as all students at the district. We will use CA Dashboard Data for Suspension and local data including Student Surveys to evaluate the effectiveness of the action (Goal 3, Metric #1 and #4).

3-3	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from safer school climates and increased time in school. Research and data demonstrate that by improving school connectedness, EL, FY, LI students will increase attendance and therefore student achievement. Additionally, student survey data regarding student connectedness indicates that although an average of 86% of 5th and 7th grade students reported they had positive feelings of school connectedness, there is a disparity among the feelings of EL, FY, and LI student. These rates are: EL: 82%, FY: 67%, LI: 84% Dashboard data demonstrates that in the area of suspensions, all students were at the “Increased” level (1.7%). While FY came in at “Maintained,” the overall percentage was 4% showing a gap from all students. LI and ELs also performed at the “Increased” level with ELs suspended at 1.7% and LI students suspended at 1.9%	In order to address the needs of our EL, FY, and LI students, all schools will provide motivational activities before, during, and/or after school, such as STEM club, chess club, robotics club, and sport related activities, to improve EL, FY, and LI student connections to school and overall attendance. These actions are being provided on an LEA-wide basis because all students will benefit from motivational activities aimed to improve students’ connectedness to school.	We will monitor student data in the area of Suspension and School Connectedness for ELs, FY, and LI students as well as all students at the district. We will use CA Dashboard Data for Suspension and local data including Student Surveys to evaluate the effectiveness of the action (Goal 3, Metric #1 and #4).
3-4	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from having social emotional support and behavior services available when needed. National studies show that stressors faced by the unduplicated subgroups can lead to an increased need for behavior support and intervention. In addition, student surveys regarding student connectedness indicates that although an average of 86% of 5th and 7th grade students reported they had positive feelings of school connectedness, there is a disparity among the feelings of EL, FY, and LI student. These rates are: EL: 82%, FY: 67%, LI: 84%. Dashboard data demonstrates that in the area of suspensions, all students were at the “Increased” level (1.7%). While FY came in at “Maintained,” the overall percentage was 4% showing a gap from all students. LI and ELs also performed at the “Increased” level with ELs suspended at 1.7% and LI students suspended at 1.9%.	In order to address the needs of our EL, FY, and LI students, we will support two 6.0 hour Behavior Trained Instructional Assistants to provide direct support for students in need including tracking data, observing behaviors, and implementing effective behavior strategies and behavior plans. These actions are being provided on an LEA-wide basis because all students in need of behavioral supports will benefit from direct behavioral services in order to improve their readiness to learn.	We will monitor student data in the area of Suspension and School Connectedness for ELs, FY, and LI students as well as all students at the district. We will use CA Dashboard Data for Suspension and local data including Student Surveys to evaluate the effectiveness of the action (Goal 3, Metric #1 and #4).

3-5	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from having social emotional support and behavior services available when needed. Dashboard data demonstrates that in the area of suspensions, all students were at the “Increased” level (1.7%). While FY came in at “Maintained,” the overall percentage was 4% showing a gap from all students. LI and ELs also performed at the “Increased” level with ELs suspended at 1.7% and LI students suspended at 1.9% Local data regarding student connectedness indicates that although an average of 86% of 5th and 7th grade students reported they had positive feelings of school connectedness, there is a disparity among the feelings of EL, FY, and LI student. These rates are: EL: 82%, FY: 67%, LI: 84%.	In order to address the needs of our EL, FY, and LI students, the district will hire a Coordinator of Student Services to provide additional support for unduplicated students throughout the district and coordinate services for them. Targeted students will benefit from the coordination of services, tiered supports, and close monitoring that will be done by the coordinator in the area of school discipline and suspension. These actions are being provided on an LEA-wide basis because all students will benefit from coordination of services and tiered supports provided by the coordinator.	We will monitor student data in the area of Suspension, School Connectedness, and ELA and Mathematics for ELs, FY, and LI students as well as all students at the district. We will use CA Dashboard Data for ELA, Mathematics, and Suspension in addition to local data including Student Surveys to evaluate the effectiveness of the action (Goal 1, Metric #1, Metric #3, Goal 3, Metric #1 and #4).
3-6	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we recognize that there are unique needs related to the feelings of safety among these populations. There were also clear needs communicated from all educational partners who ranked student safety as their number one priority for the 2024-25 school year. In addition, student feedback regarding student safety indicate that although an average of 90% of 5th and 7th grade students reported they feel safe at their school, there is a disparity among the feelings of EL, FY, and LI students. EL: 78%, FY: 67%, LI: 83%. These numbers were lower than the all indicating a need for increased services in this area. Teacher data from the LCAP Teacher Survey declined to 90% from a previous level of 94%.	In order to address the needs of our EL, FY, and LI students, the district will implement additional safety measures in order to increase students feelings of safety, building a safe environment for students educational and socio-emotional growth. The district will hire additional Student Supervision Associates (SSAs) above the base requirement to provide increased supervision across the campus during unstructured time. The increased supervision which us above and beyond the base will assist in creating a safe and secure environment for students. The district will also research and implement additional safety measures with a priority at the middle school sites to increase campus safety. These actions are being provided on an LEA-wide basis because all students will benefit from increased safety measures on campus including supervision and safety measures.	We will monitor student data in the area of Student Safety for ELs, FY, and LI students as well as all students at the district. We will use local data including Student Surveys to evaluate the effectiveness of the action (Goal 3, Metric #3).

