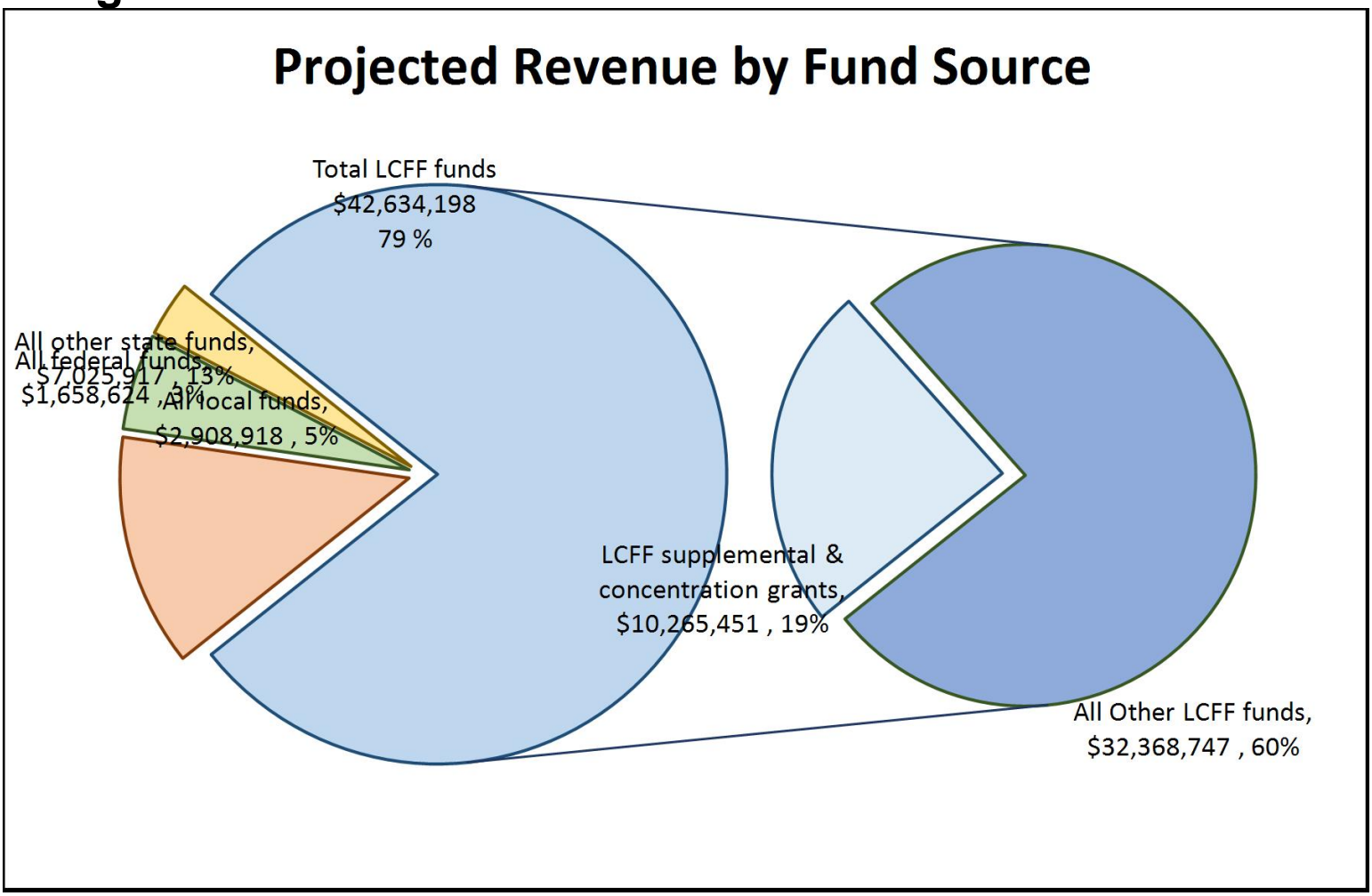
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lemoore Union Elementary School District
CDS Code: 16-63974-0000000
School Year: 2025-26
LEA contact information:
Cheryl Hunt
Superintendent
cherylhunt@myluesd.net
(559) 924-6800

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

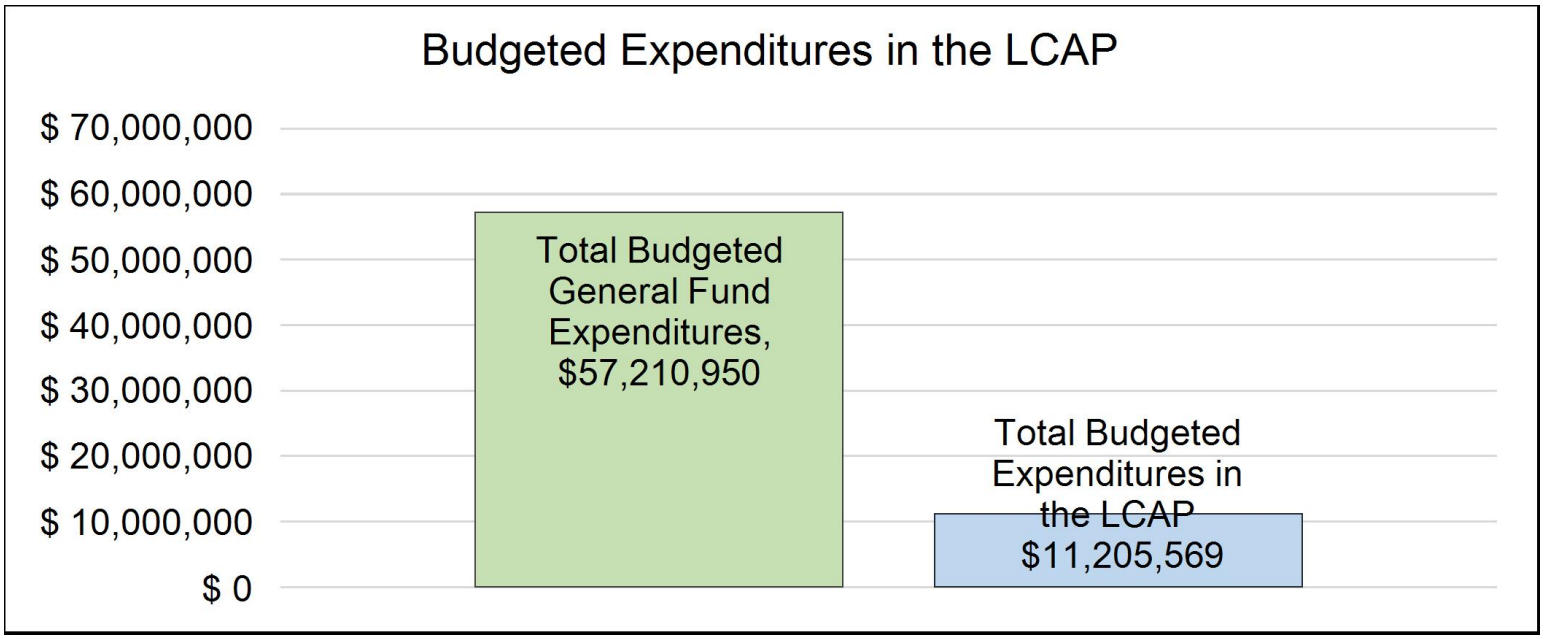


This chart shows the total general purpose revenue Lemoore Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lemoore Union Elementary School District is $54,227,657, of which $$42,634,198 is Local Control Funding Formula (LCFF), $$7,025,917 is other state funds, $$2,908,918 is local funds, and $$1,658,624 is federal funds. Of the $$42,634,198 in LCFF Funds, $$10,265,451 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

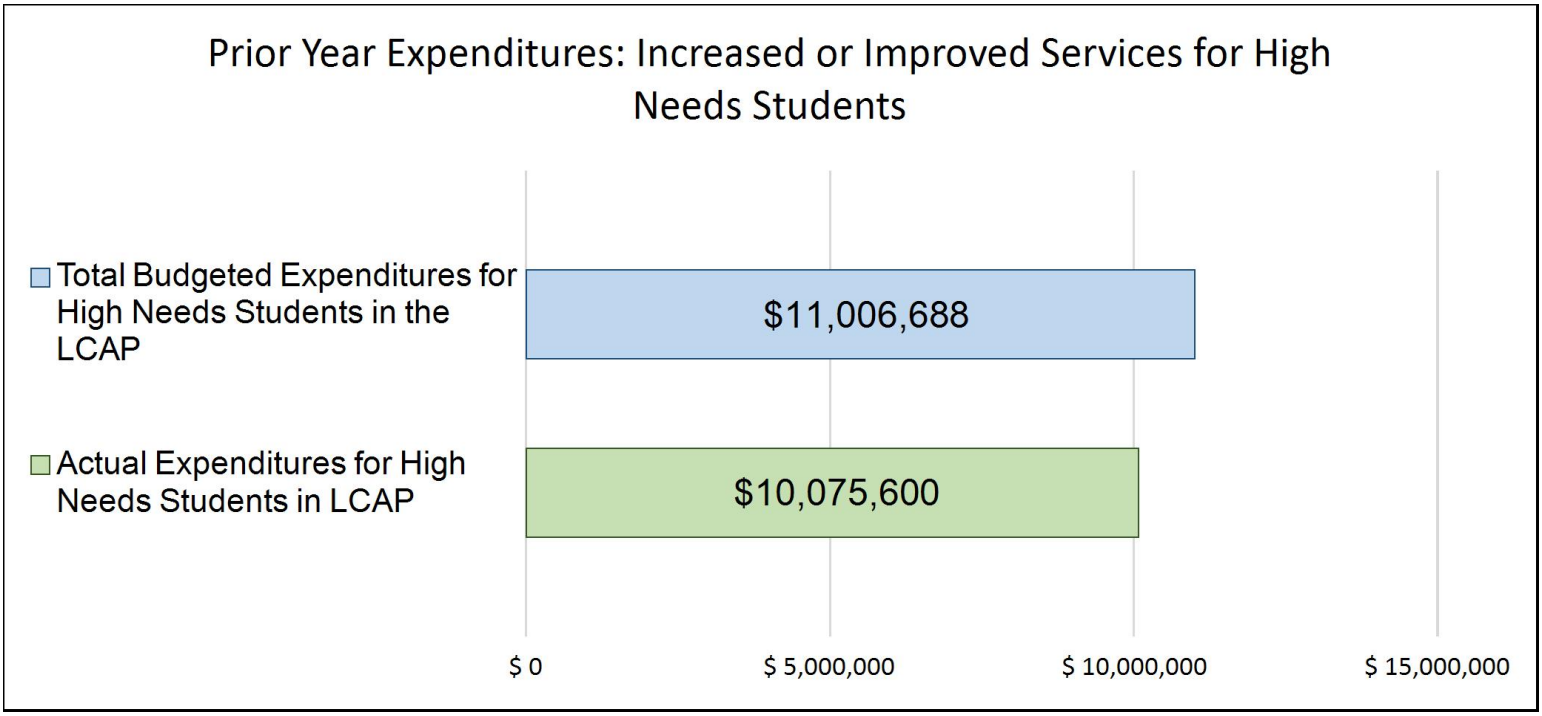
The text description of the above chart is as follows: Lemoore Union Elementary School District plans to spend $$57,210,950 for the 2025-26 school year. Of that amount, $$11,205,569 is tied to actions/services in the LCAP and $46,005,381 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Lemoore Union Elementary School District is projecting it will receive $$10,265,451 based on the enrollment of foster youth, English learner, and low-income students. Lemoore Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lemoore Union Elementary School District plans to spend $10,956,688 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 Lemoore Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lemoore Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Lemoore Union Elementary School District's LCAP budgeted $$11,006,688 for planned actions to increase or improve services for high needs students. Lemoore Union Elementary School District actually spent $$10,075,600 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lemoore Union Elementary School District	Cheryl Hunt Superintendent	cherylhunt@myluesd.net (559) 924-6800

Plan Summary [2025-26]

General Information

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

The vision of the Lemoore Union Elementary School District is focused on Teaching, Learning and Inspiring. We believe in EACH ONE of our students to reach their full potential. This is accomplished by focusing on Every student, All staff, Committed to, High expectations, Oriented to results, No excuses and Excellence every day. The Lemoore Union Elementary School District Board of Trustees along with district administration and key stakeholders developed the district's goals, indicators, beliefs and values to guide our district in serving the students in our community. The District acknowledges that our fundamental responsibility and the reason we exist is to ensure that our students acquire the knowledge and skills essential to achieving their highest level of learning and academic success. The District believes the highest levels of learning and achievement are directly correlated to a focus on and a commitment to the learning for each student supported by the school staff that serves them.

The Lemoore Union Elementary School District is dedicated to Teaching, Learning, and Inspiring. Our vision is to ensure every child is equipped with the skills and knowledge needed for success in life. We believe in EACH ONE of our students to achieve their fullest potential. This is achieved through a focus on Every student, All staff, Committed to excellence, High expectations, Results-oriented, No excuses, and Excellence every day. Our Mission is to do whatever it takes to ensure that every child is empowered with the skills and knowledge necessary to be successful in life.

The Lemoore Union Elementary School District Board of Trustees, alongside district administration and key stakeholders, have developed goals, indicators, beliefs, and values to guide our service to the community's students. We recognize that our primary responsibility and purpose is to facilitate our students' acquisition of essential knowledge and skills for their academic success. We hold that the highest levels

of learning and achievement are directly linked to a commitment to learning for each and every student, supported by a collaborative process and a student-centered culture. As a Professional Learning Community, we are committed to working together interdependently to achieve learning outcomes and academic goals for our students. This includes a focus on Good First Instruction, Intervention, and Academic Progress Data, crucial for supporting academic growth and success for every student.

The Lemoore Union Elementary School District (LUESD) is situated in the charming city of Lemoore, nestled in Kings County within the picturesque landscape of the San Joaquin Valley. With a population of approximately 26,000 residents, Lemoore exudes the warmth of an intimate farming community. Notably, the city is home to a Naval Air Station, located just 7 miles west of town, housing the renowned Super Hornet F-18 and F-35C Lightning II Fighter Squadrons. Strategically positioned in central California, Lemoore enjoys convenient proximity to major urban centers, being approximately a three-hour drive north of Los Angeles and a three-hour drive southeast of San Francisco. The Central Valley, stretching from Redding to Bakersfield, is celebrated as the largest fertile valley globally, embodying the region's agricultural richness and vitality.

The district encompasses a diverse array of educational institutions, including five elementary (TK-6) schools, a charter school (5-8), one middle school (7-8), and Bridges Academy (Equity Multiplier Funding), a community day school catering to grades 6-8. LUESD is committed to providing comprehensive education from transitional kindergarten through eighth grade, serving the majority of the city's children. Among its elementary schools are Cinnamon Elementary (459), P.W. Engvall Elementary (536), Freedom Elementary (433), Lemoore Elementary (518), Meadow Lane Elementary(465), and University Charter School(149). Liberty Middle School caters to approximately (650) students that comprise the 7th and 8th-grade student population, preparing them for their transition to high school. Most high school students in Lemoore pursue their education at Lemoore High School, spanning grades 9 through 12. West Hills College, a community college based in Coalinga, California, operates a comprehensive campus in Lemoore, providing further educational opportunities. Additionally, California State University, Fresno, and Fresno Pacific University are conveniently located within an hour's drive from Lemoore, post secondary education prospects to the community.

Since 2022, enrollment at Lemoore Union Elementary School District (LUESD) has remained relatively steady, with approximately 3,203 students. The district maintains an impressive average daily attendance rate of 95.4%, reflecting its commitment to student engagement and participation. With a focus on providing optimal learning environments, LUESD endeavors to uphold lower class sizes across its schools. In 2025, the average class sizes for various grade levels were as follows: transitional kindergarten classes averaged 22 students per class, kindergarten classes averaged 20 students per class, first grade averaged 20 students, second grade averaged 22 students, and third grade averaged 24 students. Fourth-grade classes had an average of 24 students, fifth-grade classes had an average of 24 students, and sixth-grade classes had an average of 23 students. Middle school classes similarly maintained manageable class sizes, with an average of 19 students per class for seventh grade and 23 students per class for eighth grade. These efforts reflect LUESD's dedication to providing individualized attention and support to its students, fostering a conducive environment for academic growth and success.

Currently, Lemoore Union Elementary School District (LUESD) boasts a dedicated team comprising approximately 186 teachers serving grades TK-8. Additionally, numerous para-professionals are employed to provide crucial support in areas such as special education, English Language Development, and general instruction, with many of these professionals occupying part-time roles. Each of our elementary schools is led by a principal alongside an Assistant Principal, ensuring effective management and educational support. Liberty Middle School benefits from the leadership of a principal and two assistant principals, facilitating a dynamic learning environment for our 7th and 8th-grade students. Moreover, LUESD is supported by a total of 14 site administrators and a district management team consisting of five individuals, who

collectively provide strategic direction and operational oversight. In addition, the district benefits from the expertise of six ELD teacher specialists and six Instructional Resource Teachers, who play pivotal roles in enhancing educational outcomes. Regional Migrant Education services from the Tulare County Office of Education further augment the district's resources, providing specialized support to migrant students and their families.

To address the diverse social-emotional needs of our students, the district employs a multidisciplinary team comprising three school psychologists, two behavioral specialists, eight full-time counselors, and 10 Social-emotional Para-educators. Additionally, a dedicated Special Services Program Manager provides specialized support to ensure the well-being of all students. LUESD is committed to providing inclusive education, evident in the maintenance of ten special day classes and the employment of eight resource specialist program teachers. These professionals work tirelessly to ensure that all students, regardless of their individual needs, receive the support necessary to thrive academically and behaviorally.

The LUESD staff are dedicated to serving the students of Lemoore and are guided by the district's goals, beliefs and values as noted below.

GOALS AND INDICATORS
The long-range Goal Areas of Lemoore Union Elementary School District are the following:

- Maximize Student Achievement and Success
- Provide Safe and Nurturing Learning Environments
- Maintain a Supportive and Professional Teaching Environment Foster Positive Relationships and Customer Service
- Maintain Fiscal Health through Careful Planning

BELIEFS AND VALUES

- We value collaboration and believe that by collaborating we will maximize student learning.
- We value each child and believe that they can make significant growth academically and socially each year.
- We believe that all children share responsibility for their learning and that we will find ways to support them to be successful.

Reflections: Annual Performance

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

Goal 1:

To create a safe and nurturing learning environment and enhance outcomes related to student attendance, discipline, and school climate, the district implemented various supports. These include assigning dedicated counselors (Action 1.1), nurses (Action 1.2), and social-emotional support personnel (also under Action 1.1) at each school site. Additionally, sports opportunities (Action 1.3) were expanded at elementary sites for 5th and 6th graders, as well as at the middle school for 7th and 8th graders. However, the portion of the action addressing the addition of extracurricular programs beyond sports was not fully implemented. A change to this LCAP cycle was the addition of Campus Safety (Action 1.4), which resulted in the implementation of campus safety personnel at the middle school and the addition of another Youth Development Officer in the district. Furthermore, an additional Assistant Principal for Academics and Behavior (Action 1.5) was added at the

middle school, and attendance clerks were placed at each site to focus primarily on improving student attendance. Finally, for Bridges Academy, a variety of supplemental services (Action 1.6) were added to provide targeted support at our community day school.

Over the past two years, the district has made substantial progress in improving key indicators of school climate, student engagement, and overall educational outcomes. However, despite these successes, there remain significant challenges that need to be addressed to ensure equitable opportunities and a supportive learning environment for all students. The data from attendance, chronic absenteeism, suspension and expulsion rates, perception surveys, and extracurricular participation reflect both the positive impact of the district's initiatives and the ongoing barriers faced by certain student groups.

In terms of attendance, the district has seen positive improvements. The overall average daily attendance rate increased from 93.78% in 2023 to 94.28% in 2024, with particular progress among English Learners, who saw their average days absent decrease from 11.6 to 9.5. This improvement suggests that the additional resources and support, such as social-emotional staff and dedicated counselor, are beginning to show results. Furthermore, the chronic absenteeism rate dropped from 18.6% in 2023 to 16.6% in 2024, with notable reductions among English Learners and socioeconomically disadvantaged students, indicating that these supports are helping keep more students in school. Perception data also indicates positive trends. Student satisfaction with school safety improved from 73.4% to 75.7%, while school connectedness rose from 81.2% to 88.8%, suggesting that students are feeling more engaged and secure in their educational environments. Similarly, staff satisfaction with safety and connectedness reached impressive highs, reflecting a positive school climate and the success of recent investments in staff support. However, parent perceptions experienced slight declines, with safety dropping from 91.6% to 82% and connectedness from 93.4% to 83%. These decreases suggest that while students and staff feel more connected, the district must improve communication and engagement with families to address concerns.

The district also made progress in reducing expulsion rates. The overall expulsion rate decreased from 1.0% in 2023 to 0.5% in 2024, with significant gains for students with disabilities, whose expulsion rate dropped from 2.7% to 0.3%, and homeless students, whose rate decreased from 1.0% to 0.0%. This reduction reflects the success of the district’s implementation of alternative disciplinary approaches and restorative practices. However, suspension rates increased overall, particularly for students with disabilities and foster youth, suggesting that while expulsions have been reduced, suspensions remain a challenge, especially for vulnerable groups. This remains an area for further attention and intervention.
Athletic extracurricular participation also saw notable improvements, particularly for K-6 students. The participation rate in sports increased from 30.52% in 2023 to 39.91% in 2024. This rise was particularly significant for homeless students, whose participation jumped from 14.29% to 37.50%, and foster youth, who saw an increase from 33.33% to 40%. These gains demonstrate that efforts to expand sports opportunities have successfully engaged more students in physical and social activities outside of the classroom. However, middle school participation showed more mixed results. While the overall rate increased from 19.48% in 2023 to 38.14% in 2024, foster youth participation in middle school dropped from 20% to 0%, and homeless students had a participation rate of 0%. These trends indicate that middle school students, particularly those from at-risk backgrounds, continue to face barriers in accessing extracurricular activities. The district will need to ensure that middle school sports offerings are not only available but also accessible to all students, including those with disabilities and from disadvantaged backgrounds.

Despite overall improvements, there remain significant challenges, particularly for homeless and foster youth students. The chronic absenteeism rate for homeless students increased from 37.6% in 2023 to 41.1% in 2024, and foster youth showed a troubling increase from 17.4% to 27.3%. These trends suggest that while attendance is improving districtwide, these vulnerable groups continue to face barriers to

regular school attendance, including housing instability and personal challenges. Similarly, while extracurricular participation increased for K-6 students, middle school participation remained low for foster youth and homeless students, highlighting the need for continued outreach and support for these groups.
Overall, the district has made significant strides in improving school climate, attendance, and student engagement through various supports and interventions. The reduction in expulsion rates, the improvement in perception data, and the increase in extracurricular participation all demonstrate the positive impact of these efforts. However, challenges remain, particularly for homeless and foster youth students, who continue to face higher rates of absenteeism and lower participation in extracurricular activities. Moving forward, the district must focus on narrowing these gaps, ensuring that all students, especially those from vulnerable groups, have access to the full range of opportunities and supports needed to succeed academically, socially, and emotionally.

