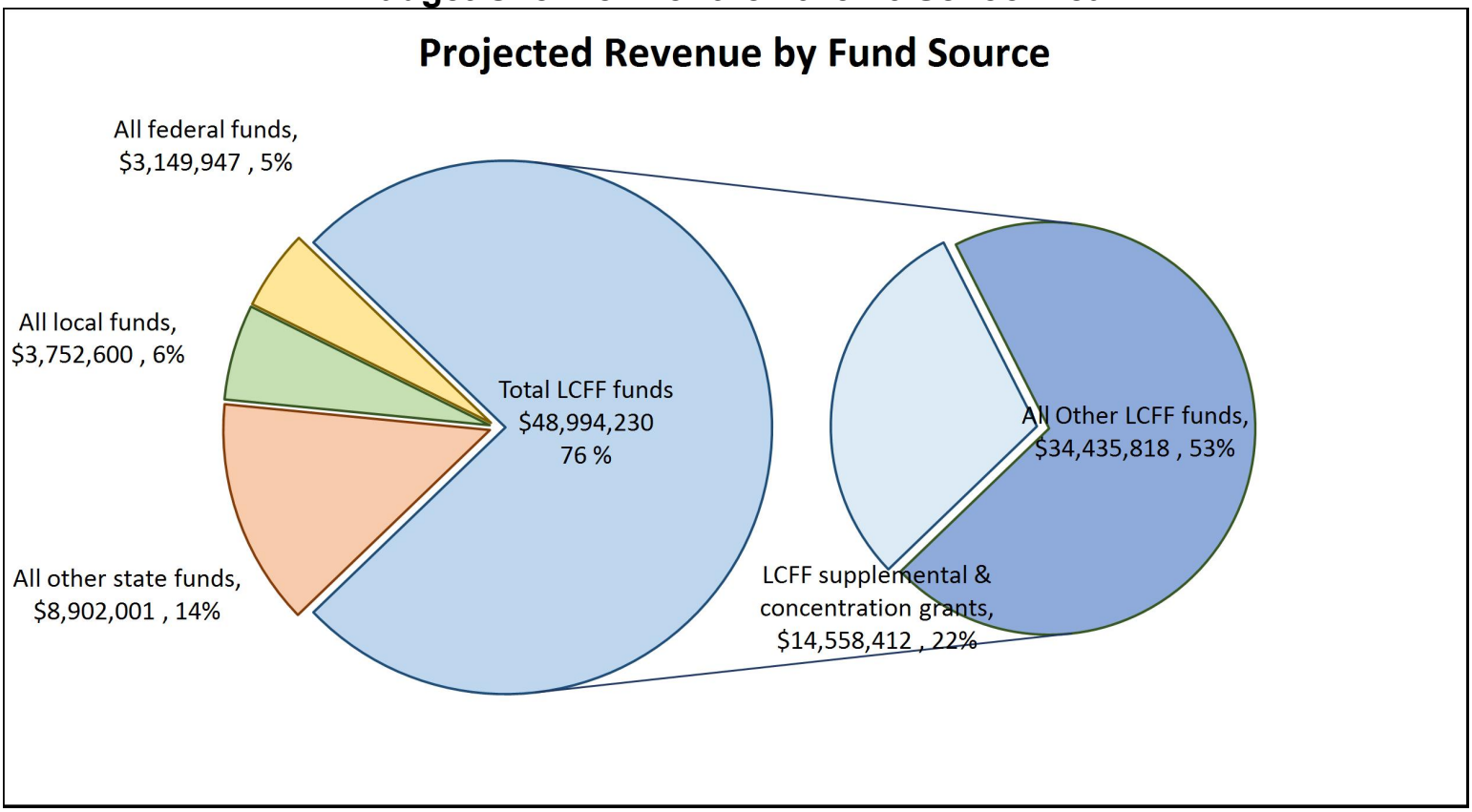
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Corcoran Joint Unified School District
CDS Code: 16638910000000
School Year: 2025-26
LEA contact information:
Andre Pecina
Superintendent
apecina@corcoranunified.com
(559) 992-8888