4-1	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit when their parents engage and participate in educational programs. Research states that there is a strong correlation between student achievement and parent involvement in their child's education. Research also shows that parents of EL, FY, and LI students need parent training that is specific to their needs, such as training in their primary language and/or topics that are relevant to their lives. While local data from parents surveys indicate that EL,FY, and LI parents are involved in their child's education by attending school meetings and participating in parent education workshops, the academic gaps identified in Goal #1 show the need to continue to support parents. Dashboard and local assessment data reflect that EL, LI, and FY students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students, ELs, and LI subgroups "Maintained," upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard and LI students were 0.2 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 10.7 points below the standard. In addition, Dashboard data demonstrates that in Math all students and the LI subgroup "Increased," while EL students "Maintained." However, all students were 33.4 points below the standard, while EL students were 61 points below the standard and LI students were 40.4 points below the standard. While the FY subgroup was not numerically significant to receive a level, they scored at 91.5 points below the standard as compared to all students who scored at 33.4 points below the standard.	In order to address the needs of our EL, FY, and LI students, the district and school sites will develop parent engagement, parent involvement, and leadership opportunities to increase effective home-school communication, participation in site workshops, school events, and leadership/decision-making activities. In addition, the district will maintain Family Outreach Liaisons to provide direct support, services, and resources to families in need in order to promote the success of targeted students. These actions are being provided on an LEA-wide basis because all students will benefit from the opportunity to have their parents participate in various levels of parent activities, engagement, and leadership as well as having the support and resources offered by the Family Outreach Liaisons.	We will monitor student achievement data and educational partner input for parent participation and decision making for ELs, FY, and LI students as well as all students at the district. We will use CAASPP assessments in ELA and Math and local assessments in ELA and Math as well as Parent Survey results in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4, Goal 4, Metric #6 and #7).

4-2	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from a positive school climate and from support during the transition from elementary to middle school. Research states that there is a strong correlation between increased student achievement and a positive school climate. In addition, there is a correlation between attendance and connectedness and safety. Simply put, students that feel safe and close to others at school want to come to school. Research states that in order to maximize learning opportunities and attendance rates for EL, FY, and LI students, they must feel safe within their learning environment. EL students, at times, may struggle building positive social relationships due to their language limitations. FY students may also struggle with relationships due to their life experiences, as well as consistent enrollment at a single school site. LI students may not have supports needed to build positive relationships with adults and peers. Local data regarding student connectedness indicate that although an average of 86% of 5th and 7th grade students reported they had positive feelings of school connectedness, there is is a disparity among the feelings of EL, FY, and LI students. EL: 82%, FY: 67%, LI: 84% Chronic Absenteeism data from the CA Dashboard indicates a rate of 25% for all students with FY higher at 26.1% and LI students at 28.2%.	In order to continue to address the needs of our EL, FY, and LI students, the District and site plans (SPSAs) will include programs designed to increase educational partner engagement and to reinforce positive school climate, such as WEB implementation at both middle schools. The District will maintain one 6.0 hour elementary attendance clerk for TK-5 schools in order to monitor attendance and provide outreach to families with attendance issues. The attendance clerk closely monitors all unduplicated students and provides resources and referrals to our family outreach liaisons. These actions are being provided on an LEA-wide basis because all students will benefit from having participated in activities such as WEB to promote student connectedness and having their attendance closely monitored and tracked with follow up services if needed. In addition, this action will support the red subgroups (White - District, Two or More Races - District, English Learners - Jersey, English Learners - Lake Center, English Learners - Studebaker, and Homeless - Paddison).	We will monitor student data in the area of attendance and chronic absenteeism and school connectedness for ELs, FY, and LI students as well as all students at the district. We will use CA Dashboard Data for chronic absenteeism and local data including Student Surveys to evaluate the effectiveness of the action (Goal 3, Metric #4, Goal 4, Metric #3 and #4).