Goal 2:

To maximize student achievement and success, the district implemented several key actions aimed at improving instruction, providing resources, and enhancing student engagement. These included Professional Development (Action 2.1), with three in-service days for teacher collaboration and growth. Technology Support (Action 2.2) ensured one-to-one devices for students and added technology personnel to support effective classroom integration. ELD Teachers and Paraprofessionals (Action 2.3) were deployed to support English Learners, while maintaining lower class sizes (Action 2.4) in grades 4-6 to an average of (25-27) helped provide more individualized attention.
To support Physical Education (Action 2.5), release time for teacher team collaboration was provided, enhancing PE programs. The district also offered Additional Learning Opportunities (Action 2.6) through field trips, enriching the student experience. Lastly, investments in School Libraries (Action 2.7) focused on staffing and materials, promoting literacy and access to resources for all students. These actions collectively aimed to create an environment that fosters student achievement and success for every student.

The CAASPP results in English Language Arts (ELA) and Mathematics from 2023 to 2024 reflect both measurable growth and ongoing challenges in student achievement. In ELA, the average distance from standard for All Students improved significantly from 10.6 points below to 3.1 points below, with Socioeconomically Disadvantaged (SED) students narrowing their gap by nearly nine points. English Learners (ELs) also improved by more than 18 points, but still remain 44.2 points below standard. Notably, Foster Youth showed a major gain, improving by nearly 28 points.

Despite this progress, some subgroups continue to face persistent gaps. Students with Disabilities (SWD) declined from 80.4 to 87.6 points below, and Homeless students experienced a marked drop in performance, now 72.9 points below standard. The Long-Term English Learner (LTEL) group remains a critical area of concern, with just 3.64% meeting or exceeding the standard, a decline from 6.38% the prior year.

In Math, there was modest but encouraging improvement. All Students improved by roughly six points, from 45.4 to 39.7 points below. SED students also advanced, and both ELs and Foster Youth moved out of the red performance band with gains exceeding 17 points. However, Homeless students regressed to 118.8 points below, while SWD remained at a very low performance level, only slightly improving to 111.3 points below. LTELs posted the lowest results in Math, even though their rate of meeting or exceeding the standard rose from 0% to 5.66%.

The English Learner Progress Indicator (ELPI) shows that 51.6% of ELs made progress on the ELPAC in 2024, a small increase from 50.6% the previous year. However, the percentage of students achieving a Well Developed (Level 4) remained flat at approximately 16.78%, while

the LTEL subgroup improved from 1.96% to 5.45% in the meeting or exceeding performance band. The EL Reclassification Rate slightly declined, from 12.78% in 2023 to 11.81% in 2024, indicating a need for ongoing attention to long-term language acquisition and supports.

In Science, as assessed by CAST, All Students improved from 19.76% to 22.2% meeting or exceeding the standard. SED students also posted a gain of more than 3 percentage points. However, performance among ELs dropped to 0% meeting standard in 2024, and while Foster Youth showed relatively strong outcomes in 2023, results for 2024 were suppressed due to small group size.

Taken together, these achievement indicators highlight a system that is making clear progress in raising overall performance, especially for the general student population and some high-need groups. At the same time, the data underscores persistent and in some cases widening achievement gaps for SWD, LTELs, and Homeless students, groups that will require intensified focus, differentiated instruction, and consistent monitoring.

Goal 3:

As a key metric for Goal 3, ensuring students have access to a broad range of courses, Music Instruction (Action 3.1) shows both promising developments and ongoing equity challenges based on participation data from 2023/2024 to 2024/2025. The addition of a second music director allowed the district to expand access to music instruction, particularly at the elementary level. All 4th grade students received recorder instruction, and several additional grade levels (K–3) at each elementary site were also introduced to music for the first time. This early exposure represents a meaningful step toward broadening access to a well-rounded course of study. While overall participation improved or remained steady across most groups—particularly in grades 7–8—participation among some student subgroups, most notably Foster Youth and English Learners, declined in certain areas, highlighting the need for more targeted and equitable outreach strategies.

In grades 5 and 6, overall student participation remained stable, with a slight decrease from 50.41% to 50.15%. English Learners and Socioeconomically Disadvantaged (SED) students experienced minor declines but remained near or above the district average. A notable increase was observed among Students with Disabilities (SWD), whose participation grew from 41.7% to 46.74%, and among Homeless students, whose participation jumped from 9.52% to 25%, reflecting a significant improvement in outreach and access. However, participation among Foster Youth dropped from 50% to 40%, underscoring the need for more consistent support.
In grades 7 and 8, overall music participation rose from 21.81% to 27.13%, a positive sign of growth. SED students mirrored this trend with increased engagement. However, participation among English Learners dropped from 17.91% to 12.82%, and Foster Youth dropped to 0%, both of which are concerning and point to disparities in program accessibility. Homeless students increased slightly to 7.69%, while SWD participation rose from 10.8% to 12.12%, indicating incremental progress.
Overall, the district's investment in music instruction has resulted in meaningful expansion and foundational exposure, especially at the elementary level. To continue this progress, focused efforts must be made to ensure that middle school students, particularly those from historically underserved groups, can access and benefit from music education opportunities as they move through the system.

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Goal 4:

To support Goal 4 - providing a positive, safe, secure, and engaging learning environment that addresses the social-emotional and mental health needs of Bridges students, the district implemented (Action 4.1) Access to a Variety of Programs, Equipment, and Materials and Supplies. This action aimed to enhance student engagement, foster creativity, and support therapeutic growth through hands-on and responsive experiences.

The range of supports included Sound Trap for Education to foster music and digital creativity, Lego Education to promote collaboration and problem-solving, and the Second Step Middle School curriculum to build emotional intelligence and interpersonal skills. Equine therapy at Circle T Ranch helped students develop emotional regulation and trust through structured interaction with animals. Additionally, cooking supplies supported real-world learning and life skills development, helping students build confidence and independence in a practical context.

Reviewing outcome data from the past two years highlights both meaningful progress and continued areas of need. Chronic absenteeism among Bridges students dropped significantly from 86.7% in 2023 to 72.7% in 2024, signaling early success in creating an environment that is more engaging and responsive to student needs. While the rate remains high, the improvement reflects a positive trend and suggests that the diverse programs and targeted supports are beginning to make an impact on school connectedness and daily attendance. Suspension rates also improved, declining from 50% in 2023 to 42.9% in 2024. Although still elevated, this reduction indicates progress in addressing student behavior through preventive and therapeutic approaches, such as social-emotional learning and hands-on, engaging activities.

Challenges remain in ensuring consistent impact across all student subgroups. Due to small population sizes, subgroup data were suppressed in 2024, limiting deeper analysis. Nevertheless, the overall downward trends in both chronic absenteeism and suspensions suggest that the holistic supports provided through Action 4.1 are beginning to shift the climate and outcomes for Bridges students in a

positive direction. Continued investment and refinement of these strategies will be essential to sustain and accelerate these gains.

The following student groups within LUESD received the lowest performance level (red) on the following state indicators on the 2023 Dashboard:

ELA proficiency for Students with Disabilities (SWD) is 80.4 points below the target.
Math proficiency for English Learners (EL) is 98.1 points below the target.
Math proficiency for Foster Youth is 100.8 points below the target.
Math proficiency for Homeless students is 95.2 points below the target.
Math proficiency for Students with Disabilities (SWD) is 116 points below the target.
Suspension rate for African American students is 6.30%.
Suspension rate for American Indian students is 7.40%.
Suspension rate for Foster Youth is 8.70%.

The following student groups received the lowest performance level (red) on the following state indicators on the 2023 Dashboard:

Cinnamon Elementary:
- ELA proficiency for English Learners (EL) is 92.2 points below the target.
- Math proficiency for English Learners (EL) is 105.5 points below the target.

Lemoore Elementary:
- EL Progress Indicator (ELPI) for English Learners (EL) indicates 40.5% progress made.

Meadow Lane:
- ELA proficiency for English Learners (EL) is 93.3 points below the target.
- ELA proficiency for Students with Disabilities (SWD) is 113.3 points below the target.
- Math proficiency for English Learners (EL) is 100 points below the target.
- Math proficiency for Students with Disabilities (SWD) is 133.8 points below the target.
- Suspension rate for Socioeconomically Disadvantaged (SED) students is 3.5%.

Liberty Middle School:
- ELA proficiency for Students with Disabilities (SWD) is 88.5 points below the target.
- Math proficiency for English Learners (EL) is 113 points below the target.
- Math proficiency for Students with Disabilities (SWD) is 153.5 points below the target.
- Chronic absenteeism rate for Students with Disabilities (SWD) is 38.50%.
- Suspension rate for Students with Disabilities (SWD) is 15.70%.

LUESD has $3,826,128 in unexpended Learning Recovery Emergency Block Grant funds. These funds will be partially expended in the following Goals and Actions:

Goal 1: Provide a safe and nurturing learning environment.
Action 1.1
This action is to hire a Board Certified Behavior Analyst (BCBA), which is aligned with the allowable uses of LREBG California Ed Code 32526(c)(2)(C), "Integrating pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs."

Goal 2: Maximize pupil achievement and success
Action 2.9 Instructional Paraprofessional Support
This action is aligned with the allowable uses of LREBG California Ed Code 32526(c)(2)(B)(i), "Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff."

Reflections: Technical Assistance

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

For the 2023 California School Dashboard, Lemoore Union Elementary School District (LUESD) was identified for Differentiated Assistance based on the academic performance and suspension rates of Foster Youth. In response, the district partnered with the Kings County Office of Education (KCOE) to develop and implement a collaborative improvement plan specifically targeting these areas. This focused effort contributed to notable improvements in academics. However, suspension rates remained an area requiring continued support.

On the 2024 Dashboard, LUESD was identified for Differentiated Assistance, this time due to suspension rates and chronic absenteeism among Foster Youth, as well as continued academic underperformance in ELA and Math for Students Experiencing Homelessness. Additional areas of identification included ELA performance and suspension rates for Students with Disabilities, and chronic absenteeism and suspension rates for American Indian students. Throughout the 2024–2025 academic year, the district maintained a strong partnership with KCOE to confront these challenges and improve outcomes for the identified student groups. Most recently, the district and KCOE collaborated to develop an AIM Statement focused on mathematics achievement: “By December 2025, we will decrease the Distance From Standard (DFS) gap in Mathematics by 3 points for Foster Youth (from -82.9 to -79.9 DFS) and 3 points for Students Experiencing Homelessness (from -118.8 to -115.8 DFS).” In addition to this targeted goal, the district has committed to the following continued actions: reviewing AIM statements; continuing work with the Mathematics Driver Diagram; revisiting the Task Prioritization Matrix for suspensions; introducing the Plan-Do-Study-Act (PDSA) cycle; and developing a Task Prioritization Matrix specific to mathematics. These efforts reflect LUESD’s sustained commitment to equity-driven improvement through strategic collaboration and data-informed action.

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.

Lemoore Union Elementary School District does not have any schools eligible 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.

Lemoore Union Elementary School District does not have any schools eligible for CSI.

Monitoring and Evaluating Effectiveness

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

Lemoore Union Elementary School District does not have any schools eligible for CSI.

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
As part of the approval process, many groups have been engaged and involved in the development, implementation, review, and update of the 2024–2025 and 2025–2026 LCAP. We continued with our strategic decision to coordinate site Single Plans for Student Achievement (SPSA) with the district LCAP. The SPSA template aligned with the LCAP goals, and therefore key areas of the LCAP were identified as part of the SPSA plans. Additionally, the planning and use of Learning Recovery Block Grant (LREBG) funds were incorporated into these discussions to ensure that the allocation of resources reflected site and district priorities and addressed the most pressing student needs.	Time was spent with administration and the Assistant Superintendent to complete this task of streamlined plans. In addition, coordination between our Assistant Superintendent of Curriculum, Instruction and Categorical Programs, Assistant Superintendent of Special Services along with our Director of Technology, Chief Business Official, and site Principals met regularly to review LCAP implementation efforts and establish firm budget reviews throughout the year. Beginning in January, 2025, we began the review process of our LCAP. This consisted of collecting and analyzing metrics and providing updates and reviews pertinent to our LCAP goals and expenditures. This time provided us with the data and analytics to inform our decisions moving towards our LCAP development. The metrics both state and local were reviewed and presented during the following sessions as noted below.
1. The Superintendent and/or the Assistant Superintendent shared data related to the construction of the 2025-2026 LCAP and related information to the community during LUESD Board of Trustees open sessions: October, December, January, February, March, April and May.	During board meetings presentations were shared on both qualitative and quantitative data to support progress monitoring. This included benchmark assessments, survey data and local and state assessment data. In addition, the required Mid-Year LCAP was presented to the board on February 11, providing mid-year outcome data related to metrics identified in the current year's local control and accountability plan. All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan was shared.
2. School Services LCAP training sessions, KCOE LCAP trainings and meetings with the Superintendent, Assistant Superintendent, and	Training sessions are provided to ensure clarity and expectations regarding each portion of the new LCAP document. The

Educational Partner(s)	Process for Engagement
Chief Business Official were conducted: December 5, 12, 17, and 19, 2024, January 7, 14 2025, February 25, 2025, March 26, 2025, and ongoing including consultations and review with KCOE staff in April-May 2025.	Superintendent, Assistant Superintendent, and Chief Business Official attended scheduled trainings to glean information, engage in activities and discussions to further support the completion of the plan following all requirements.
3. Site administrators and district administrators discussed 2024-2025 and 2025-2026 LCAP actions, goals, metrics, services, and program options. The discussions took place during weekly administrator meetings throughout the school year.	The district maintains a comprehensive meeting structure in which district administration attend weekly district instructional and school leadership meetings. During these structured meeting sessions a review of district metrics, progress monitoring and analysis is conducted.
4. Surveys were deployed to teachers, parents and students to collect local indicator data. The teacher survey was conducted in February 2025. Of the 181 teachers in the district, 76 responded. Parent surveys regarding school climate and parent involvement were collected by each of the elementary schools and Liberty Middle School during the month of January 2025 with data presented to the School Board and community on March 11, 2025. A total of 251 surveys were received. A pupil survey regarding school climate and pupil engagement was gathered from 4th - 8th grade pupils during the month of February. Data gleaned from this survey was shared with the School Board and community during the March 11, 2025 meeting. A total of 1312 surveys were completed.	The surveys were shared with all teachers via email with a timeline set for completion. Our parent surveys were shared in a digital format via our ParentSquare communication platform in both English and Spanish. It was a hope that the digital method might support additional responses as this communication tool is used for various communication efforts district-wide. During the 2023/2024 school year, surveys were collected via paper, as the year previously yielded a low participation rate. This year the district moved towards a digital method as noted above. Unfortunately, the district once again experienced a decrease in participation utilizing the electronic method, yielding a decrease in participation rated from the previous year, when paper surveys were utilized. Student surveys were delivered via email to all 4th-8th grade students giving students from February 3rd-6th to complete the survey during class time.
5. The Superintendent and Assistant superintendent met with the District Advisory Council (DAC) which includes teachers, classified personnel and administration representation from all school sites/departments: October 10, 2024, February 19, 2025, April 3, 2025, and May 22, 2025. The Superintendent and Assistant Superintendent met with the Parent Advisory Committee (PAC) which includes parents and/or representatives of English Language Learners, Santa Rosa Rancheria and students with exceptional needs, along with community members including our Military Liaison on: October 10,	In each of these educational partner groups, the focus of sharing regular updates regarding the LCAP goals, actions, and metric updates is conducted. Time is built into the meetings to ensure discussions, breakouts, and feedback gathering. Present at each meeting is a translator to ensure equitable access. In addition, information was shared and feedback was gathered regarding the planning and spending of the Learning Recovery Block Grant (LREBG) funds to ensure alignment with identified student needs and educational partner priorities.

Educational Partner(s)	Process for Engagement
2024, November 20, 2024, February 26, 2025, April 3, 2025 and May 22, 2025. The Assistant Superintendent met with the District English Learner Advisory Committee (DELAC) which consists of parents representing site English Learner Advisory Committee (ELAC) representative and other parent/community members: October 23, 2024, November 12, 2024, February 12, 2025, March19, 2025, and May 7, 2025. Site Principals met with their School site councils to discuss site goals, data and district LCAP goals, actions and feedback.	
6. The Superintendent, Assistant Superintendents, Human Resources Director, and Chief Business Official met with representatives of the Lemoore Elementary Teachers' Association (LETA) in August 29, 2024, October 29, 2024, February 4, 2025, April 30,2025, and May 21, 2025. In addition, the Superintendent, Assistant Superintendents, Human Resources Director, and Chief Business Official met with representatives of the Lemoore Elementary Classified Association (LECO) on August 26, 2024, December 12, 2024, March 24, 2025, April 28, 2025, May 19, 2025.	In each of the union educational partner groups meetings, the Superintendent and Assistant Superintendent shared information regarding our district LCAP goals, actions and metrics. Both local and state metric data was shared. Feedback was gleaned during open discussions provided during these sessions.
7. The district collaborated with the Kings County Office of Education, Assistant Superintendent of Special Education on May 16 ,2025, to review special education supports. SELPA feedback indicated our LCAP captured all student groups and we specifically included metrics for our special education students in order to monitor progress in the areas of academic and social emotional supports along with attendance and extracurricular involvement. Our LUESD LCAP was also shared with the Kings County staff for review and feedback on all plan elements.	The Superintendent attends all monthly SELPA governance meeting. In addition, a LCAP consultation meeting was held with the KCOE, Assistant Superintendent of Special Education to review how SWDs were incorporated into our LCAP goals, along with a review of pertinent metrics analyzing successes and areas of focus. In addition, discussions focused on increasing Least Restrictive Environment (LRE) targets and inclusion into general education.
8. Bridges staff, students and parents convened to discuss the development of the focus goal as part of the Equity Multiplier funds.	Bridges student were interviewed by the Bridges Administrative staff via 1:1 conversations. Parents were contacted and surveyed by phone due to the small number of students enrolled in the program. Staff including the teacher and paraprofessional support staff provided feedback to support the focus goal and action development. Suspensions, absences and conversations with students throughout

Educational Partner(s)	Process for Engagement
	the year influenced the decision on how to use the funding to meet the identified areas of student needs.
9. Superintendent Student Advisory Committee was held January 28, 2025, March 6, 2025, April 24, 2025 and May 22, 2025.	The Superintendent met with 7th and 8th grade students to discuss the LCAP goals, actions and metrics. During these meeting students shared their understanding of the actions and investments along with sharing feedback on whether the actions or investments should be kept, changed or dropped. Students took part in several activities including a review of academic, social emotional and climate data. During the activities students were asked to provide feedback via small group discussions, gallery walks with prompts eliciting direct written and verbal feedback. The process of ensuring student voice and engagement on the LCAP development was empowering as they witnessed their feedback realized and continued in the the new three year LCAP plan.

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

Throughout the development of the 2024–2025 Local Control and Accountability Plan (LCAP), the district engaged a broad range of educational partners—including parents, students, teachers, staff, advisory committees, and community members—to gather input that would guide LCAP priorities. Feedback collected through District Advisory Committee (DAC) and Parent Advisory Committee (PAC) meetings, the District English Learner Advisory Committee (DELAC), the Superintendent Student Advisory group, staff associations (LETA and LECO), school administration, and student/family surveys consistently pointed to key themes that directly influenced the district's adopted goals and actions.

Across all groups, there was a strong, unified call to maintain and expand social-emotional supports, with Action 1.1 emerging as a top priority, including the addition of a Board Certified Behavioral Analyst using LREBG funds.. Educational partners emphasized the importance of continuing access to site-based counseling services provided by credentialed counselors and Social Emotional Learning (SEL) paraeducators. Nursing services (Action 1.2) were also flagged as essential, especially in light of ongoing student health concerns. The SELPA also encouraged monitoring of academic progress for students with disabilities within the LCAP goals.

Academic intervention also surfaced as a consistent priority. DAC and PAC members called for expanded reading and math support and emphasized the need for lower class sizes in grades 4–6, supported through Action 2.4. The investment in instructional paraprofessionals using LREBG funds (Actions 2.9) was seen as critical to providing one-on-one and small group instruction, particularly for unduplicated students such as English Learners (EL), foster youth, and socioeconomically disadvantaged students (SED). These supports were viewed as essential to accelerating learning and closing achievement gaps.

Additionally, DAC and PAC members voiced their appreciation for access to study trips and field experiences (Action 2.6), and encouraged their continuation. They also highlighted the importance of investments in technology (Action 2.2) to support learning access and tutoring programs for academic recovery.

Feedback from the Superintendent Student Advisory Group of 7th and 8th grade students echoed many of these themes. Students spoke candidly about the increasing need for mental health support among their peers and advocated strongly for keeping the additional middle school counselor added in recent years (Action 1.1). They shared that access to counseling had made a visible impact on student well-being. The group also supported the increased campus safety measures—including the addition of a Youth Development Officer and campus safety assistants at Liberty Middle School (Action 1.4)—as essential to improving student behavior, connectedness, and attendance.

Students also expressed enthusiasm for the academic tutoring, including the hiring of academic paraprofessionals to provide one-on-one and small group support using LREBG funds (Action 2.9) available during and outside the school day, as well as Saturday school options, which they saw as vital in addressing learning gaps, particularly in math. They strongly supported the recent expansion of sports and extracurricular opportunities (Action 1.3), including cross country and track, which helped students feel more connected to their school. The students also championed the SCICON experience and requested similar overnight trips in grades 7 and 8.

The Bridges Academy community, including students and families from the district's alternative education setting, provided valuable insights related to the district's Equity Multiplier goal (Action 4.1). Students shared that despite their placement in an alternative program, they still desired meaningful connection, creative outlets, and hands-on learning experiences. They expressed appreciation for programs like Soundtrap for Education and requested further access to art, cooking, gardening, and field trips. Their feedback about lacking clean clothes directly influenced the district's decision to invest in a washer and dryer as part of a life skills program. Additionally, students reported benefiting from equine therapy through Circle T Ranch, which helped meet their social-emotional needs.

Input from DELAC members reinforced the importance of maintaining robust EL supports, including dedicated ELD teachers and paraprofessionals at each school (Action 2.3). DELAC praised the district's push-in model of support and highlighted the value of the Instructional Resource Teacher, who provides coaching to strengthen curriculum delivery and instructional quality.

Staff associations, including LETA and LECO, echoed the call for maintaining investments in mental health supports (Action 1.1), including the addition of a Board Certified Behavioral Analyst using LREBG funds. They also emphasized broadening access to fine arts for primary grades (Action 3.1) and expanding interventions for struggling students, including the hiring of academic paraprofessionals to provide one-on-one and small group support using LREBG funds (Action 2.9). Site and district administrators also supported these themes and reinforced the need to sustain and enhance existing efforts.

At the governance level, school board members provided feedback through regular updates and review sessions. They voiced strong support for the district's ELD services, including staffing and instructional models (Action 2.3), and backed continued emphasis on social-emotional supports (Action 1.1).

Parent, teacher, and student surveys added an additional layer of qualitative and quantitative data, all pointing toward the need to prioritize emotional well-being, equity in academic access, and enrichment opportunities that support the whole child. Tribal representatives were also

consulted, and their insights—particularly around chronic absenteeism and discipline among American Indian students—influenced continued investments in counseling (Action 1.1) and alternative school interventions (Action 1.5).