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

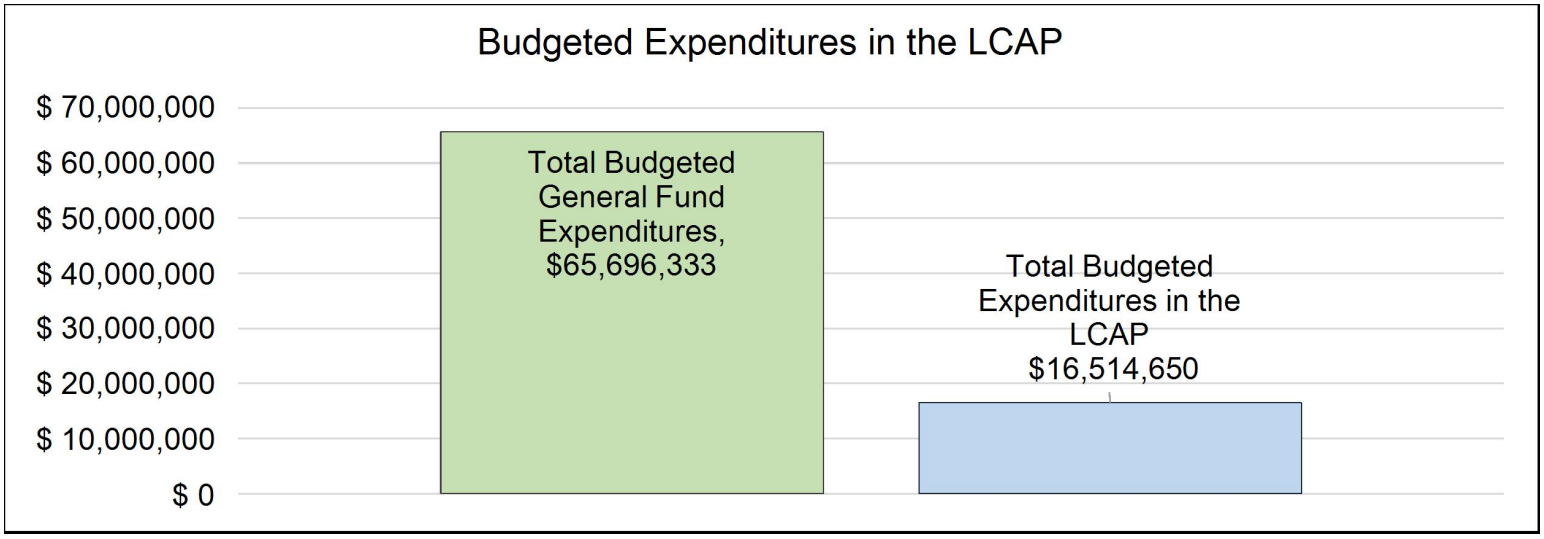


This chart shows the total general purpose revenue Corcoran Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Corcoran Joint Unified School District is $64,798,778, of which $48,994,230 is Local Control Funding Formula (LCFF), $8,902,001 is other state funds, $3,752,600 is local funds, and $3,149,947 is federal funds. Of the $48,994,230 in LCFF Funds, $14,558,412 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 Corcoran Joint Unified 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: Corcoran Joint Unified School District plans to spend $65,696,333 for the 2025-26 school year. Of that amount, $16,514,650 is tied to actions/services in the LCAP and $49,291,123 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