4-3	After assessing the needs, conditions, and circumstances of EL, FY, and LI students, we know that EL, FY, and LI students benefit from having mental health services, counseling services, and case management available directly at their school sites. National studies show that students' mental health services are limited, especially those of unduplicated students. Local data regarding student connectedness indicate that although an average of 86% of 5th and 7th grade students reported they had positive feelings of school connectedness, there is is a disparity among the feelings of EL, FY, and LI students. EL: 82%, FY: 67%, LI: 84% Chronic Absenteeism data from the dashboard indicates a rate of 25% for all students with FY higher at 26.1% and LI students at 28.2%.	In order to continue to address the needs of our EL, FY, and LI students, the district will maintain one social worker to provide support for students and families across the district. Support will include providing and coordinating mental health services, connections to community resources, and one to one and small group counseling. The social worker will work directly with targeted students and families to provide case management, resources, advocacy, and implementation of programs. These actions are being provided on an LEA-wide basis because all at-risk students will benefit from having a social worker available to provide immediate services and referrals. In addition, the social worker will support the red subgroups for chronic absenteeism (White - District, Two or More Races - District, English Learners - Jersey, English Learners - Lake Center, English Learners - Studebaker, and Homeless - Paddison).	We will monitor student data in the area of attendance and chronic absenteeism and school connectedness for ELs, FY, and LI students as well as all students at the district. We will use CA Dashboard Data for chronic absenteeism and local data including Student Surveys to evaluate the effectiveness of the action (Goal 3, Metric #4, Goal 4, Metric #3 and #4).

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1-17	After assessing the needs, conditions, and circumstances of ELs, we know that they benefit from having highly trained teachers in English learner strategies that are above and beyond the core teaching strategies. Dashboard and local assessment data reflect that EL students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students and EL subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard. In addition, Dashboard data demonstrates that in Math all students “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard. 21% or ELs scored a level 4 on ELPAC, leaving room for improvement 15% of ELs were eligible for reclassification, also leaving room for improvement	ELA/ELD Specialists provide specific professional development and support to the teachers of English Learners. Their services provide teachers with lessons, strategies, and resources in order to have a direct impact on the teaching and learning of our EL students. In addition, our ELD specialists also provide direct support to our Bilingual Instructional Assistants who work directly with new English learners in small groups at school sites on essential language acquisition skills.	We will monitor student achievement data for ELs, including CAASPP assessments in ELA and Math, local assessments in ELA and Math, the ELPI, and reclassification rates in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4,#7, and #8).

1-23	After assessing the needs, conditions, and circumstances of ELs, we know that they benefit from having additional time and instruction in language acquisition above and beyond what they receive in the general classroom during integrated and designated ELD. They benefit from 1:1 and/or very small group instruction to help them acquire language skills and close the achievement gap. Dashboard and local assessment data reflect that EL students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students and EL subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard. In addition, Dashboard data demonstrates that in Math all students “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard. 21% or ELs scored a level 4 on ELPAC, leaving room for improvement 15% of ELs were eligible for reclassification, also leaving room for improvement.	Identified newcomer English language learners will receive small group or 1:1 instruction from bilingual instructional assistants in language acquisition to help build their language proficiency in English. The bilingual instructional assistants will work directly with the ELA/ELD TOSAs to receive support and training to target students with the skills needed for academic success.	We will monitor student achievement data for ELs, including CAASPP assessments in ELA and Math, local assessments in ELA and Math, the ELPI, and reclassification rates in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4,#7, and #8).