Ultimately, the feedback received across all educational partner groups was consistent and coherent. There was strong support for maintaining and expanding actions that address the academic, social-emotional, and whole-child needs of all students—particularly those who are unduplicated. Their collective voice shaped the 2024–2025 LCAP and reaffirmed the district's commitment to equity, engagement, and excellence.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a safe and nurturing learning environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The district has chosen this goal because the Dashboard data indicates that our students average daily attendance, chronic absenteeism and suspension and expulsion data are areas that have made progress but must be continually monitored in order to maintain a safe and nurturing environment for all students. Furthermore, student connectedness to school is a key factor in increasing daily attendance and reducing chronic absenteeism. The investment in counselors and nursing services and providing extra-curricular experiences provides a system of support to meet the social-emotional and health needs of our students. As a result, the district believes these actions and supports will increase the likelihood of students attending school on a day to day basis.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 5: Pupil Engagement A. School Attendance Rates Average Daily attendance rate (Aeries) Absenteeism Data (DataQuest)	Average daily attendance rate 2023: All Students - 93.78% Average Days Absent 2023 All Students - 11.1 English Learners - 11.6 Foster Youth - 9.5 SED - 11.6 SWD - 13.1 Homeless - 12.3	Average daily attendance rate 2024: All Students - 94.28% (+.5%) Average Days Absent 2024 All Students - 10.2 (-.9) English Learners - 9.5 (-2.1)		Average daily attendance rate 2026: All Students 95.68% Average Days Absent 2026 All Students - 10 English Learners - 10.5 Foster Youth - 9	Average daily attendance rate: All Students: +.5% increase Average Days Absent All Students: -0.9 decrease English Learners: -2.1 decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth - 12 (+3.5) SED - 10.5 (-1.1) SWD - 11.5 (-1.6) Homeless - 11.9 (+.4)		SED - 10.5 SWD - 12 Homeless - 11.2	Foster Youth: +3.5 increase SED: -1.1 decrease SWD: -1.6 decrease Homeless: +.4 increase
1.2	Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates (CA Dashboard)	Chronic Absenteeism rate 2023: All Students - 18.6% Homeless - 37.6% English Learners - 20% Foster Youth - 17.4% SED - 20.2% SWD - 27.2% Filipino - 3.9% White - 14.9% (Schools with Red Indicators) Liberty Middle School SWD- 38.5%	Chronic Absenteeism rate 2024: All Students - 16.6% Homeless - 41.1% English Learners - 13.9% Foster Youth - 27.3% SED - 18.1% SWD - 25.4% Filipino - 4.3% White - 12.9% (Schools with Red Indicators) Liberty Middle School SWD- 23.4% (Orange)		Chronic Absenteeism rate 2026: All Students - 9.6% Homeless - 28.6% English Learners - 11% Foster Youth - 8.4% SED - 11.2% SWD - 18.2% Filipino - 3.4% White - 10% (Schools with Red Indicators) Liberty Middle School SWD- 29.5%	Chronic Absenteeism rate: All Students: -2% decrease Homeless: +3.5% increase English Learners: -6.1% decrease Foster Youth: +9.9% increase SED: -2.1% decrease SWD: -1.8% decrease Filipino: +0.4% increase White: -2% decrease (Schools with Red Indicators) Liberty Middle School SWD: -15.1% (Orange)
1.3	Priority 6: School Climate	Suspension rate 2023 (District):	Suspension rate 2024 (District):		Suspension rate 2026 (District):	Suspension rate 2024:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	A. Pupil Suspension Rates (CA Dashboard)	All Students - 3.3% Homeless - 3.8% English Learners - 3.6% SED - 3.7% SWD - 5.2% (District reds) Foster Youth - 8.7% African American - 6.3% American Indian - 7.4% (Schools with Red Indicators) Meadow Lane SED - 3.5% Liberty Middle School SWD - 15.70%	All Students - 4.4% Homeless - 2.8% English Learners - 3.1% SED - 4.7% SWD - 6.2% (District reds) Foster Youth - 10.9% African American - 13.6% American Indian - 10.6% (Schools with Red Indicators) Meadow Lane SED - 11.8% (Red) Liberty Middle School SWD - 9% (Yellow)		All Students - 2.7% Homeless - 3.2% English Learners - 3.0% SED - 3.1% SWD - 4.6% (District reds) Foster Youth - 8.1% African American - 5.7% American Indian - 6.8% (Schools with Red Indicators) Meadow Lane SED - 2.5% Liberty Middle School SWD - 10.70%	All Students: +1.1% increase Homeless: -1% decrease English Learners: -0.5% decrease SED: +1% Increase SWD: +1% decrease (District reds) Foster Youth: +2.2% increase African American: +7.3% increase American Indian: +3.2% increase (Schools with Red Indicators) Meadow Lane SED: +8.3% increase (Red) Liberty Middle School SWD: +6.7% decrease (Yellow)
1.4	Priority 6: School Climate B. Pupil Expulsion Rates (DataQuest)	Expulsion rate 2023: All Students - 1% Homeless - 1% English Learners - 1.7% Foster Youth - 2.2% SED - 1.1%	Expulsion rate 2024: All Students - 0.5% Homeless - 0.0% English Learners - 0.8%		Expulsion rate 2026: All Students - 0.5% Homeless - 0.5% English Learners - 0.85%	Expulsion rate: All Students: -0.5% decrease Homeless: -1% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD - 2.7%	Foster Youth - 2.2% SED - 0.6% SWD - 0.3%		Foster Youth - 1.1% SED - 0.55% SWD - 1.35%	English Learners: -0.9% decrease Foster Youth: 0% no change SED: -0.5% decrease SWD: -2.4% decrease
1.5	Priority 5: Pupil Engagement C. Middle school drop out rate (Aeries)	Middle School Drop out rate 2023: 0% (Aeries)	Middle School Drop out rate 2024: 0% (Aeries)		Middle School Drop out rate 2026: 0% (Aeries)	Middle School Drop out rate: 0% no change (Aeries)
1.6	Priority 6: School Climate C. Pupil, Parents and Staff surveys of safety and school connectedness (Local Data Surveys)	Local survey results indicate 2023/2024: Pupil satisfaction rate: Safety 73.4% School Connectedness: 81.2% Parent satisfaction rate: Safety - 91.6% School Connectedness - 93.4% Staff satisfaction rate: Safety - 70.5% School Connectedness - 93.4%	Local survey results indicate 2024/2025: Pupil satisfaction rate: Safety 75.7% School Connectedness: 88.8% Parent satisfaction rate: Safety - 82% School Connectedness - 83% Staff satisfaction rate: Safety - 97.4%		Local survey results indicate 2026/2027: Pupil satisfaction rate: Safety 76.4% School Connectedness: 82.2% Parent satisfaction rate: Safety - 92.6% School Connectedness - 94.4% Staff satisfaction rate: Safety - 73.5%	Local survey results indicate: Pupil satisfaction rate: Safety: +2.3% increase School Connectedness: +7.6% increase Parent satisfaction rate: Safety: -9.6% decrease School Connectedness: -10.4% decrease Staff satisfaction rate: Safety: +27.1% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School Connectedness - 98.7%		School Connectedness - 91.4%	School Connectedness: +5.3% increase
1.7	Priority 7: Course Access B. Programs and services for Unduplicated Pupils C. Programs and services for Students with Exceptional Needs Extracurricular Participation Rate: Sports Clubs, Programs, Events (Aeries)	2023/2024 Extracurricular Participation This will be implemented during the 2024/2025 school year at which point we will set baseline data. Percent of eligible K-6 students who played sports: All Students: 30.52% Homeless: 14.29% Foster: 33.33% EL: 21.98% SED: 31.78 SWD: 26.14% Percent of eligible 7-8 students who played sports: All Students: 19.48% Homeless: 0% Foster: 20% EL: 10.45% SED: 22.20% SWD: 10.52%	2024/2025 Extracurricular Participation This was not implemented during the 2024/2025 school year. Percent of eligible K-6 students who played sports: All Students: 39.91% Homeless: 37.50% Foster: 40% EL: 36.62% SED: 41.81% SWD: 23.91% Percent of eligible 7-8 students who played sports: All Students: 38.14% Homeless: 15.38% Foster: 0% EL: 23.08% SED: 38.74% SWD: 31.82%		2026/2027 Extracurricular Participation This will be implemented during the 2024/2025 school year at which point we will set target for year 3 outcome. Percent of eligible K-6 students who played sports: All Students: 34% Homeless: 14.5% Foster: 35% EL: 24% SED: 35. SWD: 27% Percent of eligible 7-8 students who played sports: All Students: 21.5% Homeless: 10% Foster: 25% EL: 11.5%	Extracurricular Participation This was not implemented during the 2024/2025 school year. Percent of eligible K-6 students who played sports: All Students: +9.39% increase Homeless: +23.21% increase Foster: +6.67% increase EL: +14.64% increase SED: +10.03% increase SWD: –2.23% decrease Percent of eligible 7-8 students who played sports: All Students: +18.66% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED: 24.5% SWD: 12%	Homeless: +15.38% increase Foster: –20.00% decrease EL: +12.63% increase SED: +16.54% increase SWD: +21.30% increase

Goal Analysis [2024-25]

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

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

Goal 1: Provide a Safe and Nurturing Learning Environment
The overall implementation of Goal 1 was largely consistent with the district's commitment to ensuring a safe and nurturing learning environment, though some actions saw changes in scale or timing.

Action 1.1 (Counseling Services) was implemented as planned, marking a success in providing each school site with consistent access to counseling and wellness services. Certificated counselors and Social Emotional Learning Paraeducators supported students throughout the year, addressing ongoing social-emotional needs.

Action 1.2 (Nursing Services) experienced challenges due to staffing vacancies caused by employee leaves, which impacted service continuity. Additionally, a planned health initiative was not fully implemented, reducing the intended scope of service delivery.

Action 1.3 (Extracurricular Programs) faced challenges in full implementation. While athletic programs were provided, extracurricular activities beyond sports were not launched at the site level, limiting the opportunity to broaden student engagement.

Action 1.4 (Campus Safety and Connectedness) encountered challenges with delayed hiring and onboarding of a second Youth Development Officer. This affected the timeline for strengthening student supervision and campus connectedness; however, the position was eventually filled, allowing partial progress.

Action 1.5 (Administrative Intervention Services for Middle School and Attendance Clerks for Elementary Schools) was a success. The additional Assistant Principal at Liberty Middle School remained in place, and attendance clerks were successfully deployed at all elementary sites except Freedom Elementary, supporting improved monitoring of student attendance.

Action 1.6 (Community Day School) was partially implemented due to challenges with student enrollment. Bridges Academy Community Day School began the year without any enrolled students, reducing the need for staffing and other resources originally budgeted.

Despite some adjustments to implementation, the district made progress toward establishing a safe, supportive environment. Insights gained will inform refinements in planning and execution in the upcoming year.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services for Actions 1.1 or 1.5.

The following actions did have material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 – Nursing Services
Estimated actual expenditures were lower than budgeted due to staffing vacancies throughout the year resulting from employee leaves. Additionally, a planned health initiative was not fully implemented, contributing to the overall underspending in this action.

Action 1.3 – Extracurricular Programs
A material difference occurred under Action 1.3 due to an increase in the number of sports programs offered across the district. This expansion led to higher-than-anticipated costs related to coaching stipends, equipment, uniforms, referees, and transportation. Additionally, there was an increase in overall transportation expenses compared to original projections. Although there was significant growth in athletic offerings, extracurricular opportunities beyond sports—such as clubs and enrichment activities—were not implemented consistently across all sites. This contributed to an imbalance in access, but did not offset the material difference caused by the expanded sports programs and associated costs.

Action 1.4 – Campus Safety and Connectedness
A material difference occurred between the budgeted and estimated actual expenditures due to delays in hiring and onboarding the second Youth Development Officer. Although the position was ultimately filled, the later start date resulted in reduced salary and benefit costs for the year compared to what had been originally budgeted.

Action 1.6 – Community Day School

Estimated actual expenditures were materially lower than budgeted due to Bridges Academy Community Day School beginning the year without any students enrolled. As a result, the site required fewer personnel and support services than initially anticipated, leading to reduced costs.

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

All of the actions associated with Goal 1 were effective based on the metrics, except with regard to the metric on suspension rate.

Goal 1 focused on cultivating a safe and supportive learning environment and boosting student attendance, discipline, and overall school climate through targeted supports. To achieve this, the district strategically deployed dedicated personnel across all school sites, including counselors and social-emotional support staff (Action 1.1), as well as nurses (Action 1.2). Recognizing the importance of extracurricular engagement, the district broadened sports offerings (Action 1.3) for 5th and 6th graders at the elementary level and for 7th and 8th graders in middle school. While plans to expand non-sports extracurricular programs were not fully realized, the district introduced Campus Safety (Action 1.4) as a new priority in this LCAP cycle, leading to the placement of campus safety personnel at the middle school and the addition of another Youth Development Officer. Furthermore, an Assistant Principal for Academics and Behavior (Action 1.5) was continued at the middle school, and attendance clerks were assigned to each school to specifically address student attendance. Finally, Bridges Academy received tailored supplemental services (Action 1.6) to provide focused support at the community day school.

Over the past two years, these concerted efforts have yielded considerable progress in key areas of school climate, student engagement, and academic outcomes. However, despite these successes, persistent challenges demand our attention to guarantee equitable opportunities and a nurturing learning environment for every student. An examination of data related to attendance, chronic absenteeism, suspension and expulsion rates, perception surveys, and extracurricular participation reveals both the positive effects of the district's initiatives and the ongoing obstacles encountered by specific student populations.

Regarding attendance, the district demonstrated encouraging gains. The overall average daily attendance rate climbed from 93.78% in 2023 to 94.28% in 2024, with English Learners showing notable improvement as their average days absent decreased from 11.6 to 9.5. This suggests that the investment in additional resources and support, such as social-emotional staff and dedicated counselors, is beginning to yield positive results. Moreover, the chronic absenteeism rate decreased from 18.6% in 2023 to 16.6% in 2024, with significant reductions observed among English Learners and socioeconomically disadvantaged students, indicating that these supports are contributing to keeping more students consistently in school.

Perception data also reflects positive trends. Student satisfaction with school safety increased from 73.4% to 75.7%, and school connectedness rose significantly from 81.2% to 88.8%, suggesting that students feel more engaged and secure within their learning environments. Similarly, staff satisfaction with safety and connectedness reached high levels, pointing to a positive school climate fostered by recent investments in staff support. However, parent perceptions showed a slight decline, with safety ratings decreasing from 91.6% to 82% and connectedness from 93.4% to 83%. These decreases indicate a need for the district to enhance communication and engagement with families to address their concerns, even as students and staff report feeling more connected.

The district also achieved progress in reducing expulsion rates. The overall expulsion rate fell from 1.0% in 2023 to 0.5% in 2024, with particularly significant reductions for students with disabilities (from 2.7% to 0.3%) and homeless students (from 1.0% to 0.0%). This improvement highlights the effectiveness of the district's adoption of alternative disciplinary approaches and restorative practices. Conversely, suspension rates increased overall, notably for students with disabilities and foster youth. This suggests that while expulsions have been successfully reduced, suspensions remain a persistent challenge, especially for our most vulnerable student groups, requiring continued attention and targeted interventions.

Participation in athletic extracurricular activities also saw significant gains, especially among K-6 students. The sports participation rate increased from 30.52% in 2023 to 39.91% in 2024. This increase was particularly impactful for homeless students, whose participation surged from 14.29% to 37.50%, and for foster youth, who experienced a rise from 33.33% to 40%. These positive outcomes demonstrate the success of efforts to expand sports opportunities in engaging more students in physical and social activities beyond the regular curriculum. However, middle school participation presented a more complex picture. While the overall rate increased from 19.48% in 2023 to 38.14% in 2024, participation among foster youth in middle school declined from 20% to 0%, and homeless students also had a 0% participation rate. These trends indicate that middle school students, particularly those from at-risk backgrounds, continue to face significant barriers to accessing extracurricular activities. The district must ensure that middle school sports offerings are not only available but also truly accessible to all students, including those with disabilities and from disadvantaged backgrounds.

Despite the overall positive trends, significant challenges persist, particularly for homeless and foster youth students. The chronic absenteeism rate for homeless students rose from 37.6% in 2023 to 41.1% in 2024, and foster youth showed a concerning increase from 17.4% to 27.3%. These trends suggest that while district-wide attendance is improving, these vulnerable groups continue to face substantial obstacles to consistent school attendance, likely related to housing instability and other personal hardships. Similarly, while extracurricular participation increased for K-6 students, middle school participation remained critically low for foster youth and homeless students, underscoring the ongoing need for targeted outreach and support for these populations.

In conclusion, the district has made substantial progress in enhancing school climate, attendance, and student engagement through the implementation of various supports and interventions. The reduction in expulsion rates, the positive shifts in perception data, and the increased participation in extracurricular activities all highlight the positive impact of these initiatives. However, persistent challenges remain, particularly for homeless and foster youth students, who continue to experience higher rates of absenteeism and lower engagement in extracurricular activities. Moving forward, the district must prioritize addressing these disparities, ensuring that all students, especially those from vulnerable groups, have equitable access to the comprehensive range of opportunities and supports necessary for their academic, social, and emotional success.

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.

As a result of analyzing prior implementation and student outcome data, the district has made a key addition to the actions under Goal 1 for the coming year: the addition of a Board Certified Behavior Analyst (BCBA) using the Learning Recovery Emergency Block Grant Funds. This change is in direct response to persistent challenges related to attendance rates, chronic absenteeism, suspension rates, and expulsion rates, particularly among specific student groups such as foster youth, students with disabilities, and students experiencing homelessness.

The BCBA will work closely with site counseling teams and Social Emotional Learning paraeducators to support students with intensive behavioral and attendance-related needs, helping to proactively address the underlying causes of absenteeism and behavioral incidents that result in suspension or expulsion. In addition to direct student support, the BCBA will provide staff consultation, intervention planning, and professional development to strengthen Tier I and Tier II systems across the district.

This addition is designed to enhance the overall effectiveness of Action 1.1 (Counseling Services) and reinforce the district's multi-tiered system of support (MTSS), ensuring that both behavioral and attendance interventions are more proactive, data-informed, and equitable. This addition will result in an increase of $182,661 in Action 1.1.

No changes were made to the metrics or target outcomes themselves, but this strategic staffing enhancement is expected to accelerate progress toward those existing goals by increasing capacity for early intervention and holistic student support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Counseling Services	Provide counseling services and Social Emotional Support for TK-8 grade students. This action includes funds from the Learning Recovery Block Grant (LREBG). Specifically the funding for an additional Board Certified Behavioral Analyst Addresses: Metric 1.2 Chronic Absenteeism: (Schools with Red Indicators) Liberty Middle School SWD- 38.5% A detailed companion action can be found in Goal 1 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. Addresses: Metric 1.3 Suspension Rate: (District reds) Foster Youth - 8.7%, African American - 6.3%, American Indian - 7.4% (Schools with Red Indicators) Meadow Lane SED - 3.5%, Liberty Middle School SWD - 15.70%	$2,199,281.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A detailed companion action can be found in Goal 1 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding.		
1.2	Nursing Services	Provide nursing services, including 1 FTE (RN) registered nurses and 7 FTE (LVN) licensed vocational nurses This action includes funds from the Learning Recovery Block Grant (LREBG). Specifically the funding for an additional additional LVN. Addresses: Metric 1.2 Chronic Absenteeism: (Schools with Red Indicators) Liberty Middle School SWD- 38.5% A detailed companion action can be found in Goal 1 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding.	$1,156,400.00	Yes
1.3	Extra Curricular Programs	Offer after school sports and other extra-curricular programs at K-6 schools and 7-8 school. Addresses: Metric 1.2 Chronic Absenteeism: (Schools with Red Indicators) Liberty Middle School SWD- 38.5% A detailed companion action can be found in Goal 1 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. Addresses: Metric 1.3 Suspension Rate: (District reds) Foster Youth - 8.7%, African American - 6.3%, American Indian - 7.4% (Schools with Red Indicators) Meadow Lane SED - 3.5%, Liberty Middle School SWD - 15.70%	$109,526.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A detailed companion action can be found in Goal 1 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding.		
1.4	Campus Safety and Connectedness	Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school. 2 FTE Youth Development Officers and 2 FTE Campus Safety Personnel. Addresses: Metric 1.2 Chronic Absenteeism: (Schools with Red Indicators) Liberty Middle School SWD- 38.5% A detailed companion action can be found in Goal 1 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. Addresses: Metric 1.3 Suspension Rate: (District reds) Foster Youth - 8.7%, African American - 6.3%, American Indian - 7.4% (Schools with Red Indicators) Meadow Lane SED - 3.5%, Liberty Middle School SWD - 15.70% A detailed companion action can be found in Goal 1 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding.	$729,185.00	Yes
1.5	Attendance Supports	Provide Administrative Intervention Services for Middle School Pupils and provide Clerical Office Aides (Attendance Clerks) to the Elementary Schools. Addresses: Metric 1.2 Chronic Absenteeism: (Schools with Red Indicators) Liberty Middle School SWD- 38.5%	$387,542.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A detailed companion action can be found in Goal 1 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. Addresses: Metric 1.3 Suspension Rate: (District reds) Foster Youth - 8.7%, African American - 6.3%, American Indian - 7.4% (Schools with Red Indicators) Meadow Lane SED - 3.5%, Liberty Middle School SWD - 15.70% A detailed companion action can be found in Goal 1 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding.		
1.6	Community Day school	Provide supplemental services to the students at the community day school including; paraprofessionals, counselor, mentoring services, and Social Emotional Learning Paraprofessional.	$190,205.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maximize pupil achievement and success.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has chosen this goal because the Dashboard data indicates that some of our students are lagging behind the state average in ELA and math performance. Furthermore, the state data indicates a need to reduce and eliminate the variance between student groups which is to improve the performance of English learners, low income students and Hispanic students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 2 and 4: Implementation of State Standards and Pupil Achievement 2A. Implementation of the academic content and performance standards adopted by the state board 4A. Statewide Assessments CAASPP	CAASPP - ELA distance from proficiency (CA Dashboard) 2023: All Students - 10.6 Points Below Homeless - 49.3 Points Below English Learners - 62.3 Points Below Foster Youth - 67.5 Points Below	CAASPP - ELA distance from proficiency (CA Dashboard) 2024: All Students - 3.1 Points Below Homeless - 72.9 Points Below English Learners - 44.2 Points Below Foster Youth - 39.9 Points Below		CAASPP - ELA distance from proficiency (CA Dashboard) 2025-2026: All Students - 4.6 Points Below Homeless - 19.3 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below	CAASPP - ELA distance from proficiency (CA Dashboard): All Students: +7.5 Point increase Homeless: –23.6 Point decrease English Learners: +18.1 Point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELA distance from proficiency (CA Dashboard)	SED - 19.9 Points Below LTEL - 6.38% Met or Exceeded Standard (District Reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below Meadow Lane EL - 93.3 Points Below Meadow Lane SWD - 113.3 Points Below Liberty MS SWD - 88.5 Points Below	SED - 11.1 Points Below LTEL - 80.9 Points Below 3.64% Met or Exceeded Standard (District Reds) SWD - 87.6 Points Below (Red) (Schools with Red Indicators) Cinnamon EL - 40.4 Points Below (Yellow) Meadow Lane EL - 49.8 Points Below (Yellow) Meadow Lane SWD - 80.5 Points Below (Orange) Liberty MS SWD - 80.3 Points Below (Orange)		SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard (District Reds) SWD - 50.4 Points Below (Schools with Red Indicators) Cinnamon EL - 62.2 Points Below Meadow Lane EL - 63.3 Points Below Meadow Lane SWD - 83.3 Points Below Liberty MS SWD - 58.5 Points Below	Foster Youth: +27.6 Point increase SED: +8.8 Point increase LTEL: –2.74% decrease (District Reds) SWD- –7.2 Point decrease (Schools with Red Indicators) Cinnamon EL: +51.8 Point increase (Yellow) Meadow Lane EL: +43.5 Point increase (Yellow) Meadow Lane SWD: +32.8 Point increase (Orange) Liberty MS SWD: +8.2 Point increase (Orange)
2.2	Priority 2 and 4: Implementation of State Standards and Pupil Achievement 2A. Implementation of the academic content and performance standards adopted by the state board	CAASPP - Math distance from proficiency (CA Dashboard) 2023: All Students - 45.4 Points Below SED - 53.8 Points Below	CAASPP - Math distance from proficiency (CA Dashboard) 2024: All Students - 39.7 Points Below SED - 47.2 Points Below		CAASPP - Math distance from proficiency (CA Dashboard) 2025-2026: All Students - 25 Points Below SED - 33.8 Points Below	CAASPP - Math distance from proficiency (CA Dashboard): All Students: +5.7 Point increase SED: +6.6 Point (District Reds)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	4B. Statewide Assessments CAASPP Math distance from proficiency (CA Dashboard)	(District Reds) English Learners - 98.1 Points Below Foster Youth - 100.8 Points Below Homeless - 95.2 Points Below SWD - 116.3 Points Below LTEL - 0% Met or Exceeded Standard (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below Meadow Lane EL - 100 Points Below Meadow Lane SWD - 133.8 Points Below Liberty MS EL - 113 Points Below Liberty MS SWD - 153.5 Points Below	(District Reds) English Learners - 80.9 Points Below (Yellow) Foster Youth - 82.9 Points Below (Yellow) Homeless - 118.8 Points Below (Red) SWD - 111.3 Points Below (Orange) LTEL - 129.2 Points Below (Orange) 5.66% Met or Exceeded Standard (Schools with Red Indicators) Cinnamon EL - 40.4 Points Below (Yellow) Meadow Lane EL - 71.6 Points Below (Yellow) Meadow Lane SWD - 98.1 Points Below (Orange) Liberty MS EL - 98 Points Below (Orange) Liberty MS SWD - 150.5 Points Below (Orange)		(District Reds) English Learners - 68.1 Points Below Foster Youth - 90.8 Points Below Homeless - 65.2 Points Below SWD - 86.3 Points Below LTEL - 5% Met or Exceeded Standard (Schools with Red Indicators) Cinnamon EL - 75.5 Points Below Meadow Lane EL - 70 Points Below Meadow Lane SWD - 100.8 Points Below Liberty MS EL - 83 Points Below Liberty MS SWD - 123.5 Points Below	English Learners: +17.2 Point increase (Yellow) Foster Youth: +17.9 Point increase (Yellow) Homeless: -23.6 Point decrease (Red) SWD: +5.0 Point increase (Orange) LTEL - 129.2 Points Below no change (Orange) 5.66% Met or Exceeded Standard no change (Schools with Red Indicators) Cinnamon EL: +65.1 Point increase (Yellow) Meadow Lane EL: +28.4 Point increase (Yellow) Meadow Lane SWD: +35.7 Point increase (Orange) Liberty MS EL: +15.0 Point increase (Orange) Liberty MS SWD: +3.0 Point increase (Orange)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Priority 2 and 4: Implementation of State Standards and Pupil Achievement 2B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. 4E. Percentage of English learner students who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC) EL Progress Indicator (ELPI) (CA Dashboard)	English Learner Progress Indicator (ELPAC) 2023: English Learners - 50.6% Made Progress based on their ELPAC level (Schools with Red Indicators) Lemoore Elem - 40.5% Made Progress Percent of EL students who scored Well Developed (Level 4) on ELPAC - 16.85% Percent of LTEL students who scored Well Developed (Level 4) on ELPAC - 1.96%	English Learner Progress Indicator (ELPAC) 2024: English Learners - 51.6% Made Progress based on their ELPAC level (Schools with Red Indicators) Lemoore Elem - 59.7% Made Progress (Blue) Percent of EL students who scored Well Developed (Level 4) on ELPAC - 16.78% Percent of LTEL students who scored Well Developed (Level 4) on ELPAC - 5.45%		English Learner Progress Indicator (ELPAC)2026: English Learners - 54.6% Made Progress based on their ELPAC level (Schools with Red Indicators) Lemoore Elem - 45% Made Progress Percent of EL students who scored Well Developed (Level 4) on ELPAC - 19.85% Percent of LTEL students who scored Well Developed (Level 4) on ELPAC - 4.96%	English Learner Progress Indicator (ELPAC): English Learners: +1.0% Made Progress based on their ELPAC level (Schools with Red Indicators) Lemoore Elem: +19.2% Made Progress (Blue) Percent of EL students who scored Well Developed (Level 4) on ELPAC: – 0.07% decrease Percent of LTEL students who scored Well Developed (Level 4) on ELPAC: +3.49% increase
2.4	Priority 4: Pupil Achievement F. EL Reclassification Rate (Aeries)	EL Reclassification Rate 2023: 12.78% of EL students reclassified	EL Reclassification Rate 2024: 11.81% of EL students reclassified		EL Reclassification Rate 2025/2026: 15% of EL students reclassified	EL Reclassification Rate: 1.08% decrease of EL students reclassified