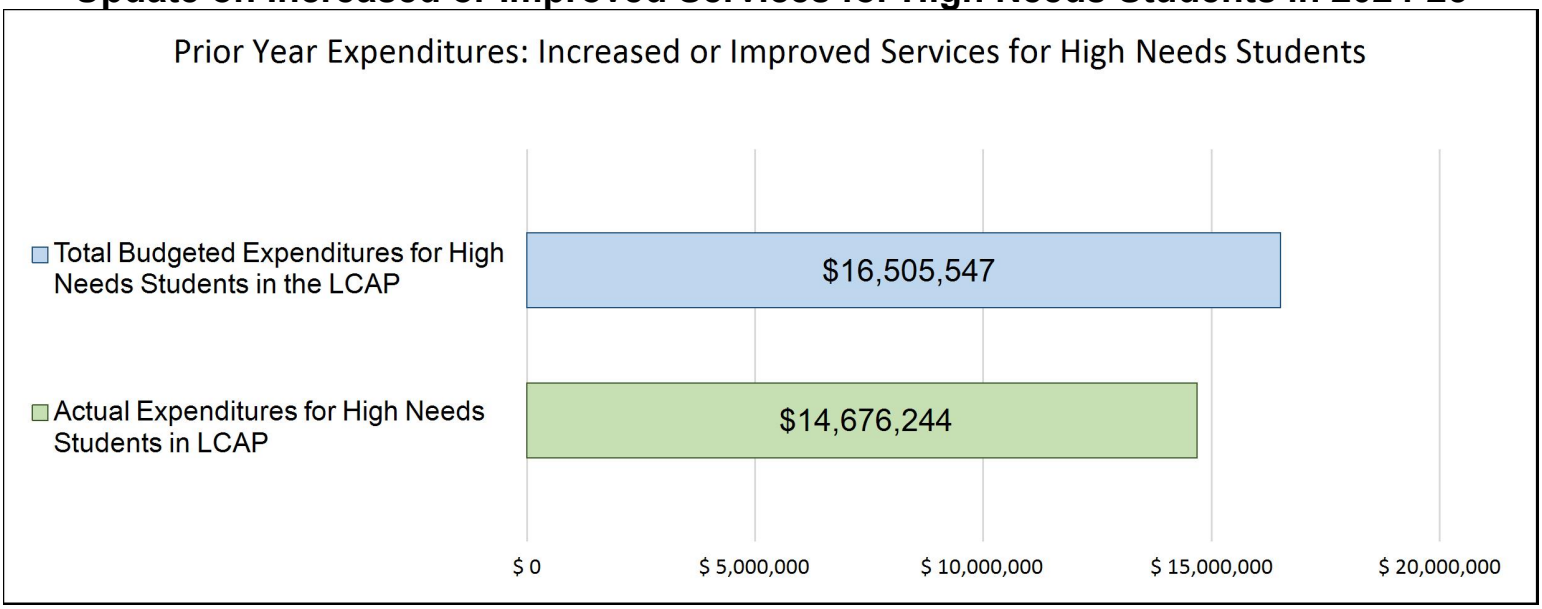
Teachers, Administration, Maintenance, and Utilities

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

In 2025-26, Corcoran Joint Unified School District is projecting it will receive $14,558,412 based on the enrollment of foster youth, English learner, and low-income students. Corcoran Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Corcoran Joint Unified School District plans to spend $14,908,385 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 Corcoran Joint Unified 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 Corcoran Joint Unified 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, Corcoran Joint Unified School District's LCAP budgeted $16,505,547 for planned actions to increase or improve services for high needs students. Corcoran Joint Unified School District actually spent $14,676,244 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,829,303 had the following impact on Corcoran Joint Unified School District’s ability to increase or improve services for high needs students:

There was no impact to Increased and Improved Services due to the expenditure differences. Budgeted expenditures in 2024-25 included additional classroom facilities at each elementary school site. However, this expenditure was postponed for a future date.

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
Corcoran Joint Unified School District	Andre Pecina Superintendent	apecina@corcoranunified.com (559) 992-8888

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.

Welcome to the Corcoran Joint Unified School District (CJUSD). Corcoran, California is a cohesive, small town in an agricultural area of Kings County. Corcoran's population is approximately 23,000 people, which includes approximately 12-13,000 inmates being housed in the two California state prisons located in the outlying area. The prisons and corporate farming support the local economy. Corcoran is a diverse learning community united in a single purpose—realizing its full potential through quality education. The District consists of approximately 3,176 students with 91.97% Hispanic, 91.5% Socioeconomically disadvantaged, and 17.1% English Language Learners. Students in the district qualify for the universal meal program, the "Community Eligibility Provision" (CEP), which allows our schools to provide meal service to all students at no charge, regardless of economic status. 23.2% of the parents did not earn a high school diploma and students are provided Internet access at home, if requested. Educational opportunities in Corcoran include a state-funded preschool, a TK-12 educational program, and an adult school to assist people in obtaining an adult school graduation diploma. College of the Sequoias and Lemoore College are available for Corcoran students to pursue additional educational choices.