1-25	After assessing the needs, conditions, and circumstances of ELs, we know that they benefit from having highly trained teachers in English learner strategies that are above and beyond the core teaching strategies. Dashboard and local assessment data reflect that EL students are performing below as compared to all students. While Dashboard data demonstrates that in ELA all students and EL subgroups “Maintained,” upon a further look learning gaps do exist. While all students were 9.5 points above the standard in ELA, ELs were 23.9 points below the standard. In addition, Dashboard data demonstrates that in Math all students “Increased,” while EL students “Maintained.” However, all students were 33.4 points below the standard, while EL students were 61 points below the standard. 21% or ELs scored a level 4 on ELPAC, leaving room for improvement 15% of ELs were eligible for reclassification, also leaving room for improvement.	The district will provide support to English learners, including Long Term English Learners (LTELS) while also focusing support on the red subgroup of English Learners (Math - LC). The support will include language acquisition support programs and materials in addition to professional development for all ELD teachers given by the ELA/ELD TOSAs. English Learners, including LTELS and specifically the identified subgroup in red, will receive highly effective language acquisition instruction from highly trained teachers.	We will monitor student achievement data for ELs, including CAASPP assessments in ELA and Math, local assessments in ELA and Math, the ELPI, and reclassification rates in order to monitor the effectiveness of the action (Goal 1, Metric #1, #2, #3, #4,#7, and #8).

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.

Based on the feedback from our educational partners and through the work of the Central Committee, the following recommendations for additional staff positions were made: one school counselor, nine 5.0 hour instructional assistants, and fourteen 3.5 hour instructional assistants. This will impact students at all nine schools as each school will see an increase in staff based on these recommendations.

The additional school counselor is reflected in LCAP Goal 3, Action 2, Elementary/Middle School Counselors and will service middle school students. Our two middle school sites previously shared a counselor. This addition will allow each middle school to have their own dedicated school counselor on campus, thus expanding access and services to all 6th - 8th grade students across the district. This staff member will provide a comprehensive counseling program which will include small group and individual counseling, identifying issues affecting school performance, collaborating with teachers to address students' needs, and providing outside resources to students and families.

Instructional Assistant positions will support all nine school sites. This action is identified in the LCAP under Goal 1, Action 21, Instructional Assistants (General Education). The larger two elementary schools (Lakeview and Studebaker) will have two 5.0 hour instructional assistants and two 3.5 hour instructional assistants. The remaining five elementary schools (Cresson, Jersey Avenue, Lakeland, Lakeview, and William Orr) will have one 5.0 hour instructional assistant and one 3.5 hour instructional assistant. The two middle schools will also receive support, with three 3.5 hour instructional assistants at Lake Center and two 3.5 instructional assistants at Lakeside. The amount of instructional assistant support was determined by student enrollment numbers with more support given to the larger sites with higher student enrollment.

The role of the instructional assistant is student focused, academic, fluid, and based on site and student needs. Data will be used by site administration and the SALT team to determine placement of the IAs working directly with students/student groups on academic needs. The academic area of focus will be site determined but will be restricted to academic core content areas (i.e. reading/ELA, mathematics, science, or social studies). Professional development for instructional assistants will be provided.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:17
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-2026	$37,445,488.00	$12,011,812.00	32.08%	0.00%	32.08%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$40,760,479.00	$11,838,449.00	$9,852,606.00	$1,695,945.00	$64,147,479.00	$44,432,911.00	$19,714,568.00

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	Standards Aligned Supplemental Materials	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$222,500	$222,500	$0	$0	$0	$222,500	0.00%
1	2	School-based Professional Development	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$265,000	$265,000	$0	$0	$0	$265,000	0.00%
1	3	Instructional Technology	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$388,980	$200,000	$588,980	$0	$0	$0	$588,980	0.00%

1	4	ILC/Arts for All	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$213,500	$213,500	$0	$0	$0	$213,500	0.00%
1	5	Tier 3 Increased Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$614,860	$0	$614,860	$0	$0	$0	$614,860	0.00%
1	6	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Low Income, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, TK-5	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	7	Grade Level Collaboration	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$375,942	$0	$375,942	$0	$0	$0	$375,942	0.00%
1	8	District-wide Professional Development	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$320,000	$0	$320,000	$0	$0	$0	$320,000	0.00%
1	9	Summer School	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$1,849,825	$0	$1,849,825	$0	$0	$1,849,825	0.00%
1	10	Grade Span Adjustment at 24 to 1	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, K-3	Ongoing	$2,510,603	$0	$2,510,603	$0	$0	$0	$2,510,603	0.00%