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Priority 1: Basic Services A. Teacher Credentialing	99% of teachers are appropriately assigned in 2023-2024. 93% (168/181) of teachers were fully credentialed in 2023/2024 fully credentialed (HR Department 4/18/24).	100% of teachers are appropriately assigned in 2024-2025. 93% (170/183) of teachers were fully credentialed in 2024/2025 (HR Department 5/16/25).		100% of teachers are appropriately assigned in 2025-2026. 95% of teachers will be fully credentialed in 2026/2027 fully credentialed	100% of teachers are appropriately assigned: +2 teachers, no change in percent of teachers who were fully credentialed
2.6	Priority 1: Basic Services B. Sufficient Access to Standards Aligned Materials Annual Textbook Resolution	100% of pupils are provided sufficient instructional materials (September 2023)	100% of pupils are provided sufficient instructional materials (September 2024)		100% of pupils are provided sufficient instructional materials (September 2026)	No change
2.7	Priority 1: Basic Services C. Facilities Maintained in Good Repair (FIT)	All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT). (Spring 2024)	All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT). (Spring 2025)		All facilities have a rating of "Good" as reported by the Facilities Inspection Tool (FIT). (Spring 2027)	No change
2.8	Priority 3: Parental Involvement Attendance at Parent-teacher Conferences Parent Survey Results	Parent Involvement 2023/2024: Parent teacher conference attendance is at 97%	Parent Involvement 2024/2025: Parent teacher conference		Parent Involvement 2026/2027: Parent teacher conference	Parent Involvement: Parent teacher conference attendance -0.32% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent Participation	37% of parents submitted the Parent Survey. DELAC averaged seven parents per meeting. Attendance at School Site Council (SSC) averaged 3 parents per site. Attendance at Parent Advisory Committee (PAC) averaged seven parents per a meeting. Parent representatives included students with exceptional needs, English Learners.	attendance is at 96.68% 12.78% of parents submitted the Parent Survey. DELAC averaged seven parents per meeting. Attendance at School Site Council (SSC) averaged 3 parents per site. Attendance at Parent Advisory Committee (PAC) averaged eight parents per a meeting. Parent representatives included students with exceptional needs, English Learners.		attendance is at 98% 40% of parents submitted the Parent Survey Attendance at DELAC averaged seven parents per meeting (Four Meetings). Attendance at School Site Council (SSC) averaged 4 parents per Attendance at Parent Advisory Committee (PAC) averaged ten parents per a meeting. Parent representatives included students with exceptional needs, English Learners (Four Meetings).	-24.22% decrease of parents submitted the Parent Survey. DELAC averaged seven parents per meeting, no change. Attendance at School Site Council (SSC) no change Attendance at Parent Advisory Committee (PAC) +1 increase of parents per meeting. Parent representatives included students with exceptional needs, English Learners, no change.
2.9	Priority 4: Pupil Achievement A. Statewide Assessments CAST	CAST - Science Met/Exceeded Standard (CAASPP) 2023: All Students - 19.76%	CAST - Science Met/Exceeded Standard (CAASPP) 2024:		CAST - Science proficiency levels (CAASPP) 2025-2026:	CAST - Science Met/Exceeded Standard (CAASPP):

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Science distance from proficiency (CA Dashboard)	English Learners - 2.30% Foster Youth - 21.6% SED - 17.08%	All Students - 22.2% English Learners - 0% Foster Youth - N/A% Fewer than 11 students SED - 20.40%		All Students - 25% English Learners - 8% Foster Youth - 27% SED - 23%	All Students: +2.44% increase English Learners: -2.30% decrease Foster Youth: N/A% Fewer than 11 students SED: +3.32% increase
2.10	Priority 4: Pupil Achievement B. A-G Pass Rate C. CTE D. CTE G. AP Pass Rate H. EAP	N/A	N/A		N/A	N/A

Goal Analysis [2024-25]

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

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

Goal 2: Maximize Pupil Achievement and Success
The implementation of Goal 2 reflected the district's continued focus on improving academic outcomes through targeted supports, staffing investments, and instructional infrastructure. While most actions were implemented as planned, a few saw adjustments in scope or cost.

Action 2.1 (Professional Development) was implemented as intended and was a success in delivering three additional professional development days that supported instructional improvement across the district. However, a challenge emerged with budgeting, as actual expenditures exceeded the allocation due to a miscalculation of the costs associated with salaries and benefits.

Action 2.2 (Technology Support for Innovative Programming) was a success in expanding support for one-to-one device access and increasing digital instructional needs. The addition of a second Information Technology Technician addressed these demands effectively, though it posed a challenge to the budget with higher-than-planned expenditures.

Action 2.3 (English Language Development Teachers and ELD Paraprofessionals) was a clear success, implemented as planned across all sites. The continued delivery of designated ELD instruction and paraprofessional support enhanced learning opportunities for English learners.

Action 2.4 (Maintaining Teacher Staffing Levels in Grades 4–6) achieved its goal of maintaining lower class size averages, marking a success in implementation. However, a challenge arose in the form of higher-than-anticipated costs due to staff turnover, with new hires entering at a higher salary step.

Action 2.5 (Physical Education Staff) was a success, providing continued release time for teacher collaboration and ensuring PE programming across sites. A staffing change led to lower personnel costs, allowing the action to be implemented under budget.

Action 2.6 (Additional Learning Opportunities – Field Trips) was a success, fully implemented as planned. Students participated in enriching off-campus learning experiences that supported broader instructional goals and student engagement.

Action 2.7 (School Libraries) was also a success, maintaining access to library staffing and resources across all school sites, supporting student literacy and research skills.

Taken together, these actions supported a comprehensive strategy to boost student achievement and engagement. Minor adjustments in staffing and spending were addressed without compromising the core objectives of the goal.

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

There were not material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services in Actions 2.3 English Language Development Teachers and Paraprofessionals, 2.6 Additional Learning Opportunities for students-Field Trips, or 2.7 Media Technology Support Specialists and Assistants, Library Techs.

The following actions did have material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 – Professional Development
Estimated actual expenditures exceeded the budgeted amount due to a calculation error in estimating the salaries and benefits costs associated with the three additional professional development days. This resulted in higher than anticipated personnel expenses for this action.

Action 2.2 – Technology Support for Innovative Programming
Estimated actual expenditures exceeded the budgeted amount due to the addition of a second Information Technology technician. This increased staffing cost resulted in higher than originally projected expenses for this action.

Action 2.4 – Maintaining Teacher Staffing Levels in Grades 4th–6th
Estimated actual expenditures exceeded budgeted amounts because some teachers who left the district were replaced by more costly teachers, leading to increased personnel expenses beyond initial projections.

Action 2.5 – Physical Education
This action was underspent due to a staffing change that resulted in two positions being filled by less expensive personnel than originally budgeted, lowering overall expenditures.

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

Overall, all of the actions in Goal 2 were effective based on the metrics associated with these actions.

Goal 2 centered on maximizing student achievement and success through strategic actions aimed at enhancing instruction, providing essential resources, and boosting student engagement. Key initiatives included Professional Development (Action 2.1), which provided three in-service days dedicated to teacher collaboration and professional growth. Technology Support (Action 2.2) ensured a one-to-one device ratio for students and added technology personnel to facilitate effective technology integration in the classroom. To support English Learners, ELD Teachers and Paraprofessionals (Action 2.3) were strategically deployed. Furthermore, maintaining lower class sizes (Action 2.4) in grades 4-6, with an average of 25-27 students, aimed to provide more individualized attention.

To bolster Physical Education (Action 2.5), release time was allocated for teacher team collaboration, thereby strengthening PE programs. The district also offered Additional Learning Opportunities (Action 2.6) through field trips designed to enrich the student experience. Finally, investments in School Libraries (Action 2.7) focused on both staffing and materials, with the goal of promoting literacy and ensuring access to resources for all students. Collectively, these actions were designed to cultivate an environment that fosters student achievement and success for every learner.

The California Assessment of Student Performance and Progress (CAASPP) results in English Language Arts (ELA) and Mathematics from 2023 to 2024 reveal both significant progress and persistent challenges in student achievement. In ELA, the average distance from the standard for All Students improved notably, shifting from 10.6 points below to just 3.1 points below. Socioeconomically Disadvantaged (SED) students demonstrated significant progress in narrowing their achievement gap by nearly nine points. English Learners (ELs) also showed substantial improvement, gaining over 18 points, although they still remain 44.2 points below the standard. Notably, Foster Youth made remarkable strides, improving by almost 28 points.

Despite this encouraging progress, certain student subgroups continue to experience persistent achievement gaps. Students with Disabilities (SWD) saw their distance from the standard increase from 80.4 to 87.6 points below, and Homeless students experienced a significant decline in performance, now falling 72.9 points below the standard. The Long-Term English Learner (LTEL) group remains a critical area of concern, with only 3.64% meeting or exceeding the standard, a decrease from 6.38% in the previous year.

In Mathematics, the district observed modest but positive improvement. All Students improved by approximately six points, moving from 45.4 to 39.7 points below the standard. SED students also showed gains, and both ELs and Foster Youth moved out of the lowest performance band with improvements exceeding 17 points. However, Homeless students regressed significantly to 118.8 points below the standard, while SWD remained at a very low performance level, improving only slightly to 111.3 points below. LTELs demonstrated the lowest performance in Mathematics, although their rate of meeting or exceeding the standard did increase from 0% to 5.66%.

The English Learner Progress Indicator (ELPI) indicates that 51.6% of ELs made progress on the English Language Proficiency Assessments for California (ELPAC) in 2024, a slight increase from 50.6% the previous year. However, the percentage of students achieving a Well Developed proficiency level (Level 4) remained relatively stable at approximately 16.78%, while the LTEL subgroup showed improvement, with the percentage meeting or exceeding the performance band rising from 1.96% to 5.45%. The EL Reclassification Rate experienced a slight decline, from 12.78% in 2023 to 11.81% in 2024, highlighting the ongoing need to focus on long-term language acquisition and support strategies.

In Science, as measured by the California Science Test (CAST), All Students showed improvement, with the percentage meeting or exceeding the standard increasing from 19.76% to 22.2%. SED students also demonstrated a gain of over 3 percentage points. However, performance among ELs declined to 0% meeting the standard in 2024, and while Foster Youth showed relatively strong outcomes in 2023, their 2024 results were not reported due to the small size of the student group.

Collectively, these achievement indicators demonstrate a system that is making tangible progress in elevating overall student performance, particularly for the general student population and certain high-need groups. Simultaneously, the data underscores persistent and, in some instances, widening achievement gaps for SWD, LTELs, and Homeless students. These subgroups will require intensified focus, differentiated instructional strategies, and consistent monitoring to ensure equitable progress.

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

As a result of reflecting on the implementation of Goal 2 and reviewing student performance data across key subgroups, two additional actions have been added for the upcoming year to strengthen coordination and targeted instructional support.

Action 2.8 – Coordination of Programs and Services was developed to provide 50% funding for the Assistant Superintendent's role in coordinating programs and services that directly impact English Learners, Foster Youth, and Socioeconomically Disadvantaged (SED) students. This change reflects a need for stronger cross-departmental alignment and more cohesive oversight of intervention programs, instructional initiatives, and compliance requirements. By allocating dedicated administrative capacity for this coordination, the district aims to improve program coherence, increase the effectiveness of services, and ensure that supports for these student groups are both responsive and equitable.

Action 2.9 – Instructional Paraprofessionals was added to expand the district's capacity to provide one-on-one and small-group academic support using Learning Recovery Emergency Block Grant (LREBG) funds. This addition is a direct response to student assessment data indicating that many students—particularly those in identified subgroups—require more intensive, targeted instruction to accelerate progress.

The use of instructional paraprofessionals will allow for greater instructional differentiation and individualized learning opportunities during core and intervention time, with a focus on foundational literacy and numeracy skills. This new action will result in an increased cost of $779,381.

These adjustments to Goal 2 are aligned with the district's commitment to closing achievement gaps and reflect an intentional effort to ensure that students who require the most support are receiving it in a timely and effective manner. While the overall goal and associated metrics remain unchanged, the addition of these two actions is intended to better position the district to meet its student outcome targets.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Provide three extra days for annual professional development for certificated and classified instructional staff in creating an maintaining a student-centered culture, implementing the PLC model (Working collaboratively to meet the needs of ALL students), and effective instruction in academics and social/emotional supports. Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency (District reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below, Meadow Lane SWD - 113.3 Points Below, Liberty MS SWD - 88.5 Points Below A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency (District reds) English Learners - 98.1 Points Below, Foster Youth - 100.8 Points Below, Homeless - 95.2 Points Below, SWD - 116.3 Points Below (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below, Meadow Lane EL - 100 Points Below, Meadow Lane SWD - 133.8 Points Below, Liberty MS EL - 113 Points Below, Liberty MS SWD - 153.5 Points Below	$320,916.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. This action addresses academics and behavioral supports for Foster Youth for Differentiated Assistance.		
2.2	Tech support for Innovative Programming	The district will continue to provide one-to-one devices for every student and the essential information technology staff to facilitate access to supplemental resources like iReady, Read Naturally, Star Reading, Star Math, Illuminate, etc. This investment is aimed at addressing the diverse learning needs of students in the 21st century. We have physical copies of our all of our textbooks for each one of our students and therefore our technology is supplemental and not a base service. Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency (District reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below, Meadow Lane SWD - 113.3 Points Below, Liberty MS SWD - 88.5 Points Below A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency (District reds) English Learners - 98.1 Points Below, Foster Youth - 100.8 Points Below, Homeless - 95.2 Points Below, SWD - 116.3 Points Below	$400,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(Schools with Red Indicators) Cinnamon EL - 105.5 Points Below, Meadow Lane EL - 100 Points Below, Meadow Lane SWD - 133.8 Points Below, Liberty MS EL - 113 Points Below, Liberty MS SWD - 153.5 Points Below A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding.		
2.3	English Language Development Teachers and Paraprofessionals	English Language Development (ELD) teachers and paraprofessionals will provide supplemental support for English language development and Long-Term English Learners (LTELs). Additionally, the ELD staff will participate in and offer professional development on various strategies to enhance classroom teachers' skills in supporting ELD students, with a particular focus on LTEL students and their language acquisition. Deploying English Language Development (ELD) teachers and ELD paraprofessionals to provide targeted support to English learners (ELs), with an emphasis on Long-Term English Learners (LTELs), and offering professional learning support to their classroom teachers can significantly enhance their academic performance, language proficiency, and overall educational outcomes. ELD teachers and paraprofessionals possess specialized expertise in language acquisition and instructional strategies designed specifically for EL students. This is a two-pronged strategy: not only can the ELD staff implement these strategies directly, but they can also provide these skills to instructional staff through professional development. By delivering targeted and differentiated instruction, they address the unique linguistic and academic needs of EL students in both ELA and math.	$1,584,681.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In order to target the unique needs of the district's LTEL students we will be increasing the number of ELD Paraprofessionals at the middle school. Currently the middle school only has one ELD paraprofessional assigned to the site while each elementary school currently has three. The staff will concentrate in the areas of Listening, Reading, and Writing skills with the LTELS at the middle school based on the needs identified through the ELPAC domains. The ELD teacher and paraprofessionals will offer supplemental support to classroom teachers serving English learners, delivering daily services in English language development and acquisition. Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency (District reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below, Meadow Lane SWD - 113.3 Points Below, Liberty MS SWD - 88.5 Points Below AA detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency (District reds) English Learners - 98.1 Points Below, Foster Youth - 100.8 Points Below, Homeless - 95.2 Points Below, SWD - 116.3 Points Below (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below, Meadow Lane EL - 100 Points Below, Meadow Lane SWD - 133.8 Points Below, Liberty MS EL - 113 Points Below, Liberty MS SWD - 153.5 Points Below A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. Addresses: Metric 2.3 Pupil Achievement Statewide Assessments ELPAC EL Progress Indicator (ELPI) (Schools with Red Indicators) Lemoore EL - 40.5 Made Progress		

Action #	Title	Description	Total Funds	Contributing
		A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding.		
2.4	Maintaining Teacher Staffing Levels in Grades, 4th-6th. (Average of 25-27 students)	The district is committed to maintaining staffing levels in grades 4 through 6, with average class sizes of approximately 25 to 27 students, even though the teacher contract allows for up to 32 students per class in these grades. This proactive approach ensures that students receive individualized attention and benefit from a learning environment conducive to their academic success. Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency (District reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below, Meadow Lane SWD - 113.3 Points Below, Liberty MS SWD - 88.5 Points Below A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency (District reds) English Learners - 98.1 Points Below, Foster Youth - 100.8 Points Below, Homeless - 95.2 Points Below, SWD - 116.3 Points Below (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below, Meadow Lane EL - 100 Points Below, Meadow Lane SWD - 133.8 Points Below, Liberty MS EL - 113 Points Below, Liberty MS SWD - 153.5 Points Below A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding.	$1,775,171.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding.		
2.5	Physical Education	Operate Physical Education program to include 5 Supplemental PE teachers that provide instruction to students in grades TK through six in order to provide grade level teachers collaborative team time. Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency (District reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below, Meadow Lane SWD - 113.3 Points Below, Liberty MS SWD - 88.5 Points Below A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency (District reds) English Learners - 98.1 Points Below, Foster Youth - 100.8 Points Below, Homeless - 95.2 Points Below, SWD - 116.3 Points Below (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below, Meadow Lane EL - 100 Points Below, Meadow Lane SWD - 133.8 Points Below, Liberty MS EL - 113 Points Below, Liberty MS SWD - 153.5 Points Below A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. This action addresses academics and behavioral supports for Foster Youth for Differentiated Assistance.	$597,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Additional Learning Opportunities for students-Field Trips	The district will arrange field trips for students of each grade level aligned with their respective content standards. Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency (District reds) SWD - 80.4 Points Below (Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below, Meadow Lane SWD - 113.3 Points Below, Liberty MS SWD - 88.5 Points Below A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP Math distance from proficiency (District reds) English Learners - 98.1 Points Below, Foster Youth - 100.8 Points Below, Homeless - 95.2 Points Below, SWD - 116.3 Points Below (Schools with Red Indicators) Cinnamon EL - 105.5 Points Below, Meadow Lane EL - 100 Points Below, Meadow Lane SWD - 133.8 Points Below, Liberty MS EL - 113 Points Below, Liberty MS SWD - 153.5 Points Below A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding.	$350,000.00	Yes
2.7	Media Technology Support Specialists and Assistants, Library Techs	School libraries are open during school hours and are supported with staff, books, periodicals, and technology including electronic books. Addresses: Metric 2.1 Pupil Achievement Statewide Assessments CAASPP ELA distance from proficiency (District reds) SWD - 80.4 Points Below	$711,592.00	Yes