The District believes nothing can compete with the positive influences of highly effective teachers and schools. The District refuses to accept low expectations and mediocrity for all students including low-income and underprivileged students. Corcoran Joint Unified School District provides an academic setting where children are educated through a collaborative effort among faculty, staff, students, parents, and the community.

Corcoran Joint Unified School District's Vision is to become "A destination district where people are drawn to Corcoran due to the quality, reputation and accomplishments of our students and schools on the community". Additionally, our Corcoran Joint Unified School District's

Mission states, "We are relentless in creating a positive, safe and stimulating environment for all to improve mind, character, and body." The 'all' in the Mission statement refers to every employee as well as every student. Our core values focus on the belief that these aspects of education are non-negotiable: High Expectations, Respect, Accountability and Teamwork.

The District is pleased to offer every student access to high-tech educational tools via the One2One Technology Learning Program. The District has the privilege of being one of 275 schools in the nation to have an Apple Distinguished Technology Program. CJUSD schools are united in our effort to provide high-quality educational programs, which promote student success. We aspire to give all of our students a solid academic and social foundation that will send them out into the world feeling confident and well-prepared. The Corcoran community has a reputation for working with one another toward goals that benefit the entire community. Our vision of becoming a "Destination District" is becoming a reality thanks to our staff members who work hard to create a positive environment that encourages innovation and personal growth, resulting in a culture of excellence for our students.

Three of our schools were identified as eligible for the LCFF Equity Multiplier funding. They include: Kings Lake Education Center, Mission Community Day School, and Corcoran Academy.

Reflections: Annual Performance

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

CJUSD has incorporated multiple student services and improved others over the past four years. Prior to the pandemic, the District had seen continuous growth in student achievement in the areas of language arts. Careful planning, research, and strategic decision-making led to actions and services that supported the goals developed for improved student outcomes. Many actions implemented through the LCAP, including incorporating Kagan Cooperative Learning into lessons, utilizing assessment tools, providing Universal Access time, providing credit recovery, developing intervention programs, and reinforcing a solid technology infrastructure with our One2One Program all contributed to continuous improvement in English language arts.

According to the California Dashboard, our greatest area of need is in Mathematics, all students group reflected as "Red" being 98 points below standard. There was a decline of 8.6 points. Student groups who also had the performance level of Red included English Learners, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. Two groups fell under "Orange," which included African American and White.

In English Language Arts, all students group reflected as "Orange" being 52.9 points below standard. The district maintained with a change of -2.2 points. Student groups who also had the performance level of Orange included African American, Hispanic, Homeless, Socioeconomically Disadvantaged, and White. There were three groups who were identified by the performance level of "Red." They included English Learners, Long-Term English Learners, and Students with Disabilities.

In Suspension Rate, which is 7.1% of students suspended at least one day. The performance level for All Students is "Orange." Other identified groups that also had "Orange" as their performance level included: English Learners, Long-Term English Learners, Hispanic,

Socioeconomically Disadvantaged, Students with Disabilities, and White. Groups identified as “Red” included African American. Groups identified as "Yellow" included the student group Homeless. Our Long-Term English Learners student group had the greatest number of suspensions at 13.1% suspended at least one day.

The College and Career Indicator reflected that 46% of All Students are prepared. The district declined by 2.5%. All student group reflected the performance level of “Orange.” One student group that also had "Orange" included the Hispanic student group. The only other significant student group that had a performance level designated was Socioeconomically Disadvantaged with an identified level of "Yellow." All other groups had no performance level due to the group size.

Chronic absenteeism is also an area where improvement is needed. It is high with 29.8% chronically absent. This is an improvement from the year before, which was 49.6%. However, most student groups fell either in the “Yellow” or “Orange” performance levels. In detail, “Yellow” student groups included: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. “Orange” student groups included African American, Foster Youth, Homeless, and White.