1	11	Student Interventions	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$1,137,786	$1,137,786	$0	$0	$0	$1,137,786	0.00%
1	12	Math TOSAs	Homeless, Low Income, Foster Youth, English learner (EL), Student with Disabilities (SWD)	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$283,672	$0	$283,672	$0	$0	$0	$283,672	0.00%
1	13	Library Services	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$222,912	$0	$222,912	$0	$0	$0	$222,912	0.00%
1	14	Qualified Staff (repeated expenditure, Goal 2, Action 3) (repeated expenditure, Goal 2, Action 3)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	15	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	16	Enrichment/Extended Day	Low Income, Foster Youth, English learner (EL)	No				Ongoing	$0	$116,487	$0	$116,487	$0	$0	$116,487	0.00%
1	17	ELA/ELD TOSAs	English learner (EL), Long-term English learner	Yes	Limited	English learner (EL)	All Schools	Ongoing	$319,553	$0	$319,553	$0	$0	$0	$319,553	0.00%

1	18	Science TOSA	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$157,196	$0	$157,196	$0	$0	$0	$157,196	0.00%
1	19	Technology To Go-Internet and Computer Access	Low Income, English learner (EL), Foster Youth	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	Ongoing	$0	$10,000	$10,000	$0	$0	$0	$10,000	0.00%
1	20	Digital Instructional Platforms	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$306,892	$306,892	$0	$0	$0	$306,892	0.00%
1	21	Instructional Assistants (Gen Ed)	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$571,080	$0	$571,080	$0	$0	$0	$571,080	0.00%
1	22	Academic Support TOSAs	Student with Disabilities (SWD), Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$1,135,357	$0	$1,135,357	$0	$0	$0	$1,135,357	0.00%
1	23	Bilingual Instructional Assistants	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$123,952	$0	$123,952	$0	$0	$0	$123,952	0.00%
1	24	Effective Instruction	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$0	$660,019	$660,019	$0	$0	$0	$660,019	0.00%

1	25	English Learner Support	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	Ongoing	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%
1	26	Dual Language Program Professional Development	English learner (EL), Low Income, Foster Youth	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, TK - K, Specific Schools, William Orr Elementary	Ongoing	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%
2	1	Standards Aligned Instructional Materials	All	No				Ongoing	$0	$194,481	$0	$194,481	$0	$0	$194,481	0.00%
2	2	Maintenance of Facilities	All	No				Ongoing	$1,063,265	$1,288,441	$2,351,706	$0	$0	$0	$2,351,706	0.00%
2	3	Qualified Staff	All	No				Ongoing	$34,338,850	$0	$22,737,721	$498,842	$9,761,112	$1,341,175	$34,338,850	0.00%
2	4	Basic Supplies and Services	All	No				Ongoing	$0	$10,856,039	$1,230,961	$9,178,814	$91,494	$354,770	$10,856,039	0.00%
2	5	Transportation	All	No				Ongoing	$0	$1,768,260	$1,768,260	$0	$0	$0	$1,768,260	0.00%
3	1	Alternatives to Suspension/PBIS	Foster Youth, Low Income, African-American, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$21,090	$38,910	$60,000	$0	$0	$0	$60,000	0.00%
3	2	Elementary/Middle School Counselors	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$1,354,799	$0	$1,354,799	$0	$0	$0	$1,354,799	0.00%
3	3	Student Motivation	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$154,000	$154,000	$0	$0	$0	$154,000	0.00%
3	4	Behavior Trained Instructional Assistants	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$120,036	$0	$120,036	$0	$0	$0	$120,036	0.00%

3	5	Student Services Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$108,404	$0	$108,404	$0	$0	$0	$108,404	0.00%
3	6	Student Safety	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$0	$208,784	$208,784	$0	$0	$0	$208,784	0.00%
4	1	Parent Involvement/Family Outreach	Foster Youth, Low Income, Homeless, English learner (EL)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$167,180	$20,000	$187,180	$0	$0	$0	$187,180	0.00%
4	2	Pupil Engagement/Attendance	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$56,792	$3,644	$60,436	$0	$0	$0	$60,436	0.00%
4	3	Social Worker	Low Income, White, English learner (EL), Homeless, Foster Youth, Two or More Races	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	Ongoing	$178,388	$0	$178,388	$0	$0	$0	$178,388	0.00%