Action #	Title	Description	Total Funds	Contributing
		(Schools with Red Indicators) Cinnamon EL - 92.2 Points Below, Meadow Lane EL - 93.3 Points Below, Meadow Lane SWD - 113.3 Points Below, Liberty MS SWD - 88.5 Points Below A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding. A detailed companion action can be found in Goal 2 in site SPSA for students who are in the red indicator who are not unduplicated and as such will not utilize supplemental and/or concentration funding.		
2.8	Coordination of Programs and Services	Coordination of Programs and Services	$132,754.00	Yes
2.9	Paraprofessional Support	Instructional paraprofessionals to accelerate progress to close learning gaps via one-on-one and small group learning supports. To accelerate progress and close persistent learning gaps for our most at-risk student groups, the district will employ instructional paraprofessionals to provide targeted one-on-one and small group academic support. This action will specifically address the needs of students, whose academic performance continues to reflect significant disparities when compared to overall student performance. Instructional paraprofessionals will work closely with classroom teachers to deliver aligned, responsive intervention, pre-teach critical concepts, and provide scaffolding during core instruction. This support will be strategically scheduled during designated intervention blocks and other targeted instructional periods to maximize student access and engagement. By deploying instructional paraprofessionals to deliver one-on-one and small group intervention, the district can offer pupils more immediate and tailored instructional feedback, scaffolded learning opportunities, and frequent checks for understanding—all of which are critical for closing skill gaps in literacy and numeracy. These smaller instructional settings allow	$779,381.00	No

Action #	Title	Description	Total Funds	Contributing
		paraprofessionals to focus on foundational skills and standards-aligned content that directly relate to academic areas, such as reading comprehension, vocabulary development, mathematical problem-solving, and reasoning. Moreover, paraprofessionals can support differentiated instruction based on formative assessments and teacher-identified needs, ensuring that unduplicated students receive the just-in-time instruction necessary to master grade-level content. This continuous, targeted support increases students' ability to access and perform successfully on assessments. This new action reflects a deepening commitment to equity by providing additional human capital where the academic need is greatest, with the goal of reducing the distance from standard and improving overall academic outcomes for these high-need student groups. The following metrics will be used to measure effectiveness of this action: Priority 4: Pupil Achievement A. Statewide Assessments Metric 2.1 CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard Metric 2.2 CAASPP - Math distance from proficiency All Students - 25 Points Below English Learners - 68.1 Points Below Foster Youth - 90.8 Points Below SED - 33.8 Points Below LTEL - 5% Met or Exceeded Standard		

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All pupils have access to broad range of courses.	Broad Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The district has chosen to prioritize this goal to ensure that students have a well-rounded education that includes science, social science, art/music and PE. In addition, according to our educational partners there was a desire for music education to expand into the primary grades.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 7: Course Access A. Pupil Access to Courses B. Programs and Services Unduplicated Students C. Programs and Services Unduplicated Students Site administration reports Master schedule in middle school SEIS Reports	100% of 4th - 8th grade students will receive social science and science instruction. 100% of 1 - 6th grade students will receive instruction in ELA, math, social science, science, art and P.E. 100% of 7 - 8th grade students will receive instruction in ELA, math, social science, science, P.E. and have access to fine arts	100% of 4th - 8th grade students will receive social science and science instruction. 100% of 1 - 6th grade students will receive instruction in ELA, math, social science, science, art and P.E. 100% of 7 - 8th grade students will receive instruction in ELA, math,		100% of 4th - 8th grade students will receive social science and science instruction. 100% of 1 - 6th grade students will receive instruction in ELA, math, social science, science, art and P.E. 100% of 7 - 8th grade students will receive instruction in ELA, math,	100% of 4th - 8th grade students will receive social science and science instruction, no change 100% of 1 - 6th grade students will receive instruction in ELA, math, social science, science, art and P.E., no change 100% of 7 - 8th grade students will receive instruction

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of unduplicated pupils received instruction in ELA, math, social science, science and P.E. 100% of unduplicated pupils in grades 1st-8th have access to art or fine arts instruction. 100% of English Learners will receive daily Designated English Language Development support. 100% of SDC and RSP students will receive appropriate special education, speech or health services, according to their IEPs. (2023/2024)	social science, science, P.E. and have access to fine arts 100% of unduplicated pupils received instruction in ELA, math, social science, science and P.E. 100% of unduplicated pupils in grades 1st-8th have access to art or fine arts instruction. 100% of English Learners will receive daily Designated English Language Development support. 100% of SDC and RSP students will receive appropriate special education, speech or health services, according to their IEPs.		social science, science, P.E. and have access to fine arts 100% of unduplicated pupils received instruction in ELA, math, social science, science and P.E. 100% of unduplicated pupils in grades 1st-8th have access to art or fine arts instruction. 100% of English Learners will receive daily Designated English Language Development support. 100% of SDC and RSP students will receive appropriate special education, speech or health services, according to their IEPs.	in ELA, math, social science, science, P.E. and have access to fine arts, no change 100% of unduplicated pupils received instruction in ELA, math, social science, science and P.E., no change 100% of unduplicated pupils in grades 1st-8th have access to art or fine arts instruction., no change 100% of English Learners will receive daily Designated English Language Development support, no change 100% of SDC and RSP students will receive

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(2024/2025)		(2026/2027)	appropriate special education, speech or health services, according to their IEPs, no change
3.2	Priority 8: Course Access A. Pupil outcomes Student Participation in Music Program (Aeries)	Music Education Participation Rates 2023/2024: 5th/6th Grade Music Rates: All students - 50.41% English Learners - 41.76% Foster Youth - 50.00% SED - 52.04% Homeless - 9.52% SWD - 41.7% 7th/8th Grade Music Rates: All students - 21.81% English Learners - 17.91% Foster Youth - 10.00% SED - 23.55% Homeless - 0% SWD - 10.8%	Music Education Participation Rates 2024/2025: 5th/6th Grade Music Rates: All students - 50.15% English Learners - 40.85% Foster Youth - 40% SED - 48.49% Homeless - 25% SWD - 46.74% 7th/8th Grade Music Rates: All students - 27.13% English Learners - 12.82% Foster Youth - o% SED - 25.89% Homeless - 7.69% SWD - 12.12%		Music Education Participation Rates 2025/206: 5th/6th Grade Music Rates: All students - 54% English Learners - 44% Foster Youth - 50% SED - 55% Homeless - 14.52% SWD - 44% 7th/8th Grade Music Rates: All students - 29% English Learners - 25% Foster Youth - 15% SED - 25% Homeless - 10% SWD - 16%	Music Education Participation Rates: 5th/6th Grade Music Rates: All students: -0.26% decrease English Learners: -0.91% decrease Foster Youth: -10.00% SED: -3.55% Homeless: -3.55% increase SWD: +5.04% increase 7th/8th Grade Music Rates: All students: +5.32% increase English Learners: -5.09% decrease Foster Youth: -10.00% decrease SED: +2.34% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless: +7.69% increase SWD: +1.32% increase

Goal Analysis [2024-25]

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

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

Goal 3: Ensure Students Have Access to a Broad Course of Study – Music Instruction

Action 3.1 (Music Instruction) was a success, fully implemented as planned during the 2024–2025 school year. The addition of a sixth music director was a strategic investment that expanded the district's capacity to deliver music instruction equitably across all elementary schools and the middle school. As a result, all 4th grade students received recorder instruction, and students in grades K–3 gained access to music education for the first time in several years. This expansion was a clear success in supporting student engagement, creativity, and access to a broad course of study aligned with the district's commitment to whole-child development.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services in Goal 3.

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

Action 3.1 was successful in that it expanded music education into the lower grades; however, the metrics associated with participation in grades 5 and 6 band remained relatively unchanged, while participation in grades 7 and 8 improved.

Goal 3 focused on ensuring students have access to a comprehensive range of courses, with Music Instruction (Action 3.1) serving as a key indicator. An analysis of participation data from 2023/2024 to 2024/2025 reveals both promising expansions and persistent equity challenges. The addition of a second music director enabled the district to broaden access to music instruction, particularly at the elementary level. Notably, all 4th-grade students received recorder instruction, and several additional grade levels (K–3) at each elementary site were introduced to music for the first time. This early exposure marks a significant step toward providing a well-rounded curriculum. While overall participation either improved or remained stable across most student groups—especially in grades 7–8—participation among certain

subgroups, most notably Foster Youth and English Learners, declined in specific areas, highlighting the critical need for more targeted and equitable outreach strategies.

In grades 5 and 6, overall student participation in music remained consistent, with a slight decrease from 50.41% to 50.15%. English Learners and Socioeconomically Disadvantaged (SED) students experienced minor reductions but maintained participation rates near or above the district average. Encouragingly, Students with Disabilities (SWD) showed a notable increase in participation, growing from 41.7% to 46.74%, and Homeless students demonstrated a significant improvement in outreach and access, with their participation jumping from 9.52% to 25%. However, participation among Foster Youth decreased from 50% to 40%, underscoring the necessity for more consistent support.

In grades 7 and 8, overall music participation saw a positive increase from 21.81% to 27.13%. SED students mirrored this positive trend with increased engagement. However, participation among English Learners declined from 17.91% to 12.82%, and Foster Youth participation dropped to 0%, both of which are concerning and indicate disparities in program accessibility. Homeless student participation increased slightly to 7.69%, while SWD participation rose from 10.8% to 12.12%, showing incremental progress.

Overall, the district's investment in music instruction has led to meaningful expansion and foundational exposure, particularly at the elementary level. To build upon this progress, focused and intentional efforts must be directed toward ensuring that middle school students, especially those from historically underserved groups, have equitable access to and can benefit from music education opportunities as they progress through the school system.

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.

At this time no goals, metrics, target outcomes or actions will be changed for the coming year based on our reflections on our implemented practices for the 24/25 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
3.1	Music Instruction	Operate music program that includes 6 music teachers that provide instruction. Along with an allocation of materials and supplies	$851,501.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2026, LUESD will improve the overall learning environment at Bridges Academy by reducing suspension and chronic absenteeism rates through the implementation of targeted supports addressing students' social-emotional and mental health needs. Specifically, the district aims to reduce: Chronic Absenteeism Rates to: All Students: 73% Hispanic: 75% Socioeconomically Disadvantaged (SED): 73% Suspension Rates to: All Students: 40% Hispanic: 35% Socioeconomically Disadvantaged (SED): 40%	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Bridges staff, students and parents convened to discuss the development of the focus goal as part of the Equity Multiplier funds. Bridges student were interviewed by the Bridges Administrative staff via 1:1 conversations. Parents were contacted and surveyed by phone due to the small number of students enrolled in the program. Staff including the teacher and paraprofessional support staff provided feedback to support the focus goal and action development. Suspensions, absences and conversations with students throughout the year influenced the decision on how to use the funding to meet the identified areas of student needs.

As such, the LEA has developed this goal to support the intent of the Equity Multiplier funds providing additional service supports for the diverse needs of students attending the Bridges Community Day School program. Social Emotional supports, mentoring and connections are vitally important to support reductions in suspensions, increase daily attendance, decrease chronic absenteeism and increase both academic and social emotional positive outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates (CA Dashboard)	Chronic Absenteeism rate 2023: All Students - 86.7% Hispanic - 84.6% SED - 86.7%	Chronic Absenteeism rate 2024: All Students - 72.7% Hispanic - N/A% Less than 11 students SED - N/A% Less than 11 students		Chronic Absenteeism rate 2026: All Students - 73% Hispanic - 75% SED - 73%	Chronic Absenteeism rate: All Students: -14% decrease Hispanic: N/A% Less than 11 students SED: N/A% Less than 11 students
4.2	Priority 6: School Climate A. Pupil Suspension Rates (CA Dashboard	Suspension rate 2023: All Students - 50% Hispanic - 42.1% SED - 50%	Suspension rate 2024: All Students - 42.9% Hispanic - 45.5% Less than 11 students SED - 50% Less than 11 students		Suspension rate 2026: All Students - 40% Hispanic - 35% SED - 40%	Suspension rate: All Students: -7.1% decrease Hispanic: +3.4% increase SED: No change

Goal Analysis [2024-25]

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

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

Goal 4: Provide a Positive, Safe, Secure, and Engaging Learning Environment that Supports Our Bridges Students' Social-Emotional and Mental Health Needs

Action 4.1 (Equity Multiplier – Bridges Academy Supports) was largely a success, with most planned components implemented to enhance the learning environment at Bridges Academy. Students benefitted from increased access to programs and resources designed to promote engagement, social-emotional growth, and hands-on learning. These included Soundtrap for Education, Lego Education, the Second Step Middle School curriculum, Circle T Ranch horse therapy, and cooking supplies. The implementation of these elements supported both academic and personal development, contributing positively to student well-being.

However, the action also faced challenges. Two planned components—the Urbanist Collective art program and the stackable washer and dryer—were not put into operation during the 2024–2025 school year due to unforeseen delays. While these omissions limited the full realization of the action's intent, the successfully implemented components still provided meaningful support and enrichment for 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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services in Goal 4.

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

Action 4.1 was effective based on the metrics of chronic absenteeism and suspension rates.

Goal 4 focused on cultivating a positive, safe, secure, and engaging learning environment at Bridges Academy that effectively addresses the social-emotional and mental health needs of its students. To achieve this, the district implemented (Action 4.1) Access to a Variety of Programs, Equipment, Materials, and Supplies. This initiative aimed to boost student engagement, encourage creativity, and support therapeutic growth through hands-on and responsive learning experiences.

The supports provided encompassed a range of resources, including Sound Trap for Education to nurture musical and digital creativity, Lego Education to foster collaboration and problem-solving skills, and the Second Step Middle School curriculum to develop emotional intelligence and interpersonal skills. Equine therapy sessions at Circle T Ranch offered students opportunities to build emotional regulation and trust through structured interactions with animals. Furthermore, the provision of cooking supplies facilitated real-world learning and the development of essential life skills, helping students build confidence and independence in practical settings.

An examination of outcome data from the past two years reveals both significant progress and areas requiring continued attention. Chronic absenteeism among Bridges students decreased substantially from 86.7% in 2023 to 72.7% in 2024, indicating early success in establishing a more engaging and responsive environment tailored to student needs. While the absenteeism rate remains high, this improvement represents a positive trend and suggests that the diverse programs and targeted supports are beginning to enhance school connectedness and promote more consistent daily attendance. Suspension rates also showed improvement, declining from 50% in 2023 to 42.9% in 2024. Although still elevated, this reduction suggests progress in addressing student behavior through preventive and therapeutic strategies, such as social-emotional learning and engaging, hands-on activities.

Challenges persist in ensuring a consistent impact across all student subgroups. Due to small population sizes, subgroup data were not reported in 2024, limiting a more in-depth analysis. Nevertheless, the overall positive trends in both chronic absenteeism and suspensions indicate that the comprehensive supports provided through Action 4.1 are beginning to positively influence the climate and outcomes for Bridges students. Continued investment in and refinement of these strategies will be crucial to sustain and accelerate these positive gains.

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.

At this time no goals, metrics, target outcomes or actions will be changed for the coming year based on our reflections on our implemented practices for the 24/25 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
4.1	Access to a variety of Programs, Equipment, and Materials and Supplies	Sound Trap for Education, Lego Education, Second Step Middle School, Circle T Ranch (Horse Therapy), Urbanist Collective (Art), Cooking Supplies, and Stackable Washer/Dryer. The Equity Multiplier focus goal and actions were influenced by our Bridges Academy students expressing that although they attend an alternative education program there is still a desire to create a sense of belonging, connections and have access to experiences like their peers at the comprehensive middle school campus. Both students and parents suggested having access to arts and other creative outlets such as empowering music expression with Soundtrap for education. They shared having access to experiences to support therapeutic social emotional support via equine therapy and other social emotional support staff would be helpful to meet their mental health needs. Many of the students expressed the reason they do not come to school is that they do not have clean clothes and it impacts their choice to come to school or not. This feedback influenced the decision to specifically teach life skills to our students by purchasing a washer and a dryer along with cooking resources so our students learn valuable life skills and how to successfully care for themselves. The feedback also influenced the purchase of items and experiences as noted below: Integrating Soundtrap into the curriculum can enhance the students' creativity and critical thinking skills. It provides a platform for them to explore music composition, audio editing, and podcasting, fostering a multidimensional approach to learning. Additionally, it caters to diverse learning styles, accommodating auditory learners and promoting inclusivity in the educational process.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Lego Education offers a hands-on learning experience that promotes problem-solving, collaboration, and spatial reasoning. By incorporating Lego sets into various subjects, students can grasp complex concepts in science, technology, engineering, and mathematics (STEM) through engaging activities. Moreover, it cultivates creativity and innovation, essential skills for success in the modern world. Second Step Middle School is an evidence-based social-emotional learning (SEL) program designed to support students' socio-emotional development. It equips them with essential skills such as empathy, self-awareness, and responsible decision-making, fostering positive relationships and a supportive school climate. By implementing this program, the school can address the holistic needs of students, promoting their academic success and well-being. Equine-assisted therapy at Circle T Ranch offers unique benefits for students' physical, emotional, and cognitive development. Interacting with horses can improve self-esteem, emotional regulation, and communication skills. It also provides opportunities for physical exercise and sensory stimulation, contributing to overall health and well-being. Integrating horse therapy into the school's offerings enriches the educational experience and provides alternative pathways for growth and healing. The Urbanist Collective provides a platform for students to explore artistic expression, creativity, and cultural identity. Art education enhances visual literacy, critical thinking, and problem-solving skills while fostering self-expression and confidence. By engaging with diverse artistic mediums and perspectives, students develop a deeper understanding of themselves and the world around them, enriching their educational experience and promoting cultural appreciation and inclusivity. Incorporating cooking supplies into the curriculum enables students to develop essential life skills such as meal planning, nutrition awareness, and culinary proficiency. Cooking activities promote teamwork, time management, and creativity while reinforcing academic concepts such as measurement, chemistry, and cultural studies. Moreover, learning to cook		

Action #	Title	Description	Total Funds	Contributing
		fosters independence and self-sufficiency, empowering students to make healthy choices and lead fulfilling lives beyond the classroom. Providing access to a washer and dryer on campus supports students and families by addressing basic needs and promoting hygiene and well-being. For some students, access to laundry facilities may be limited at home, leading to stress and embarrassment. By offering this resource, the school creates a supportive environment where students feel cared for and respected, reducing barriers to attendance and participation. By incorporating these resources into the community day school, the institution demonstrates a commitment to holistic education that addresses the diverse needs and interests of students, fosters their academic and socio-emotional growth, and prepares them for success in an ever-changing world. Students often have varying learning styles, and some may excel in auditory learning environments. Soundtrap for Education provides an avenue for these students to engage with curriculum material through audio-based activities, enhancing their comprehension and retention. It also allows for differentiated instruction, accommodating the diverse needs of learners within the classroom. Hands-on learning experiences with Lego sets cater to kinesthetic learners who thrive through tactile exploration. By incorporating Lego Education into the curriculum, the school addresses the needs of these students, allowing them to grasp abstract concepts in STEM subjects through concrete, interactive activities. Furthermore, collaborative Lego projects promote teamwork and communication skills, fostering a supportive learning environment. Adolescence is a critical period for socio-emotional development, and many students may struggle with issues such as peer pressure, self-esteem, and emotional regulation. Second Step Middle School provides targeted lessons and activities to support students in navigating these challenges, equipping them with essential skills for social and emotional well-being. By addressing these needs proactively, the school promotes a positive school climate and fosters academic success.		

Action #	Title	Description	Total Funds	Contributing
		Some students may face barriers to learning due to emotional or behavioral challenges. Equine-assisted therapy at Circle T Ranch offers a non-traditional approach to addressing these needs, providing students with opportunities for self-discovery, emotional expression, and personal growth. Interacting with horses fosters empathy, trust, and confidence, helping students develop coping strategies and resilience in the face of adversity. Art education transcends traditional academic subjects, catering to students' diverse interests and talents. The Urbanist Collective provides a space for creative expression, allowing students to explore their artistic potential and develop a sense of identity and belonging. Artistic endeavors promote self-confidence, problem-solving skills, and cultural awareness, meeting the holistic needs of students and nurturing their individual strengths. Learning to cook is a practical life skill with far-reaching benefits for students. By providing cooking supplies, the school empowers students to make healthy food choices, develop culinary proficiency, and gain independence in meal preparation. Access to cooking facilities also promotes family engagement, as students may share their newfound skills and knowledge with loved ones at home. For students facing socioeconomic challenges, access to laundry facilities can alleviate stress and promote dignity and well-being. By offering a stackable washer and dryer on campus, the school removes barriers to attendance and participation, ensuring that all students have the opportunity to focus on their education without worrying about basic needs. In summary, each of these resources addresses specific academic, socio-emotional, and practical needs of the students at the community day school, fostering a supportive and inclusive learning environment where all students can thrive and succeed. Because Bridges classes usually consist of only 4 to 12 students, it wouldn't be practical to offer these services exclusively to unduplicated		

Action #	Title	Description	Total Funds	Contributing
		students. Since the majority fall into this category, singling them out might inadvertently stigmatize them. Metrics for Action Priority 5: Pupil Engagement Chronic Absenteeism Attendance Rates: Hispanic - 75% SED - 73%% Priority 6: School Climate Pupil Suspension Rates: Hispanic - 35% SED - 40%		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$10,265,451	$1,197,701