2025-2026 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
$37,445,488.00	$12,011,812.00	32.08%	0.00% - No Carryover	32.08%	$12,671,831.00	0.00%	33.84%	**Total:**	$12,671,831.00
								LEA-wide Total:	$12,028,326.00
								Limited Total:	$543,505.00
								Schoolwide Total:	$100,000.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Standards Aligned Supplemental Materials	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$222,500.00	0.00%
1	2	School-based Professional Development	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$265,000.00	0.00%
1	3	Instructional Technology	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$588,980.00	0.00%
1	4	ILC/Arts for All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$213,500.00	0.00%
1	5	Tier 3 Increased Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$614,860.00	0.00%

1	6	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, TK-5	$0.00	0.00%
1	7	Grade Level Collaboration	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$375,942.00	0.00%
1	8	District-wide Professional Development	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$320,000.00	0.00%
1	9	Summer School	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$0.00	0.00%
1	10	Grade Span Adjustment at 24 to 1	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, K-3	$2,510,603.00	0.00%
1	11	Student Interventions	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,137,786.00	0.00%
1	12	Math TOSAs	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$283,672.00	0.00%
1	13	Library Services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$222,912.00	0.00%
1	15	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$0.00	0.00%
1	17	ELA/ELD TOSAs	Yes	Limited	English learner (EL)	All Schools	$319,553.00	0.00%
1	18	Science TOSA	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$157,196.00	0.00%
1	19	Technology To Go-Internet and Computer Access	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$10,000.00	0.00%
1	20	Digital Instructional Platforms	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$306,892.00	0.00%
1	21	Instructional Assistants (Gen Ed)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$571,080.00	0.00%
1	22	Academic Support TOSAs	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$1,135,357.00	0.00%
1	23	Bilingual Instructional Assistants	Yes	Limited	English learner (EL)	All Schools	$123,952.00	0.00%
1	24	Effective Instruction	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$660,019.00	0.00%

1	25	English Learner Support	Yes	Limited	English learner (EL)	All Schools	$100,000.00	0.00%
1	26	Dual Language Program Professional Development	Yes	Schoolwide	English learner (EL), Foster Youth, Low Income	Specific Grade Spans, TK - K, Specific Schools, William Orr Elementary	$100,000.00	0.00%
3	1	Alternatives to Suspension/PBIS	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$60,000.00	0.00%
3	2	Elementary/Middle School Counselors	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,354,799.00	0.00%
3	3	Student Motivation	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$154,000.00	0.00%
3	4	Behavior Trained Instructional Assistants	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$120,036.00	0.00%
3	5	Student Services Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$108,404.00	0.00%
3	6	Student Safety	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$208,784.00	0.00%
4	1	Parent Involvement/Family Outreach	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$187,180.00	0.00%
4	2	Pupil Engagement/Attendance	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$60,436.00	0.00%
4	3	Social Worker	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	$178,388.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$70,451,153.00	$77,734,726.00

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	Standards Aligned Supplemental Materials	Yes	$150,000.00	$143,490.00

1	2	School-based Professional Development	Yes	$265,000.00	$154,452.00
1	3	Instructional Technology	Yes	$614,760.00	$699,669.00
1	4	ILC/Arts for All	Yes	$213,500.00	$213,414.00
1	5	Tier 3 Increased Support	Yes	$625,253.00	$624,129.00
1	6	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Yes	$0.00	$0.00
1	7	Grade Level Collaboration	Yes	$369,928.00	$374,122.00
1	8	District-wide Professional Development	Yes	$320,000.00	$320,000.00
1	9	Summer School	Yes	$1,849,825.00	$1,526,584.00
1	10	Grade Span Adjustment at 24 to 1	Yes	$2,335,522.00	$2,335,065.00
1	11	Student Interventions	Yes	$1,401,083.00	$1,373,546.00
1	12	Math TOSAs	Yes	$283,591.00	$283,699.00
1	13	Library Services	Yes	$257,406.00	$229,776.00
1	14	Qualified Staff (repeated expenditure, Goal 2, Action 3) (repeated expenditure, Goal 2, Action 3)	No	$0.00	$0.00
1	15	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Yes	$0.00	$0.00
1	16	Enrichment/Extended Day	No	$116,487.00	$86,446.00
1	17	ELA/ELD TOSAs	Yes	$317,929.00	$333,158.00
1	18	Science TOSA	Yes	$156,409.00	$163,936.00
1	19	Technology To Go-Internet and Computer Access	Yes	$10,000.00	$12,000.00
1	20	Digital Instructional Platforms	Yes	$153,892.00	$194,010.00
1	21	Instructional Assistants (Gen Ed)	Yes	$700,562.00	$666,599.00
1	22	Academic Support TOSAs	Yes	$1,094,319.00	$1,124,517.00
1	23	Bilingual Instructional Assistants	Yes	$117,488.00	$132,188.00
1	24	Effective Instruction	Yes	$2,029,795.00	$1,864,694.00

1	25	English Learner Support	Yes	$100,000.00	$57,381.00
1	26	Dual Language Program Professional Development	Yes	$100,000.00	$28,721.00
2	1	Standards Aligned Instructional Materials	No	$194,481.00	$56,600.00
2	2	Maintenance of Facilities	No	$2,247,645.00	$2,287,835.00
2	3	Qualified Staff	No	$36,510,199.00	$40,307,088.00
2	4	Basic Supplies and Services	No	$14,319,970.00	$18,516,898.00
2	5	Transportation	No	$1,515,398.00	$1,525,642.00
3	1	Alternatives to Suspension/PBIS	Yes	$60,000.00	$10,294.00
3	2	Elementary/Middle School Counselors	Yes	$1,112,136.00	$1,128,500.00
3	3	Student Motivation	Yes	$107,000.00	$111,581.00
3	4	Behavior Trained Instructional Assistants	Yes	$124,887.00	$134,079.00
3	5	Student Services Support	Yes	$92,394.00	$96,191.00
3	6	Student Safety	Yes	$198,784.00	$198,784.00
4	1	Parent Involvement/Family Outreach	Yes	$161,789.00	$183,902.00
4	2	Pupil Engagement/Attendance	Yes	$60,337.00	$64,785.00
4	3	Social Worker	Yes	$163,384.00	$170,951.00

2024-2025 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$11,562,939.00	$13,697,148.00	$13,427,633.00	$269,515.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	Standards Aligned Supplemental Materials	Yes	$150,000.00	$143,490.00	0.00%	0.00%
1	2	School-based Professional Development	Yes	$265,000.00	$154,452.00	0.00%	0.00%
1	3	Instructional Technology	Yes	$614,760.00	$699,669.00	0.00%	0.00%
1	4	ILC/Arts for All	Yes	$213,500.00	$213,414.00	0.00%	0.00%
1	5	Tier 3 Increased Support	Yes	$625,253.00	$624,129.00	0.00%	0.00%
1	6	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Yes	$0.00	$0.00	0.00%	0.00%
1	7	Grade Level Collaboration	Yes	$369,928.00	$374,122.00	0.00%	0.00%
1	8	District-wide Professional Development	Yes	$320,000.00	$320,000.00	0.00%	0.00%
1	9	Summer School	Yes	$0.00	$0.00	0.00%	0.00%
1	10	Grade Span Adjustment at 24 to 1	Yes	$2,335,522.00	$2,335,065.00	0.00%	0.00%
1	11	Student Interventions	Yes	$1,401,083.00	$1,373,546.00	0.00%	0.00%
1	12	Math TOSAs	Yes	$283,591.00	$283,699.00	0.00%	0.00%
1	13	Library Services	Yes	$257,406.00	$229,776.00	0.00%	0.00%
1	15	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	Yes	$0.00	$0.00	0.00%	0.00%
1	17	ELA/ELD TOSAs	Yes	$317,929.00	$333,158.00	0.00%	0.00%
1	18	Science TOSA	Yes	$156,409.00	$163,936.00	0.00%	0.00%
1	19	Technology To Go-Internet and Computer Access	Yes	$10,000.00	$12,000.00	0.00%	0.00%
1	20	Digital Instructional Platforms	Yes	$153,892.00	$194,010.00	0.00%	0.00%
1	21	Instructional Assistants (Gen Ed)	Yes	$700,562.00	$666,599.00	0.00%	0.00%
1	22	Academic Support TOSAs	Yes	$1,094,319.00	$1,124,517.00	0.00%	0.00%