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
31.979%	1.870%	$590,511.00	33.849%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Counseling Services **Need:** Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates Average Days Absent All Students - 11.1 English Learners - 11.6 Foster Youth - 9.5	Counselors and social emotional paraprofessionals play crucial roles in improving various aspects of education for English learners (EL), foster students (FY), and students who are socioeconomically disadvantaged (SED). Here's a summary of how they can positively impact key areas: Attendance: These professionals can provide targeted support to identify and address barriers to attendance, such as transportation issues, health	Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates Average Days Absent: All Students - 10 English Learners - 10.5 Foster Youth - 9 SED - 10.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED - 11.6 Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates All Students - 18.6% English Learners - 20% Foster Youth - 17.4% SED - 20.2% Metric 1.3 Priority 6: School Climate A. Pupil Suspension Rates All Students - 3.3% English Learners - 3.6% Foster Youth - 8.7% SED - 3.7% Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates All Students - 1% English Learners - 1.7% Foster Youth - 2.2% SED - 1.1% EL, FY, and SED students consistently exhibit higher rates of chronic absenteeism compared to the overall student population. This indicates a need for targeted support to address underlying factors contributing to absenteeism. By offering services tailored to the needs of these student groups, schools can work towards improving attendance rates and ensuring that all students have equal opportunities to benefit from education.	concerns, or family responsibilities. By building rapport and trust with students and families, they can encourage regular attendance through interventions tailored to individual needs. Suspensions and Expulsions: Counselors and social emotional paraprofessionals are adept at addressing underlying behavioral issues that may lead to disciplinary actions. Through counseling, conflict resolution techniques, and social skill development, they can help students navigate challenges, reduce incidents of disruptive behavior, and foster a positive school climate. Dropouts: By establishing supportive relationships with at-risk students, counselors and paraprofessionals can identify early warning signs of disengagement or academic struggles. Interventions such as academic tutoring, mentoring, and career counseling can help students stay on track to graduation and post-secondary success. School Safety: These professionals contribute to creating a safe and inclusive school environment by implementing proactive strategies for conflict resolution, bullying prevention, and crisis intervention. By promoting social-emotional learning and empathy, they help cultivate a culture of respect and mutual understanding among students and staff. School Connectedness: Counselors and social emotional paraprofessionals facilitate connections between students, families, and the school community by organizing outreach events, support	Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates Chronic Absenteeism rate: All Students - 9.6% English Learners - 11% Foster Youth - 8.4% SED - 11.2% Metric 1.3 Priority 6: School Climate A. Pupil Suspension Rates Suspension rate (District): All Students - 2.7% English Learners - 3.0% Foster Youth - 8.1% SED - 3.1% Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates Expulsion rate All Students - 0.5% English Learners - 0.85% Foster Youth - 1.1% SED - 0.55%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster youth notably experience significantly higher suspension rates compared to the overall student body. Additionally, EL and SED students also have slightly elevated suspension rates. This suggests that these student populations may face unique challenges related to behavior, adjustment, or socioemotional factors that contribute to disciplinary actions. Providing targeted counseling and social-emotional support services can help address underlying issues, reduce incidents of disruptive behavior, and promote positive behavior management strategies, thus improving overall school climate and student outcomes. Although expulsion rates are relatively low across all student groups, it's notable that EL, FY, and SED students still exhibit slightly higher rates compared to the overall student population. This underscores the importance of implementing proactive interventions and support services to prevent situations that may lead to expulsion. By addressing underlying behavioral and socioemotional needs, schools can mitigate the risk of more severe disciplinary actions and ensure that all students have the opportunity to learn and succeed in a safe and supportive environment. The absence of middle school dropouts among the student population is a positive indicator of student engagement and retention. However, it's essential to recognize that EL, FY, and SED students may still face	groups, and extracurricular activities. By fostering a sense of belonging and inclusion, they enhance students' engagement, motivation, and overall well-being. For EL, FY, and SED students who may face additional challenges related to language barriers, trauma, or socioeconomic disparities, the presence of dedicated professionals who understand their unique needs and cultural backgrounds is especially valuable. By providing targeted support and resources, counselors and social emotional paraprofessionals can help these students overcome obstacles, thrive academically, and reach their full potential. Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	challenges that could potentially lead to disengagement or dropout in later grades if not addressed proactively. By providing comprehensive counseling and social-emotional support services early on, schools can continue to promote student engagement, academic success, and positive outcomes throughout their educational journey. This proactive approach ensures that all students, including those from vulnerable populations, receive the necessary support to stay on track and achieve their educational goals. Survey results indicate varying levels of satisfaction among pupils, parents, and staff regarding safety and school connectedness. While overall satisfaction rates are relatively high, it's notable that pupil satisfaction with safety and school connectedness is lower compared to parents and staff. This suggests a potential gap in perceptions and experiences that may require attention, particularly among EL, FY, and SED students who may face additional barriers to feeling safe and connected within the school environment. By offering targeted counseling and social-emotional support services, schools can address concerns, build trust, and foster a sense of belonging among all students, thereby enhancing overall satisfaction levels and promoting a positive school climate conducive to academic success and well-being. **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.2	**Action:** Nursing Services **Need:** Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates Average Days Absent: All Students - 11.1 English Learners - 11.6 Foster Youth - 9.5 SED - 11.6 Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates All Students - 18.6% English Learners - 20% Foster Youth - 17.4% SED - 20.2% High rates of chronic absenteeism among EL, FY, and SED students indicate potential health-related barriers to attendance. Nursing services can address these barriers by providing preventive care, managing chronic illnesses, and offering timely interventions for health issues. By promoting student health and reducing absenteeism, nursing services contribute to increased engagement and academic success. While the middle school dropout rate is currently at 0%, it's essential to maintain this	Nursing services play a vital role in enhancing various aspects of education for English learners (EL), foster students (FY), and students who are socioeconomically disadvantaged (SED). Here's a summary of why nursing services would be beneficial in improving attendance, school safety, and school connectedness for these student groups: Attendance Improvement: Nursing services can address health-related barriers to attendance, such as chronic illnesses, injuries, and infectious diseases. By providing preventive care, managing chronic conditions, and offering timely interventions for health issues, nurses contribute to keeping students healthy and reducing absenteeism. This is particularly crucial for EL, FY, and SED students, who may face additional health challenges due to limited access to healthcare or socio-economic factors. School Safety Enhancement: Nurses play a key role in ensuring a safe and healthy school environment by implementing health protocols, managing medical emergencies, and promoting injury prevention strategies. They contribute to early detection and management of health-related safety concerns, such as allergies, asthma, and contagious diseases, thereby reducing risks and fostering a secure learning environment for all students, including EL, FY, and SED students. School Connectedness: Nursing services contribute to fostering a sense of connectedness	Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates Average Days Absent: All Students - 10 English Learners - 10.5 Foster Youth - 9 SED - 10.5 Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates Chronic Absenteeism rate: All Students - 9.6% English Learners - 11% Foster Youth - 8.4% SED - 11.2%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	positive trend. Nursing services play a preventive role by addressing health-related factors that could lead to disengagement or dropout in later grades. By promoting overall student well-being and providing support for physical and mental health needs, nursing services contribute to maintaining high levels of student engagement and retention. The survey results indicate varying levels of satisfaction with safety and school connectedness among pupils, parents, and staff. Nursing services contribute to creating a safe and healthy school environment by implementing health protocols, managing medical emergencies, and promoting injury prevention strategies. Additionally, nurses support overall well-being, fostering a sense of connectedness and support among students, parents, and staff. By addressing health-related concerns and promoting a positive school climate, nursing services enhance satisfaction levels and contribute to a supportive learning environment for all. In summary, nursing services are essential for addressing health-related barriers to attendance, promoting student well-being, and fostering a positive school climate. By providing comprehensive health care and support, nurses contribute to increased student engagement, academic success, and overall school satisfaction among EL, FY, and SED students, as well as the broader school community.	and support among students by providing compassionate care, health education, and promoting overall well-being. By offering a supportive and nurturing presence, nurses help students feel valued, cared for, and more engaged in their school community. This is particularly important for EL, FY, and SED students, who may benefit from additional support and resources to address their holistic needs and build positive relationships within the school environment. Overall, nursing services play a crucial role in addressing the health-related needs of EL, FY, and SED students, thereby contributing to improved attendance, enhanced school safety, and strengthened school connectedness. By providing comprehensive health care and support, nurses help create a conducive learning environment where all students can thrive academically, socially, and emotionally.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide. **Scope:** LEA-wide		
1.3	**Action:** Extra Curricular Programs **Need:** Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates Average Days Absent All Students - 11.1 English Learners - 11.6 Foster Youth - 9.5 SED - 11.6 Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates All Students - 18.6% English Learners - 20% Foster Youth - 17.4% SED - 20.2% Metric 1.3 Priority 6: School Climate A. Pupil Suspension Rates All Students - 3.3% English Learners - 3.6% Foster Youth - 8.7%	Sports and extracurricular programs offer numerous benefits that can significantly improve attendance and school connectedness for English learners (EL), foster students (FY), and students who are socioeconomically disadvantaged (SED). Attendance: Sports and extracurricular activities provide students with opportunities to engage in interests outside of the traditional classroom setting. For EL, FY, and SED students who may face academic or social challenges, these programs offer a chance to discover and cultivate talents, interests, and skills, thereby increasing their motivation to attend school regularly. Connectedness: Participation in sports teams, clubs, and other extracurricular activities fosters a sense of belonging and connectedness among students. EL, FY, and SED students who may feel marginalized or isolated can find a supportive community within these programs, where they can develop friendships, build relationships with peers and mentors, and feel valued as contributing members of the school community. In summary, sports and extracurricular programs play a crucial role in improving attendance and	Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates Average Days Absent 2022/2023: All Students - 10 English Learners - 10.5 Foster Youth - 9 SED - 10.5 Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates Chronic Absenteeism rate 2025-2026: All Students - 9.6% English Learners - 11% Foster Youth - 8.4% SED - 11.2% Metric 1.3 Priority 6: School Climate A. Pupil Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED - 3.7% The data indicates that EL, FY, and SED students exhibit lower attendance rates and weaker school connectedness compared to their peers. By participating in sports teams, clubs, and other extracurricular programs, students can develop a sense of belonging and purpose within the school community, leading to increased motivation to attend school regularly. Additionally, these activities promote teamwork, discipline, and time management skills, which are essential for academic success. Overall, involvement in sports and extracurricular activities can enhance the overall school experience for EL, FY, and SED students, leading to improved attendance and stronger connections to the school community. **Scope:** LEA-wide	school connectedness for EL, FY, and SED students by providing opportunities for engagement, fostering a sense of belonging, supporting academic success, developing life skills, and promoting cultural and social integration. By investing in these programs, schools can create a more inclusive and supportive environment where all students feel valued, motivated, and connected to their school community. Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.	Suspension rate (District): All Students - 2.7% English Learners - 3.0% Foster Youth - 8.1% SED - 3.1%
1.4	**Action:** Campus Safety and Connectedness **Need:** Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates Average Days Absent All Students - 11.1 English Learners - 11.6 Foster Youth - 9.5	Youth Development Officers (YDOs) and campus security personnel play vital roles in enhancing various aspects of education and student well-being, especially for English learners (EL), foster students (FY), and students who are socioeconomically disadvantaged (SED). Attendance Improvement: YDOs can work proactively to identify and address factors contributing to absenteeism among EL, FY, and SED students. By fostering relationships, providing	Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates Average Days Absent: All Students - 10 English Learners - 10.5 Foster Youth - 9 SED - 10.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED - 11.6 Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates All Students - 18.6% English Learners - 20% Foster Youth - 17.4% SED - 20.2% Metric 1.3 Priority 6: School Climate A. Pupil Suspension Rates All Students - 3.3% English Learners - 3.6% Foster Youth - 8.7% SED - 3.7% Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates All Students - 1% English Learners - 1.7% Foster Youth - 2.2% SED - 1.1% The involvement of Youth Development Officer (YDOs) and campus safety personnel is crucial in addressing the challenges faced by English learners (EL), foster students (FY), and students who are socioeconomically disadvantaged (SED), students in terms of attendance, suspensions, expulsions, dropout rates, and overall school safety and connectedness. Through proactive engagement and supportive practices, they	mentorship, and offering support services, they can encourage regular attendance and help students overcome barriers such as transportation issues, health concerns, or family responsibilities. Additionally, campus security personnel contribute to a safe and welcoming environment, which can positively influence attendance rates. Reduction in Suspensions and Expulsions: YDOs play a crucial role in promoting positive behavior and conflict resolution skills among students. By implementing restorative justice practices, providing social-emotional support, and facilitating mediation, they can help mitigate conflicts and reduce the likelihood of suspensions and expulsions. Additionally, campus security personnel contribute to maintaining a safe and orderly school environment, which can prevent situations that may lead to disciplinary actions. Prevention of Dropouts: YDOs offer mentorship, academic support, and guidance to students at risk of dropping out. By providing personalized interventions, connecting students with resources, and fostering a sense of belonging, they can help EL, FY, and SED students stay engaged and motivated to complete their education. Additionally, campus security personnel contribute to creating a supportive environment where students feel safe and connected, which can positively impact dropout rates. Enhanced School Safety: Campus security personnel play a crucial role in ensuring the physical safety and security of students, staff, and visitors. By implementing safety protocols,	Metric 1.2 Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates Chronic Absenteeism rate: All Students - 9.6% English Learners - 11% Foster Youth - 8.4% SED - 11.2% Metric 1.3 Priority 6: School Climate A. Pupil Suspension Rates Suspension rate (District): All Students - 2.7% English Learners - 3.0% Foster Youth - 8.1% SED - 3.1% Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates Expulsion rate All Students - 0.5% English Learners - 0.85% Foster Youth - 1.1% SED - 0.55%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	can help create an environment where all students have the opportunity to succeed. Improving Attendance Rates and Reducing Chronic Absenteeism: EL, FY, and SED students exhibit higher rates of chronic absenteeism compared to the overall student population. YDOs and campus safety personnel can collaborate with school administrators and support staff to identify barriers to attendance and implement targeted interventions. By building positive relationships with these students and their families, YDOs and campus safety personnel can address factors such as transportation issues or family responsibilities that may contribute to chronic absenteeism. Reducing Suspension and Expulsion Rates: Suspension and expulsion rates are disproportionately higher among EL, FY, and SED students. YDOs and campus safety personnel can implement restorative justice practices and conflict resolution techniques to address behavioral issues in a supportive manner. By fostering a culture of respect, understanding, and accountability, they can help create an environment where disciplinary actions are viewed as opportunities for learning and personal growth. Enhancing School Climate and Safety: While overall satisfaction rates regarding safety and	conducting regular patrols, and responding to emergencies, they create a secure learning environment conducive to academic success. YDOs also contribute to school safety by promoting positive behavior, fostering conflict resolution skills, and addressing underlying issues that may lead to safety concerns. Improved School Connectedness: YDOs foster a sense of belonging and connectedness among students by organizing extracurricular activities, leadership programs, and community engagement initiatives. By providing opportunities for students to build relationships, develop skills, and contribute to their school community, they enhance school connectedness and promote a positive school culture. Additionally, campus security personnel contribute to school connectedness by building rapport with students, serving as positive role models, and fostering a supportive atmosphere where students feel valued and respected. In summary, the presence of Youth Development Officers and campus security personnel can significantly impact attendance, suspensions, expulsions, dropouts, school safety, and school connectedness for EL, FY, and SED students. By providing support, guidance, and a safe learning environment, these professionals contribute to the overall well-being and academic success of students from diverse backgrounds. Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	school connectedness are relatively high among pupils, parents, and staff, disparities exist among different demographic groups. YDOs and campus safety personnel can actively engage with EL, FY, and SED students to ensure their concerns regarding safety and school connectedness are addressed. By facilitating open dialogue and collaboration among students, parents, staff, and community members, they can contribute to creating a more inclusive and welcoming school climate for all students. **Scope:** LEA-wide		
1.5	**Action:** Attendance Supports **Need:** Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates Average Days Absent All Students - 11.1 English Learners - 11.6 Foster Youth - 9.5 SED - 11.6 Metric 1.2	Due to decrease in ADA and increase in chronic absenteeism rates over the past few years, the need to ensure intense monitoring of attendance is crucial to the success of our students. Therefore, the addition of supplemental services in the utilization of attendance clerks is essential to progress monitoring daily attendance oversight. The attendance clerks, can significantly support English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED) in various aspects of their educational journey. Daily Attendance Monitoring and Support: A dedicated attendance clerk can closely monitor	Metric 1.1 Priority 5: Pupil Engagement A. School Attendance Rates Average Days Absent: All Students - 10 English Learners - 10.5 Foster Youth - 9 SED - 10.5 Metric 1.2 Priority 5: Pupil Engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Priority 5: Pupil Engagement B. Chronic Absenteeism Attendance Rates All Students - 18.6% English Learners - 20% Foster Youth - 17.4% SED - 20.2% Metric 1.3 Priority 6: School Climate A. Pupil Suspension Rates All Students - 3.3% English Learners - 3.6% Foster Youth - 8.7% SED - 3.7% Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates All Students - 1% English Learners - 1.7% Foster Youth - 2.2% SED - 1.1% A dedicated Assistant Principal, and dedicated attendance clerks would support English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED) in the areas of daily attendance, chronic absenteeism, dropouts, and school connectedness. Daily Attendance Monitoring and Support: Despite a relatively high overall attendance rate of 92.57%, there are specific subgroups such as EL, FY, and SED students who may	daily attendance records for EL, FY, and SED students. By identifying patterns of absenteeism early on, they can intervene promptly to address any underlying issues that may be affecting attendance, such as transportation barriers, health concerns, or family responsibilities. In addition, the assistant principal will work collaboratively with teachers, counselors, and support staff to implement targeted strategies aimed at improving daily attendance for these students. This may include personalized attendance plans, incentives for improved attendance, or connecting families with community resources to overcome attendance-related challenges. Addressing Chronic Absenteeism: Chronic absenteeism is a significant concern for EL, FY, and SED students, as indicated by the provided data. A dedicated school administrator can lead efforts to develop and implement comprehensive attendance improvement initiatives tailored to the specific needs of these student populations. By analyzing attendance data, identifying root causes of chronic absenteeism, and implementing evidence-based interventions, the team can work proactively to reduce absenteeism rates among EL, FY, and SED students. This may involve conducting home visits, providing academic and social-emotional support, and fostering partnerships with community organizations to address barriers to attendance.	B. Chronic Absenteeism Attendance Rates Chronic Absenteeism rate: All Students - 9.6% English Learners - 11% Foster Youth - 8.4% SED - 11.2% Metric 1.3 Priority 6: School Climate A. Pupil Suspension Rates Suspension rate (District): All Students - 2.7% English Learners - 3.0% Foster Youth - 8.1% SED - 3.1% Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates Expulsion rate All Students - 0.5% English Learners - 0.85% Foster Youth - 1.1% SED - 0.55%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	face challenges in consistently attending school. Addressing Chronic Absenteeism: Chronic absenteeism rates among EL, FY, and SED students are higher compared to the overall student population. The school administrator and assistant principal can lead efforts to implement targeted interventions aimed at reducing chronic absenteeism for these student groups. Preventing Dropouts: The middle school dropout rate is currently at 0%, indicating a positive trend in student retention. However, it's important to maintain efforts to prevent dropouts among EL, FY, and SED students as they transition to higher grades. Fostering School Connectedness: While overall satisfaction rates regarding school connectedness are relatively high among pupils, parents, and staff, it's essential to ensure that EL, FY, and SED students feel equally connected and supported within the school community. In summary, a dedicated school administrator, assistant principal, and attendance clerks play a crucial role in supporting EL, FY, and SED students in terms of daily attendance, chronic absenteeism, dropout prevention, and school connectedness. Through proactive monitoring, targeted interventions, and a commitment to fostering a supportive school climate, they can help ensure that all students have the	Preventing Dropouts: Dropout prevention requires a multifaceted approach that addresses academic, social, and emotional needs. The dedicated Assistant Principal can oversee dropout prevention programs and initiatives that specifically target EL, FY, and SED students. By providing individualized support, academic interventions, and mentoring opportunities, they can help these students stay engaged and connected to their education. Additionally, they can collaborate with school counselors to develop personalized graduation plans and pathways to success for students at risk of dropping out. Fostering School Connectedness: School connectedness plays a vital role in student engagement, motivation, and overall well-being. The dedicated Assistant principal and attendance clerks can work together to create a welcoming and inclusive school environment where EL, FY, and SED students feel valued and supported. They can organize school-wide events, clubs, and activities that promote positive relationships and a sense of belonging among all students. Additionally, they can facilitate regular communication with families, provide opportunities for student voice and leadership, and implement strategies to address cultural and linguistic diversity within the school community. In summary, the involvement of a dedicated Assistant Principal and attendance clerks are essential in supporting the unique needs of English learners, foster students, and	

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	opportunity to succeed academically and socially. **Scope:** LEA-wide	socioeconomically disadvantaged students in the areas of attendance, chronic absenteeism, dropouts, and school connectedness. Through proactive monitoring, targeted interventions, and a commitment to fostering a supportive school climate, they can help create an environment where all students have the opportunity to thrive academically and socially. Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.	
1.6	**Action:** Community Day school **Need:** Students enrolled in the community day school exhibit some of the most pressing needs concerning attendance and behavior within the entire student body. Furthermore, over the past year, there has been an increase in the expulsion rate from 0.5% to 1%. Notably, this rate was highest among English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED), with rates of 1.7%, 2.2%, and 1.1% respectively. **Scope:** Schoolwide	In a community day school setting where students who have been expelled attend, it's crucial to have a dedicated support staff to address the diverse needs of English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED). Here's a rationale for how each member of the support staff can contribute to supporting these students in various areas: A counselor can play a pivotal role in monitoring daily attendance and identifying patterns of chronic absenteeism among EL, FY, and SED students. They can work closely with families to address underlying issues contributing to absenteeism, provide support services, and connect them with community resources. The counselor can conduct individual and group counseling sessions to address behavioral issues, social-emotional challenges, and academic concerns that may lead to suspensions or dropouts. They can also develop personalized	Metric 1.4 Priority 6: School Climate B. Pupil Expulsion Rates Expulsion rate All Students - 0.5% English Learners - 0.85% Foster Youth - 1.1% SED - 0.55%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		intervention plans to support at-risk students and facilitate reintegration into the school community after disciplinary actions. The counselor can implement programs and initiatives aimed at promoting a positive school climate, fostering relationships, and enhancing students' sense of belonging and connectedness. They can provide social-emotional support, crisis intervention, and facilitate peer support groups to promote student well-being. Academic paraprofessionals can provide additional support to EL, FY, and SED students who may struggle academically, leading to disengagement and absenteeism. They can offer tutoring and personalized instruction to help students stay on track with their studies and feel motivated to attend school regularly. Additionally, they can collaborate with teachers to implement academic interventions and provide targeted support to students who are at risk of dropping out. The social/emotional paraprofessional can focus on addressing the social and emotional needs of EL, FY, and SED students, which may contribute to behavioral issues, suspensions, or dropouts. They can provide counseling, behavior management strategies, and social skills development to help students build resilience, regulate emotions, and make positive choices. Mentoring services can pair EL, FY, and SED students with supportive adult mentors who can serve as positive role models, advocates, and sources of encouragement. Mentors can provide	

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		guidance, encouragement, and practical support to help students navigate challenges, set goals, and develop the skills and confidence needed to succeed academically and socially. A supplemental staff comprising a counselor, academic paraprofessionals, a social/emotional paraprofessional, and mentoring services can play a vital role in addressing the complex needs of EL, FY, and SED students in a community day school setting. Through targeted interventions, individualized support, and fostering a positive school climate, they can help promote daily attendance, reduce chronic absenteeism, prevent suspensions and dropouts, enhance school safety, and strengthen school connectedness for all students.	
2.1	**Action:** Professional Development **Need:** It's evident that there are significant disparities in achievement among different student groups, particularly English learners (EL), foster youth (FY), and socioeconomically disadvantaged (SED) students, as compared to all students. On the CAASPP in ELA, English learners are 62.3 points below proficiency, foster youth are 67.5 points below, and SED students are 19.9 points below, in comparison to all students who are only 10.6 points below highlighting substantial achievement gaps compared to all students.	Extending professional development by three additional full days plays a pivotal role in fostering a healthy school culture, where the needs of students are prioritized, implementing the tenets of a Professional Learning Community (PLC), and enhancing instruction in academics and social-emotional learning (SEL) tailored specifically to the needs of English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED). This comprehensive approach is poised to result in improved outcomes on assessments such as the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). Here's how: Professional development can focus on strategies for creating a nurturing and inclusive learning	Priority 4: Pupil Achievement A. Statewide Assessments Metric 2.1 CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard Metric 2.2