1	23	Bilingual Instructional Assistants	Yes	$117,488.00	$132,188.00	0.00%	0.00%
1	24	Effective Instruction	Yes	$2,029,795.00	$1,864,694.00	0.00%	0.00%
1	25	English Learner Support	Yes	$100,000.00	$57,381.00	0.00%	0.00%
1	26	Dual Language Program Professional Development	Yes	$100,000.00	$28,721.00	0.00%	0.00%
3	1	Alternatives to Suspension/PBIS	Yes	$60,000.00	$10,294.00	0.00%	0.00%
3	2	Elementary/Middle School Counselors	Yes	$1,112,136.00	$1,128,500.00	0.00%	0.00%
3	3	Student Motivation	Yes	$107,000.00	$111,581.00	0.00%	0.00%
3	4	Behavior Trained Instructional Assistants	Yes	$124,887.00	$134,079.00	0.00%	0.00%
3	5	Student Services Support	Yes	$92,394.00	$96,191.00	0.00%	0.00%
3	6	Student Safety	Yes	$198,784.00	$198,784.00	0.00%	0.00%
4	1	Parent Involvement/Family Outreach	Yes	$161,789.00	$183,902.00	0.00%	0.00%
4	2	Pupil Engagement/Attendance	Yes	$60,337.00	$64,785.00	0.00%	0.00%
4	3	Social Worker	Yes	$163,384.00	$170,951.00	0.00%	0.00%

2024-2025 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)
$37,871,360.00	$11,562,939.00	4.18%	34.71%	$13,427,633.00	0.00%	35.46%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$657,937.00	$174,325.00	$40,696.00	$3,781.00	$0.00	$819,206.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Standards Aligned Supplemental Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$222,500.00
1	2	School-based Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$265,000.00
1	3	Instructional Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$588,980.00
1	4	ILC/Arts for All	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$213,500.00
1	5	Tier 3 Increased Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$614,860.00
1	6	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

		1, Action 4)							
1	7	Grade Level Collaboration	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$375,942.00
1	8	District-wide Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$320,000.00
1	9	Summer School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,849,825.00
1	10	Grade Span Adjustment at 24 to 1	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,510,603.00
1	11	Student Interventions	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,137,786.00
1	12	Math TOSAs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$283,672.00
1	13	Library Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$222,912.00
1	14	Qualified Staff (repeated expenditure, Goal 2, Action 3) (repeated expenditure, Goal 2, Action 3)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	15	ILC/Arts for All (repeated expenditure, Goal 1, Action 4) (repeated expenditure, Goal 1, Action 4)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1	16	Enrichment/Extended Day	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$116,487.00
1	17	ELA/ELD TOSAs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$319,553.00
1	18	Science TOSA	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$157,196.00
1	19	Technology To Go-Internet and Computer Access	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$10,000.00
1	20	Digital Instructional Platforms	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$306,892.00
1	21	Instructional Assistants (Gen Ed)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$571,080.00
1	22	Academic Support TOSAs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,135,357.00

1	23	Bilingual Instructional Assistants	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$123,952.00
1	24	Effective Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$660,019.00
1	25	English Learner Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00
1	26	Dual Language Program Professional Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00
2	1	Standards Aligned Instructional Materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$194,481.00
2	2	Maintenance of Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,351,706.00
2	3	Qualified Staff	$478,757.00	$123,793.00	$30,992.00	$3,781.00	$0.00	$703,852.00	$34,338,850.00
2	4	Basic Supplies and Services	$179,180.00	$50,532.00	$9,704.00	$0.00	$0.00	$115,354.00	$10,856,039.00
2	5	Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,768,260.00
3	1	Alternatives to Suspension/PBIS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$60,000.00
3	2	Elementary/Middle School Counselors	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,354,799.00
3	3	Student Motivation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$154,000.00
3	4	Behavior Trained Instructional Assistants	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$120,036.00
3	5	Student Services Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$108,404.00
3	6	Student Safety	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$208,784.00
4	1	Parent Involvement/Family Outreach	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$187,180.00
4	2	Pupil Engagement/Attendance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$60,436.00
4	3	Social Worker	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,388.00

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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).