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	In math, the disparity is even more pronounced, with English learners, foster youth, and SED students falling 98.1, 100.8, and 53.8 points below proficiency, respectively, in comparison to all students who are 45.3 points below underscoring the urgent need for targeted support. The EL Progress Indicator (ELPI) shows that 50.6% of English learners made progress on the English Language Proficiency Assessments for California (ELPAC). While this indicates some positive momentum, there's still a significant proportion of EL students who require additional support to reach proficiency. 12.78% of EL students have been reclassified, indicating that a large majority of EL students are still in need of language support services. This suggests a need for more effective language development programs and supports to accelerate language proficiency. Additionally, only 16.85% percent of EL students who scored Well Developed (Level 4) on ELPAC. In light of this data, professional development initiatives focusing on fostering a positive school culture, implementing Professional Learning Communities (PLCs), and enhancing instruction are crucial. These initiatives can address the specific needs of EL, SED, and FY students by:	environment where the well-being and success of every student are prioritized. This involves fostering trusting relationships, promoting a sense of belonging, and ensuring that students feel valued, respected, and supported. Educators can explore approaches for fostering positive behavior, providing meaningful feedback, and celebrating student achievements. By establishing clear expectations, building rapport with students, and creating a culture of mutual respect, educators can create a safe and supportive environment conducive to student growth and success. Professional development sessions can provide educators with the tools and resources needed to establish and effectively function as PLCs focused on improving outcomes for EL, FY, and SED students. This includes establishing a shared vision, setting collective goals, and collaboratively analyzing data to inform instructional decision-making. Educators can learn how to use collaborative team time to engage in collaborative inquiry, share best practices, and design targeted interventions to address the diverse needs of students. By working collaboratively and leveraging the collective expertise of the team, educators can ensure that every student receives the support and resources they need to succeed. Professional development can offer training and support in implementing evidence-based instructional practices that prioritize both academic	CAASPP - Math distance from proficiency All Students - 25 Points Below English Learners - 68.1 Points Below Foster Youth - 90.8 Points Below SED - 33.8 Points Below LTEL - 5% Met or Exceeded Standard Metric 2.3 EL Progress Indicator (ELPI) English Learners - 54.6% Made Progress ELPAC Percent of EL students who scored Well Developed (Level 4) on ELPAC - 19.85% Metric 2.4 Priority 4: Pupil Achievement F. EL Reclassification Rate 15% of EL students reclassified

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	Cultivating a Positive School Culture will empower educators to create an inclusive and supportive environment where all students feel valued and motivated to succeed. Educators can collaborate within PLCs to analyze student data, share best practices, and develop targeted interventions to address the achievement gaps among EL, SED, and FY students. Professional Development on improving instruction will equip educators with evidence-based instructional strategies tailored to the diverse needs of EL, SED, and FY students, focusing on effective lesson design and delivery, language development, and social emotional learning. By connecting PD initiatives to culture, PLCs, and instruction, educators can create a comprehensive approach to address the achievement disparities and ensure that all students have the support and resources they need to succeed academically. **Scope:** LEA-wide	achievement and social-emotional development. This includes strategies for differentiating instruction, integrating SEL competencies into daily lessons, and providing targeted support for EL students. Educators can explore ways to embed SEL instruction within academic content, promote a growth mindset, and foster a culture of resilience and perseverance. By addressing the academic and social-emotional needs of students holistically, educators can create a supportive learning environment where all students feel empowered to reach their full potential. Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.	
2.2	**Action:** Tech support for Innovative Programming **Need:** The data provides insights into significant disparities in pupil achievement across various	Implementing one-to-one electronic devices along with robust IT support can significantly benefit English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED) in several ways, leading to improved outcomes in	Priority 4: Pupil Achievement A. Statewide Assessments Metric 2.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged (SED) students. In both English Language Arts (ELA) and Math assessments, English Learners exhibit considerable distance from proficiency on the CAASPP. Specifically, English Learners are 62.3 points below proficiency in ELA and 98.1 points below proficiency in Math. Similarly, Foster Youth and SED students also demonstrate notable gaps, with scores ranging from 67.5 to 100.8 points below proficiency. These findings underscore the challenges faced by these student groups in accessing and mastering academic content, which may be exacerbated by factors such as language barriers, socio-economic disadvantages, and limited support structures. Moreover, the data reveals that only 12.78% of English Learners have been reclassified, indicating ongoing challenges in language acquisition and academic integration. Additionally, while 50.6% of English Learners have made progress in English Language Proficiency. Additionally, only 16.85% percent of EL students who scored Well Developed (Level 4) on ELPAC. There remains a significant portion of students who may require additional support to achieve proficiency. Given these disparities, providing one-to-one electronic devices emerges as a crucial intervention. Electronic devices can serve as	ELA and math CAASPP scores, ELPI rates, and EL redesignation rates. One-to-one electronic devices ensure that every student, regardless of their socioeconomic background, has access to technology both at school and at home. This levels the playing field for EL, FY, and SED students who may not have access to technology resources outside of school. With equitable access to electronic devices, these students can engage in digital learning resources, online tutorials, and educational apps that support their language and math skills development. One-to-one electronic devices facilitate personalized learning experiences tailored to the individual needs of EL, FY, and SED students. Educational software and digital platforms can provide adaptive learning pathways, interactive tutorials, and multimedia resources that cater to diverse learning styles and language proficiency levels. This allows students to progress at their own pace, receive immediate feedback, and access supplemental materials to reinforce their understanding of ELA and math concepts. Electronic devices can offer built-in language support features such as translation tools, text-to-speech, and bilingual dictionaries, which are particularly beneficial for EL students. These tools can help EL students access instructional materials in their native language, develop their English proficiency, and comprehend academic content more effectively. By providing language scaffolds and accommodations, electronic devices	CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard Metric 2.2 CAASPP - Math distance from proficiency All Students - 25 Points Below English Learners - 68.1 Points Below Foster Youth - 90.8 Points Below SED - 33.8 Points Below LTEL - 5% Met or Exceeded Standard Metric 2.3 EL Progress Indicator (ELPI) English Learners - 54.6% Made Progress ELPAC Percent of EL students who scored Well Developed (Level 4) on ELPAC - 19.85%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	essential tools to facilitate distance learning, personalized instruction, and access to digital resources, particularly for students who may face barriers to traditional learning environments. **Scope:** LEA-wide	empower EL students to participate more fully in ELA and math instruction and assessments. With one-to-one electronic devices, learning extends beyond the traditional classroom hours. Students can access educational resources, collaborate with peers, and complete assignments remotely, fostering independent learning and self-directed study habits. This is especially advantageous for FY and SED students who may face barriers to accessing additional academic support outside of school hours. By providing round-the-clock access to learning materials, electronic devices promote continuous learning and academic growth. Robust IT support ensures that students and teachers receive timely assistance with technical issues, software troubleshooting, and device maintenance. This is crucial for EL, FY, and SED students who may lack access to technical support at home. By addressing technology-related barriers and providing ongoing assistance, IT support staff enable seamless integration of electronic devices into teaching and learning practices, maximizing the benefits for all students. Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide. We have physical copies of our all of our textbooks for each one of our students and therefore our technology is supplemental and not a base service.	Metric 2.4 Priority 4: Pupil Achievement F. EL Reclassification Rate 15% of EL students reclassified

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2.4	**Action:** Maintaining Teacher Staffing Levels in Grades, 4th-6th. (Average of 25-27 students) **Need:** The data reveals substantial disparities in CAASPP scores among different subgroups. English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students consistently score below proficiency levels in both English Language Arts (ELA) and math compared to the overall student population. Specifically, EL students are 62.3 points below proficiency in ELA and 98.1 points below in math, whereas the average distance from proficiency for all students is 10.6 points in ELA and 45.4 points in math. Additionally, FY students are 67.5 points below proficiency in ELA and 100.8 points below in math. SED students are 19.9 points below proficiency in ELA and 53.8 points below in math. Smaller class sizes provide an opportunity for more targeted instruction and individualized support, allowing teachers to address the specific academic needs and challenges of EL, FY, and SED students more effectively. With fewer students to manage, teachers can allocate more time and attention to each student, potentially narrowing the achievement gaps observed in standardized assessments. The EL Progress Indicator (ELPI) data indicates that only 50.6% of EL students have	Implementing smaller class sizes in grades 4th through 6th can yield substantial benefits for English learners (EL), foster students (FY), and socioeconomically disadvantaged students (SED), leading to improved outcomes in ELA, math, and language acquisition, particularly on the CAASPP and ELPAC tests. Smaller class sizes allow teachers to provide more personalized attention to each student. With fewer students to manage, teachers can address the individual learning needs and academic challenges of EL, FY, and SED students more effectively. This personalized approach enables teachers to tailor instruction to the diverse needs and learning styles of students, providing targeted support and interventions to address language acquisition, math proficiency, and literacy skills. Smaller class sizes foster a more conducive learning environment where students feel valued, supported, and actively engaged in the learning process. With fewer distractions and disruptions, EL, FY, and SED students are better able to focus on classroom instruction and participate meaningfully in academic activities. Increased student engagement leads to greater motivation, participation, and investment in learning, which can positively impact performance on standardized assessments such as the CAASPP and ELPAC tests. Research has shown that smaller class sizes are associated with improved academic achievement across subject areas. EL, FY, and SED students	Priority 4: Pupil Achievement A. Statewide Assessments Metric 2.1 CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard Metric 2.2 CAASPP - Math distance from proficiency All Students - 25 Points Below English Learners - 68.1 Points Below Foster Youth - 90.8 Points Below SED - 33.8 Points Below LTEL - 5% Met or Exceeded Standard Metric 2.3 EL Progress Indicator (ELPI) English Learners - 54.6% Made Progress

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	made progress in English language proficiency. Additionally, only 16.85% percent of EL students who scored Well Developed (Level 4) on ELPAC. Smaller class sizes offer a conducive environment for language development, where EL students have increased opportunities for meaningful interaction, language practice, and engagement with academic content. With smaller class sizes, teachers can implement language-rich instructional strategies, provide targeted language support, and facilitate peer interactions that promote English language acquisition and linguistic proficiency among EL students, leading to improved outcomes on assessments such as the ELPAC. The reclassification rate for EL students is relatively low, with only 12.78% of EL students reclassified. Smaller class sizes can facilitate more intensive language support and academic intervention tailored to the needs of EL students, which is crucial for meeting reclassification criteria. In smaller classes, EL students can receive more focused attention from teachers, participate in language-focused activities, and receive targeted feedback on language development tasks, thereby accelerating their progress toward English proficiency and increasing the likelihood of reclassification.	benefit from the opportunity to receive more frequent feedback, individualized instruction, and academic support from their teachers. In smaller classes, EL, FY, and SED students have greater opportunities to actively participate in classroom discussions, collaborate with peers, and engage in hands-on learning activities. This increased interaction promotes language development, critical thinking skills, and content mastery. By fostering a supportive and inclusive classroom environment, smaller class sizes encourage EL, FY, and SED students to take risks, ask questions, and express their ideas more freely, leading to deeper understanding and retention of academic content. Smaller class sizes have been shown to narrow achievement gaps between student subgroups, including EL, FY, and SED students, and their peers. By providing equitable access to quality instruction and individualized support, smaller classes can help mitigate the effects of socioeconomic disadvantage and foster greater academic equity. Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.	ELPAC Percent of EL students who scored Well Developed (Level 4) on ELPAC - 19.85% Metric 2.4 Priority 4: Pupil Achievement F. EL Reclassification Rate 15% of EL students reclassified

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	Scope: LEA-wide		
2.5	**Action:** Physical Education **Need:** Collaborative grade-level team time (PLC Time) is crucial for fostering a supportive and effective learning environment, especially for Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED) students. This collaborative approach allows teachers to work together to address the specific needs of these student populations, leading to enhanced educational outcomes in English Language Arts (ELA), math, and language acquisition. Collaborative team time enables teachers to analyze student performance data collectively. For example, CAASPP ELA scores show that EL students are 62.3 points below proficiency, FY students are 67.5 points below proficiency, and SED students are 19.9 points below proficiency, compared to the overall student average of 10.6 points below proficiency. In math, the disparities are even more pronounced, with EL students 98.1 points below proficiency, FY students 100.8 points below, and SED students 53.8 points below, compared to an overall average of 45.4 points below proficiency. By focusing on these metrics, teachers can identify areas of need and develop targeted interventions to help students achieve proficiency in both ELA and	Collaborative grade-level team time, structured as professional learning communities (PLCs), is essential for enhancing educational outcomes for Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED) students. This collaborative approach allows teachers to share insights, develop targeted strategies, and provide consistent support, significantly benefiting these students in English Language Arts (ELA), math, and language acquisition. Collaborative team time allows teachers to analyze student performance data together. CAASPP ELA scores indicate that EL students are 62.3 points below proficiency, FY students are 67.5 points below proficiency, and SED students are 19.9 points below proficiency. In math, EL students are 98.1 points below proficiency, FY students are 100.8 points below, and SED students are 53.8 points below, compared to the overall student average of 45.4 points below proficiency. By examining these data points, teachers can identify specific areas where students need the most help and create targeted interventions to address these gaps. Teachers can share successful strategies for teaching ELA and math to EL, FY, and SED students. For instance, they can discuss effective methods for differentiating instruction to cater to diverse learning needs. This is particularly important given the significant proficiency gaps.	Priority 4: Pupil Achievement A. Statewide Assessments Metric 2.1 CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard Metric 2.2 CAASPP - Math distance from proficiency All Students - 25 Points Below English Learners - 68.1 Points Below Foster Youth - 90.8 Points Below SED - 33.8 Points Below LTEL - 5% Met or Exceeded Standard

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	math. This data-driven approach ensures that instruction is tailored to help all students, particularly those struggling the most. Teachers can share effective strategies for teaching ELA and math to EL, FY, and SED students. For instance, they can exchange techniques for differentiating instruction to meet diverse learning needs, which is essential given the proficiency gaps. By collaborating, teachers can refine their methods to better support these students' academic growth in both subjects. Through regular meetings, teachers can coordinate efforts to provide consistent support across subjects and grade levels. This is particularly important for EL students, 50.6% of whom are making progress on the ELPAC, and for increasing the reclassification rate, which is currently 12.78%. Additionally, only 16.85% percent of EL students who scored Well Developed (Level 4) on ELPAC. Consistent support helps reinforce skills across different contexts, enhancing overall academic performance in ELA, math, and language acquisition. Collaborative team time provides opportunities for professional development focused on equity and inclusion. Teachers can engage in training sessions that enhance their skills in supporting diverse learners. This ongoing professional development helps teachers stay current with best practices in ELA, math, and language instruction.	Sharing best practices helps teachers implement more effective instructional methods, enhancing student learning and achievement in ELA and math. Regular collaborative meetings enable teachers to provide consistent support across subjects and grade levels. This is particularly important for EL students, of whom only 50.6% are making progress on the ELPAC, and for increasing the reclassification rate, currently at 12.78%. Consistency in support helps reinforce learning and skills across different contexts, improving overall academic performance in ELA, math, and language acquisition. Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.	

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	Collaborative grade-level team time is essential for improving the educational outcomes of Foster Youth, English Learners, and Socioeconomically Disadvantaged students. By enabling data-driven instruction, sharing best practices, and providing coordinated support, collaborative efforts help address the academic needs of these students in ELA, math, and language acquisition. Finally, promoting equitable instructional practices and engaging in professional development ensure that all students have access to high-quality, inclusive education. This collaborative approach fosters a supportive learning environment where all students can thrive and improve their performance on metrics such as the CAASPP and ELPAC. **Scope:** LEA-wide		
2.6	**Action:** Additional Learning Opportunities for students-Field Trips **Need:** The data reveals substantial disparities in CAASPP scores among different subgroups. English Learners (EL), Foster Youth (FY), and Socioeconomically Disadvantaged (SED) students consistently score below proficiency levels in English Language Arts (ELA)	Field trips provide students with real-world experiences that bring ELA concepts to life. For example, visiting a historical site can make a history lesson more engaging, which can then translate into improved reading comprehension and retention when students read related texts. This is particularly beneficial for EL students, who are currently 62.3 points below proficiency in the CAASPP ELA, and Foster Youth, who are 67.5 points below proficiency. Engaging, hands-on experiences can help bridge these gaps.	Priority 4: Pupil Achievement A. Statewide Assessments Metric 2.1 CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to the overall student population. Specifically, EL students are 62.3 points below proficiency in ELA, while the average distance from proficiency for all students is 10.6 points. Additionally, FY students are 67.5 points below proficiency in ELA, and SED students are 19.9 points below. Field trips, offer significant educational and developmental benefits, particularly for Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED) students. These experiences are crucial in leveling the playing field and providing equitable educational opportunities for these vulnerable student groups. Field trips provide hands-on, real-world experiences that enhance the comprehension of classroom subjects. For EL students, experiencing concepts in context can significantly improve language acquisition and retention. For example, a trip to a science museum can bring textbook lessons to life, making abstract concepts more tangible and easier to understand. This is particularly important given that English Learners are currently 62.3 points below proficiency in the CAASPP ELA, and Foster Youth are 67.5 points below, compared to the overall student average of 10.6 points below proficiency. For FY and SED students, who may face instability or limited resources at home, field trips can be incredibly motivating. They provide a break from routine and an exciting	Exposure to new environments and experiences expands students' vocabulary and gives them new topics to write about. After a field trip, students can be tasked with writing essays or reports about their experiences, thereby enhancing their writing skills. This direct application of ELA skills in a meaningful context can boost proficiency levels. Field trips can make learning more enjoyable and relevant, increasing student engagement and motivation. This is crucial for all students, especially those from disadvantaged backgrounds. Higher engagement often leads to improved attendance and participation, which are key factors in academic success. For EL students, field trips provide immersive language experiences that are crucial for language acquisition. Being in different settings where they must use English to communicate, ask questions, and follow instructions helps reinforce their language skills in practical, real-life contexts. This can contribute to the 50.6% of EL students who are making progress on the ELPAC and potentially increase the EL reclassification rate from 12.78%. Field trips expose students to new vocabulary in context, which is more effective than learning words in isolation. For instance, a trip to a science museum can introduce scientific terminology, while a visit to a historical site can provide historical and cultural vocabulary. Learning words in context helps with better retention and understanding.	Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard\ Metric 2.3 EL Progress Indicator (ELPI) English Learners - 54.6% Made Progress ELPAC Percent of EL students who scored Well Developed (Level 4) on ELPAC - 19.85% Metric 2.4 Priority 4: Pupil Achievement F. EL Reclassification Rate 15% of EL students reclassified

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	way to learn, which can reignite a passion for education and improve overall academic engagement. Considering that SED students are 19.9 points below proficiency in the CAASPP ELA, enhancing engagement through field trips could contribute to closing this achievement gap. SED students often lack access to cultural, scientific, and historical institutions due to financial constraints. Field trips bridge this gap, offering them exposure to new environments and resources they might not otherwise encounter, thus broadening their horizons and educational experiences. For EL students, field trips can provide valuable cultural experiences that enhance their understanding of their new environment and foster a sense of belonging. Visiting local historical sites, cultural institutions, or community events helps them connect with their new community and understand its cultural norms and values. This is crucial given that only 50.6% of English Learners made progress on the ELPAC English Learner Progress Indicator (ELPI), and just 12.78% of EL students were reclassified. Additionally, only 16.85% percent of EL students who scored Well Developed (Level 4) on ELPAC. SED and FY students often have fewer opportunities for enrichment activities compared to their peers. Field trips ensure that all students, regardless of their socio-economic background, have access to the	Given that more than 80% of the district's student population consists of unduplicated students, it would be impractical not to extend the services district-wide.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	same high-quality educational experiences. This promotes equity and helps to close the achievement gap. Field trips are an essential component of an equitable and comprehensive education system, particularly for Foster Youth, English Learners, and Socioeconomically Disadvantaged students. They provide enriched learning experiences, enhance social and emotional development, and promote equity and inclusion. By investing in field trips, schools can ensure that all students have the opportunity to thrive academically, socially, and emotionally, helping them reach their full potential and improve their performance on metrics such as the CAASPP and ELPAC. **Scope:** LEA-wide		
2.7	**Action:** Media Technology Support Specialists and Assistants, Library Techs **Need:** A well-resourced school library staffed by a full-time librarian is essential for improving outcomes in English Language Arts (ELA) and language acquisition for Foster Youth (FY), English Learners (EL), and Socioeconomically	Implementing a well-resourced school library staffed by a full-time librarian offers numerous benefits specifically for Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED) students. These benefits are critical for improving outcomes in English Language Arts (ELA) and language acquisition, addressing the challenges these student populations face. A school library provides access to a wide range of high-quality reading materials that support literacy	Priority 4: Pupil Achievement A. Statewide Assessments Metric 2.1 CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged (SED) students. This dedicated resource plays a crucial role in enhancing literacy, academic performance, and language skills. Here's how a school library with a librarian benefits these student populations: A school library offers a wide range of books and educational materials that are crucial for improving literacy and academic skills. CAASPP ELA scores indicate that EL students are 62.3 points below proficiency, FY students are 67.5 points below proficiency, and SED students are 19.9 points below proficiency, compared to an overall average of 10.6 points below proficiency. A library provides access to books and materials that can help close these gaps by supporting independent reading and offering a variety of genres and reading levels. Libraries with a full-time librarian can provide specialized resources for EL students to support language acquisition. Additionally, only 16.85% percent of EL students who scored Well Developed (Level 4) on ELPAC. And with 50.6% of EL students making progress on the ELPAC, targeted resources such as bilingual books, language learning software, and structured reading programs can enhance their English proficiency. A librarian can guide students in selecting appropriate materials and using these resources effectively, contributing to higher reclassification rates, which are currently at 12.78%.	development. By offering books and educational materials at various reading levels and interests, a library helps students improve their reading skills, vocabulary, and overall comprehension, which are essential for academic success. For EL students, a library equipped with bilingual books, language learning software, and structured reading programs supports language acquisition. With 50.6% of EL students making progress on the ELPAC and a reclassification rate of 12.78%, these resources are critical in helping students develop proficiency in English, thus improving their performance in ELA and other subjects. A librarian can help support reading programs that cater to the individual needs of FY and SED students, who may lack access to books at home. These programs encourage regular reading habits, critical thinking, and engagement with texts, all of which are key components of literacy development. For FY and SED students who often face instability and challenges outside of school, a library provides a safe, quiet, and structured environment for studying, reading, and completing homework. This stability is crucial for fostering a sense of security and belonging, which positively impacts their academic and emotional well-being. Librarians can engage students with activities such as book clubs, reading challenges, and author visits, making reading a fun and enjoyable activity. These initiatives can particularly motivate students from disadvantaged backgrounds who might not	SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard Metric 2.3 EL Progress Indicator (ELPI) English Learners - 54.6% Made Progress ELPAC Percent of EL students who scored Well Developed (Level 4) on ELPAC - 19.85% Metric 2.4 Priority 4: Pupil Achievement F. EL Reclassification Rate 15% of EL students reclassified

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A school library with a full-time librarian is a critical resource for improving outcomes in English Language Arts and language acquisition for Foster Youth, English Learners, and Socioeconomically Disadvantaged students. By providing access to diverse and high-quality resources, offering targeted support for language acquisition, and creating a safe and supportive learning environment, a well-resourced library plays a pivotal role in enhancing literacy and academic achievement. Additionally, by promoting equity and inclusion through access to technology and culturally relevant materials, a full-time librarian ensures that all students have the opportunity to thrive. This comprehensive support system is essential for closing the achievement gaps and fostering a love of learning in all students. **Scope:** LEA-wide	have had positive experiences with reading, fostering a lifelong love of learning. A librarian can curate a collection of books and materials that reflect the diverse backgrounds of EL and SED students. This not only promotes inclusivity but also helps students see themselves represented in the library's resources, fostering a deeper connection to their education. A school library with a full-time librarian is a vital resource for improving educational outcomes for Foster Youth, English Learners, and Socioeconomically Disadvantaged students. The library offers targeted literacy support, access to language acquisition resources, and structured reading programs that address the specific needs of these students. It provides a safe and supportive environment, personalized guidance, and promotes a love of reading. This comprehensive support system is essential for closing the achievement gaps in ELA and language acquisition, helping all students reach their full potential.	
2.8	**Action:** Coordination of Programs and Services **Need:** Unduplicated pupils, including English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students, continue to demonstrate significant academic needs as evidenced by CAASPP results in both English Language Arts (ELA) and Mathematics. In 2024, EL students were	This action addresses the academic and language development needs of Unduplicated pupils—specifically English Learners, Foster Youth, and Socioeconomically Disadvantaged students—by ensuring intentional and strategic coordination of services and resources across the district. The Assistant Superintendent plays a key leadership role in aligning programs such as ELD, intervention supports, professional development, and assessment monitoring to directly impact the outcomes of these student groups.	Priority 4: Pupil Achievement A. Statewide Assessments Metric 2.1 CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	44.2 points below standard in ELA and 80.9 points below standard in Math. SED students were 11.1 points below standard in ELA and 47.2 points below in Math, while Foster Youth were 39.9 points below in ELA and 82.9 points below in Math. In addition to these performance gaps, EL students continue to struggle with English language acquisition. On the 2024 English Learner Progress Indicator (ELPI), only 51.6% of EL students made progress toward English proficiency. Furthermore, only 16.78% of all ELs and just 5.45% of Long-Term English Learners (LTELs) reached the “Well Developed” (Level 4) performance band on the ELPAC. This data illustrates the ongoing need for enhanced coordination of services and supports that specifically address the academic and language development challenges faced by these populations. **Scope:** LEA-wide	Given that unduplicated students are enrolled across all school sites, this coordination must occur at the LEA-wide level to ensure consistency, equity, and effectiveness in the implementation of supports. The centralized leadership provided by the Assistant Superintendent allows for ongoing data analysis, compliance oversight, and responsiveness to emerging needs, which ensures that each site is equipped to close opportunity and achievement gaps—particularly those identified through CAASPP and ELPAC data. This action is essential to promoting a coherent, system-wide approach that improves instruction, language acquisition, and academic achievement for unduplicated pupils across the district.	Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard Metric 2.2 CAASPP - Math distance from proficiency All Students - 25 Points Below English Learners - 68.1 Points Below Foster Youth - 90.8 Points Below SED - 33.8 Points Below LTEL - 5% Met or Exceeded Standard
2.9	**Action:** Paraprofessional Support **Need:** To accelerate progress and close persistent learning gaps for our most at-risk student groups, the district will employ instructional paraprofessionals to provide targeted one-on-	This action is designed to accelerate academic progress for English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students—groups who continue to face persistent achievement gaps on state assessments. CAASPP 2024 results revealed significant disparities, with ELs scoring 44.2 points below standard in ELA and 80.9 points below in math,	Priority 4: Pupil Achievement A. Statewide Assessments Metric 2.1 CAASPP - ELA distance from proficiency:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	one and small group academic support. This action will specifically address the needs of English Learners (ELs), Foster Youth, and Socioeconomically Disadvantaged (SED) students, whose academic performance on the 2024 CAASPP assessments continues to reflect significant disparities when compared to overall student performance. In English Language Arts, ELs were 44.2 points below standard, Foster Youth were 39.9 points below, and SED students were 11.1 points below. In Mathematics, ELs were 80.9 points below standard, Foster Youth were 82.9 points below, and SED students were 47.2 points below. These performance gaps clearly demonstrate the need for additional, focused instructional support during the school day. Instructional paraprofessionals will work closely with classroom teachers to deliver aligned, responsive intervention, pre-teach critical concepts, and provide scaffolding during core instruction. This support will be strategically scheduled during designated intervention blocks and other targeted instructional periods to maximize student access and engagement. This new action reflects a deepening commitment to equity by providing additional human capital where the academic need is greatest, with the goal of reducing the distance from standard and improving overall academic outcomes for these high-need student groups.	Foster Youth scoring 39.9 points below in ELA and 82.9 points below in math, and SED students scoring 11.1 points below in ELA and 47.2 points below in math. These data points underscore an urgent need for targeted, individualized academic support. By deploying instructional paraprofessionals to deliver one-on-one and small group intervention, the district can offer unduplicated pupils more immediate and tailored instructional feedback, scaffolded learning opportunities, and frequent checks for understanding—all of which are critical for closing skill gaps in literacy and numeracy. These smaller instructional settings allow paraprofessionals to focus on foundational skills and standards-aligned content that directly relate to the CAASPP assessment areas, such as reading comprehension, vocabulary development, mathematical problem-solving, and reasoning. Moreover, paraprofessionals can support differentiated instruction based on formative assessments and teacher-identified needs, ensuring that unduplicated students receive the just-in-time instruction necessary to master grade-level content. This continuous, targeted support increases students' ability to access and perform successfully on state assessments. The action is provided on an LEA-wide basis to ensure all students—regardless of school site—have equitable access to this level of targeted support. Since unduplicated students are present at every campus, a districtwide strategy ensures uniformity in intervention efforts and resource	All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard Metric 2.2 CAASPP - Math distance from proficiency All Students - 25 Points Below English Learners - 68.1 Points Below Foster Youth - 90.8 Points Below SED - 33.8 Points Below LTEL - 5% Met or Exceeded Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:	distribution, while also building capacity at all school sites to improve outcomes for students most in need.	
3.1	**Action:** Music Instruction **Need:** A comprehensive music program in schools serves as a critical educational component that addresses the diverse needs of Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED) students. Music education offers unique cognitive, emotional, and social benefits that are essential for the holistic development of these student groups. By fostering an inclusive and supportive learning environment, a music program can significantly enhance academic achievement, social integration, and personal growth. Foster Youth often experience instability and trauma, leading to emotional and behavioral challenges. A music program can provide these students with: 1. **Emotional Expression and Healing**: Music allows for a safe and constructive outlet for emotions, helping FY students process trauma and build emotional resilience. 2. **Stability and Routine**: Participation in a regular music program offers a structured and predictable environment, contributing to a sense of normalcy and stability.	A robust music program within schools plays a pivotal role in meeting the diverse needs of Foster Youth (FY), English Learners (EL), and Socioeconomically Disadvantaged (SED) students. This educational component provides unique cognitive, emotional, and social benefits essential for the holistic development of these student groups. By cultivating an inclusive and supportive learning environment, a music program significantly enhances academic achievement, social integration, and personal growth. For Foster Youth, who often grapple with instability and trauma, music serves as a therapeutic outlet for emotional expression and healing. It offers a structured environment that fosters stability and routine, while collaborative activities like band or choir cultivate a sense of belonging and social connection. Similarly, English Learners face the challenge of mastering academic content while acquiring a new language. Music aids in language development through singing and musical activities, promoting cultural inclusion and fostering engagement and motivation beyond language barriers. Socioeconomically Disadvantaged students often lack access to extracurricular activities and resources. Music education bridges these disparities by ensuring equal access to enrichment opportunities, boosting self-esteem and	Music Education Participation Rates: 5th/6th Grade Music Rates: All students - 54% English Learners - 44% Foster Youth - 50% SED - 55% 7th/8th Grade Music Rates: All students - 29% English Learners - 25% Foster Youth - 15% SED - 25%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	3. **Social Connection**: Collaborative music activities, such as band or choir, promote teamwork and foster a sense of belonging, which is crucial for students who may feel isolated. English Learners face the dual challenge of mastering academic content while acquiring a new language. A music program supports EL students by: 1. **Language Development**: Singing and musical activities enhance language skills, including vocabulary acquisition, pronunciation, and comprehension. 2. **Cultural Inclusion**: Music programs that incorporate diverse cultural elements validate the backgrounds of EL students, promoting cultural pride and inclusivity. 3. **Engagement and Motivation**: Music transcends language barriers, providing a motivating and engaging way to participate in school activities, thus improving overall academic engagement. Socioeconomically Disadvantaged students often face limited access to extracurricular activities and resources. A music program addresses these disparities by: 1. **Equal Access to Enrichment**: Providing music education at school ensures all students, regardless of socioeconomic status, have access to the benefits of arts education. 2. **Boosting Self-Esteem and Confidence**: Participation in music activities helps build	confidence through participation, and fostering community and parental engagement through performances and events. Implementing a music program in schools represents a strategic investment in the future of diverse student populations. It not only enriches the academic environment but also addresses specific emotional, social, and cognitive needs. By fostering a nurturing and inclusive atmosphere, a music program empowers students to overcome challenges, achieve academic success, and develop into well-rounded individuals.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	self-confidence and a sense of accomplishment, which can positively impact academic and personal life. 3. **Community and Parental Engagement**: Music programs often involve performances and events that encourage family and community participation, strengthening school-community ties. Implementing a music program in schools is a strategic investment in the future of Foster Youth, English Learners, and Socioeconomically Disadvantaged students. Music education not only enriches the academic environment but also addresses specific emotional, social, and cognitive needs of these diverse student populations. By fostering a nurturing and inclusive atmosphere, a music program empowers students to overcome challenges, achieve academic success, and develop into well-rounded individuals. Music Education Participation Rates 2023/2024 show the need as follows: 5th/6th Grade Music Rates: All students - 50.41% English Learners - 41.76% Foster Youth - 50.00% SED - 52.04% 7th/8th Grade Music Rates: All students - 21.81% English Learners - 17.91% Foster Youth - 10.00%		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED - 23.55% **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	**Action:** English Language Development Teachers and Paraprofessionals **Need:** The data shows that EL students are significantly below proficiency levels in both ELA and math, with CAASPP scores indicating a substantial distance from proficiency compared to all students. Specifically, EL students are 62.3 points below proficiency in ELA and 98.1 points below proficiency in math. Whereas all students were 10.6 points below in ELA and 45.4 points below in math. Yet worse was the fact that only 6.68% of LTEL students were proficient in ELA and 0% in math. Furthermore, while 16.85% of all EL students scored Well Developed (Level 4) on ELPAC, only 1.96 percent of LTEL students	Deploying English Language Development (ELD) teachers and ELD paraprofessionals to provide targeted support to English learners (ELs), with an emphasis on Long-Term English Learners (LTELs), and offering professional learning support to their classroom teachers can significantly enhance their academic performance, language proficiency, and overall educational outcomes. ELD teachers and paraprofessionals possess specialized expertise in language acquisition and instructional strategies designed specifically for EL students. This is a two-pronged strategy: not only can the ELD staff implement these strategies directly, but they can also provide these skills to instructional staff through professional development. By delivering targeted and differentiated instruction, they address the unique linguistic and academic needs of EL students in both ELA and math.	Priority 4: Pupil Achievement A. Statewide Assessments Metric 2.1 CAASPP - ELA distance from proficiency: All Students - 4.6 Points Below English Learners - 32.3 Points Below Foster Youth - 37.5 Points Below SED - 13.9 Points Below LTEL - 10.38% Met or Exceeded Standard Metric 2.2 CAASPP - Math distance from proficiency

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	scored Well Developed. When you look further into the date you see the following breakdown by well developed percent in each domain: LTEL EL Listening 7.84% 26.83% Speaking 64.71% 47.01% Reading 0.00% 11.75% Writing 11.76% 25.58% Based on this data it is clear that while LTELs excel in Speaking they have a deficit in Listening, Reading, and Writing skills as compared to other EL students. ELD teachers and paraprofessionals are trained to address the unique linguistic and academic needs of EL students. They provide targeted instruction and support tailored to the language development and academic skill-building required to close these achievement gaps. While some progress has been made by EL students, as indicated by the EL Progress Indicator (ELPI) 50.6%, there is still a significant distance to go in terms of reaching proficiency levels in English language skills. ELD teachers and paraprofessionals specialize in language acquisition and proficiency development. They employ research-based instructional strategies and language development activities to accelerate EL students' progress in English language	In order to target the unique needs of the district's LTEL students we will be increasing the number of ELD Paraprofessionals at the middle school. Currently the middle school only has one ELD paraprofessional assigned to the site while each elementary school currently has three. The staff will concentrate in the areas of Listening, Reading, and Writing skills with the LTELS at the middle school based on the needs identified through the ELPAC domains. Through scaffolded instruction, explicit language modeling, and vocabulary development activities, ELD educators can help EL students comprehend complex academic texts, express themselves fluently in oral and written communication, and engage effectively with mathematical concepts and problem-solving strategies. ELD instruction focuses on developing the language skills necessary for academic success across content areas. By immersing EL students in language-rich learning environments and providing explicit instruction in language structures and conventions, ELD educators support students in mastering the language demands of the CAASPP assessments in ELA and math. ELD educators utilize ongoing assessment data to monitor EL students' progress in language acquisition and academic proficiency. Through formative assessments, language proficiency assessments, and progress monitoring tools, they identify areas of strength and areas needing improvement.	All Students - 25 Points Below English Learners - 68.1 Points Below Foster Youth - 90.8 Points Below SED - 33.8 Points Below LTEL - 5% Met or Exceeded Standard Metric 2.3 EL Progress Indicator (ELPI) English Learners - 54.6% Made Progress ELPAC Percent of EL students who scored Well Developed (Level 4) on ELPAC - 19.85% Percent of LTEL students who scored Well Developed (Level 4) on ELPAC - 4.96% Metric 2.4 Priority 4: Pupil Achievement F. EL Reclassification Rate 15% of EL students reclassified

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	skills, including reading, writing, listening, and speaking. Despite efforts to support EL students, the reclassification rate remains relatively low, with only 12.78% of EL students reclassified. ELD teachers and paraprofessionals play a critical role in preparing EL students for reclassification by providing intensive language support, academic enrichment, and opportunities for language practice and mastery. Their expertise ensures that EL students meet the criteria for reclassification, demonstrating proficiency in English language skills and academic content. **Scope:** Limited to Unduplicated Student Group(s)	Based on assessment data, ELD teachers and paraprofessionals design targeted interventions and provide individualized support to address specific language and academic challenges faced by EL students. By offering timely interventions and tailored support, they ensure that EL students are making continuous progress towards proficiency in both language and content knowledge. ELD educators serve as advocates for EL students, ensuring that their voices are heard and their needs are addressed within the school community. They collaborate with classroom teachers, administrators, and families to advocate for equitable resources, accommodations, and support services for EL students. Through mentorship, guidance, and encouragement, ELD educators empower EL students to take ownership of their learning, build confidence in their abilities, and strive for excellence. By fostering a culture of high expectations and belief in student potential, they inspire EL students to achieve academic success and reach their full potential.	

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.

The Lemoore Union Elementary School district has calculated supplemental and concentration funds to be $10,066,950.00 , which results in a required percentage of 31.98%, based on the number of Low Income, Foster Youth, and English Learners per 5CCR 15496(a)(5). The percentage of students that are identifiable as unduplicated are 79.40%. Some of the funds will be used in a targeted manner, or limited to

unduplicated pupils. Most actions will be utilized in a schoolwide manner, based on student need, and educational partner input. We serve English learners, foster youth, and low income students. Many of our students demonstrate high academic needs, especially in math, that show up as large academic achievement gaps across a variety of assessments. Furthermore, these academic challenges later result in disengagement from learning in the classroom and distancing from the school which shows up as increased truancy and absenteeism. Social-emotional health issues underlie all of these student behaviors.

We have considered the needs, conditions and circumstances of our unduplicated pupils in the development of this plan. We have worked to provide increased and improved services to our highest need students as the challenges have widened achievement and access gaps for our student populations. Actions that were implemented in previous years have been analyzed and quality improvements have been made based on the identified needs of our students and educational partner input.

We have included all actions that are used to contribute to meeting the minimum proportionality, or increased improved services provision, within our LCAP. All actions were aligned to the areas within the plan, support the contextual need of our students, set foundations for the acceleration of learning, and include social emotional approaches that are evidence-based, which includes the following.

ACTION 2.4 Provide supplemental EL support under the direction of the certificated English language development teachers, with trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition.

After assessing the needs, conditions and circumstances of our English Learners, we found that our ELs had a reclassification rate of 12.78% in 2023, from 10.1% in 2022 and from 11.9% in 2021. Additional support will be provided from trained paraprofessionals providing English learners with daily instructional services in English language development and acquisition. English learners are the primary beneficiaries of the English Language Development services. Specialized personnel provide ELD services to EL students on a daily basis. Measurement for effectiveness will be based on a increase in reclassification rate for English Learner students of 10.4%. The mode of support from a push-out to a push-in should support this goal outcome.

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding are continuing to be used to support the following actions: addition of 1 FTE nurse (Goal 1, Action 1.2), 2 FTE LVNS (Goal 1, Action 1.2), 6 FTE- social-emotional para-educators (Goal 1, Action 1.1), 1 FTE ELD Teacher (Goal 2, Action 2.4), 4 FTE teachers for CSR (Goal 2, Action 2.5),1 FTE Music Teacher (Goal 3, Action 3.1), 1 FTE Physical Education Teacher (Goal 2, Action 2.6).

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	1:28
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:15

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$32,100,991	$10,265,451	31.979%	1.870%	33.849%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,210,569.00	$1,116,216.00	$0.00	$0.00	$12,326,785.00	$11,157,595.00	$1,169,190.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,189,281.00	$10,000.00	$2,016,620.00	$182,661.00			$2,199,281.00	
1	1.2	Nursing Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,156,400.00	$0.00	$1,052,226.00	$104,174.00			$1,156,400.00	
1	1.3	Extra Curricular Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$33,376.00	$76,150.00	$109,526.00				$109,526.00	
1	1.4	Campus Safety and Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$601,685.00	$127,500.00	$729,185.00				$729,185.00	
1	1.5	Attendance Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$372,252.00	$15,290.00	$387,542.00				$387,542.00	
1	1.6	Community Day school	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Bridges Academy		$190,205.00	$0.00	$190,205.00				$190,205.00	
2	2.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$320,916.00	$0.00	$320,916.00				$320,916.00	
2	2.2	Tech support for Innovative Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$400,750.00	$400,750.00				$400,750.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	English Language Development Teachers and Paraprofessionals	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,584,681.00	$0.00	$1,584,681.00				$1,584,681.00	
2	2.4	Maintaining Teacher Staffing Levels in Grades, 4th-6th. (Average of 25-27 students)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools 4th through 6th		$1,775,171.00	$0.00	$1,775,171.00				$1,775,171.00	
2	2.5	Physical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK-6th grade		$586,300.00	$11,600.00	$597,900.00				$597,900.00	
2	2.6	Additional Learning Opportunities for students-Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$350,000.00	$350,000.00				$350,000.00	
2	2.7	Media Technology Support Specialists and Assistants, Library Techs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$652,592.00	$59,000.00	$711,592.00				$711,592.00	
2	2.8	Coordination of Programs and Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$132,754.00	$0.00	$132,754.00				$132,754.00	
2	2.9	Paraprofessional Support	All	No			All Schools		$779,381.00	$0.00		$779,381.00			$779,381.00	
3	3.1	Music Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$782,601.00	$68,900.00	$851,501.00				$851,501.00	
4	4.1	Access to a variety of Programs, Equipment, and Materials and Supplies	All	No			Specific Schools: Bridges Academy		$0.00	$50,000.00		$50,000.00			$50,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$32,100,991	$10,265,451	31.979%	1.870%	33.849%	$11,210,569.00	0.000%	34.923 %	**Total:**	$11,210,569.00
								LEA-wide Total:	$9,435,683.00
								Limited Total:	$1,584,681.00
								Schoolwide Total:	$190,205.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,016,620.00	
1	**1.2**	Nursing Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,052,226.00	
1	**1.3**	Extra Curricular Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$109,526.00	
1	**1.4**	Campus Safety and Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$729,185.00	
1	**1.5**	Attendance Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$387,542.00	
1	**1.6**	Community Day school	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bridges Academy	$190,205.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$320,916.00	
2	2.2	Tech support for Innovative Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,750.00	
2	2.3	English Language Development Teachers and Paraprofessionals	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,584,681.00	
2	2.4	Maintaining Teacher Staffing Levels in Grades, 4th-6th. (Average of 25-27 students)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools 4th through 6th	$1,775,171.00	
2	2.5	Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools TK-6th grade	$597,900.00	
2	2.6	Additional Learning Opportunities for students-Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	
2	2.7	Media Technology Support Specialists and Assistants, Library Techs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$711,592.00	
2	2.8	Coordination of Programs and Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,754.00	
3	3.1	Music Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$851,501.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,006,688.00	$10,075,600.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Counseling Services	Yes	$1,869,441.00	$1,896,225
1	**1.2**	Nursing Services	Yes	$1,662,153.00	$928,028
1	**1.3**	Extra Curricular Programs	Yes	$205,385.00	$258,303
1	**1.4**	Campus Safety and Connectedness	Yes	$684,000.00	$433,214
1	**1.5**	Attendance Supports	Yes	$418,664.00	$424,852
1	**1.6**	Community Day school	Yes	$270,000.00	$202,422
2	**2.1**	Professional Development	Yes	$265,330.00	$442,703
2	**2.2**	Tech support for Innovative Programming	Yes	$550,185.00	$686,828
2	**2.3**	English Language Development Teachers and Paraprofessionals	Yes	$1,575,769.00	$1,422,612
2	**2.4**	Maintaining Teacher Staffing Levels in Grades, 4th-6th. (Average of 25-27 students)	Yes	$983,612.00	$1,126,534
2	**2.5**	Physical Education	Yes	$732,640.00	$548,836

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.6**	Additional Learning Opportunities for students-Field Trips	Yes	$350,000.00	$350,000
2	**2.7**	Media Technology Support Specialists and Assistants, Library Techs	Yes	$563,925.00	$531,494
3	**3.1**	Music Instruction	Yes	$825,584.00	$773,549
4	**4.1**	Access to a variety of Programs, Equipment, and Materials and Supplies	No Yes	$50,000.00	$50,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$10,260,371	$11,006,688.00	$10,075,600.00	$931,088.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Counseling Services	Yes	$1,869,441	$1,896,225		
1	1.2	Nursing Services	Yes	$1,662,153	$928,028		
1	1.3	Extra Curricular Programs	Yes	$205,385	$258,303		
1	1.4	Campus Safety and Connectedness	Yes	$684,000	$433,214		
1	1.5	Attendance Supports	Yes	$418,664	$424,852		
1	1.6	Community Day school	Yes	$270,000	$202,422		
2	2.1	Professional Development	Yes	$265,330	$442,703		
2	2.2	Tech support for Innovative Programming	Yes	$550,185	$686,828		
2	2.3	English Language Development Teachers and Paraprofessionals	Yes	$1,575,769	$1,422,612		
2	2.4	Maintaining Teacher Staffing Levels in Grades, 4th-6th. (Average of 25-27 students)	Yes	$983,612	$1,126,534		
2	2.5	Physical Education	Yes	$732,640	$548,836		
2	2.6	Additional Learning Opportunities for students-Field Trips	Yes	$350,000	$350,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.7**	Media Technology Support Specialists and Assistants, Library Techs	Yes	$563,925	$531,494		
3	**3.1**	Music Instruction	Yes	$825,584	$773,549		
4	**4.1**	Access to a variety of Programs, Equipment, and Materials and Supplies	Yes	$50,000	$50,000		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$31,575,097	$10,260,371	1.285%	33.780%	$10,075,600.00	0.000%	31.910%	$590,511.00	1.870%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024