This past year, the graduation rate declined by 2.6%. This graduation rate for CJUSD for All Students was 86.9%. This indicator explores the percent of students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school. Two student groups that also had "Orange" included Hispanic and Socioeconomically Disadvantaged. All other groups had no performance level due to the group size.

A success identified on the Fall 2024 Dashboard was CJUSD's English Learner Progress Indicator or ELPI. English learner progress on the ELPI reflected “Green” with 55.7% of English learners making progress towards English language proficiency. This was an increase of 9.2% from the year prior.

Listed below is a summary of CJUSD’s student groups and/or school(s) who received the lowest performance level on the Fall 2023 Dashboard, otherwise known as “Red”:

District Student Groups that have Red Dashboard Indicators:
ELA: African American, EL, Homeless (DA)
Math: Homeless (DA)
Suspension Rate: Homeless (DA), SWD, White

School Sites with Red Dashboard Indicators for ALL Students:
Kings Lake: Graduation Rate, College and Career
John Muir Middle School: Suspension Rate
Mark Twain Elementary: Suspension Rate

School Sites with Student Groups with Red Dashboard Indicators
Kings Lake: College and Career- Hispanic, SED; Graduation Rate- Hispanic, SED
Corcoran High: Suspension Rate- SWD

John Muir Middle School: ELA-EL; Math- EL; Suspension Rate- EL, SED, SWD
Mark Twain Elementary: ELA-EL; Suspension Rate-Hispanic, SED, SWD
John C. Fremont Elementary: ELA-EL ; ELPI
Bret Harte: ELPI

The District has taken a proactive approach during the 2024-2025 school year to address key needs. The District has partnered with Solution Tree to continue work around Positive Behavior Intervention and Supports (PBIS) to address discipline and suspension rates. The partnership also extends to help address instructional needs such as Professional Learning Communities (PLC) with a focus on identifying key standards and identifying a guaranteed viable curriculum, while aligning assessments to the strategies identified as key standards. Continued professional development for community contacts and attendance secretaries has been conducted to help increase the contacts made to homes and families to address Chronic Absenteeism. The District has increased its outreach and is taking the approach of building relationships with students and making it a safe and welcoming environment where students want to learn and grow. Outreach to our chronically absent students and families is a topic at our weekly Principal Council meetings.

In addition, the District is working on improving first instruction to all students. Explicit Direct Instruction has been continued in order to deliver the best first instruction for students targeting specific components like Modeling, Concept Development, Guided Practice, and Checking for Understanding before getting to Independent Practice. Assessment data was then used to target interventions to close the gap for student groups identified as underperforming. These groups included: English Learners, Students with Disabilities, Foster Youth, and African Americans.

LREBG-funded actions may be found in Goal 1, Actions 1.1, 1.4, 1.10 and Goal 2, Action 2.2. The needs assessment substantiated findings from the 2024 Dashboard related to academic progress, social-emotional and behavioral needs, and chronic absenteeism.

- A review of state and local data indicates significant academic need among English Learners (ELs), socioeconomically disadvantaged (SED) students, and Foster Youth (FY). Based on this, Goal 1, Action 1.1 and 1.4 directly addresses the need to provide more academic support through interventions, increasing the amount of instructional time or services provided to pupils, professional development to improve instruction, or by providing access to instruction for credit deficit pupils.
- State and local data also indicate significant behavioral needs among SED, SWD, Homeless, White, and AA students. Based on this, Goal 1 Action 1.10 directly address the need to provide increased social-emotional supports, create behavior plans, work with staff members to identify and address behavior skill deficits.
- Finally, state and local data also show a significant attendance need among SWD, Homeless, White, FY, and AA students. Based on this, Goal 1 Action 1.10 and Goal 2, Action 2.2 directly addresses the need to contact families immediately when students are absent and support the student attendance review team (SART) to intervene immediately when students demonstrate a pattern of chronic absenteeism. These actions align with allowable uses of the funds to provide additional academic services, student social and emotional well-being and mental health services, addressing barriers to learning, and providing referrals for support of student needs.

LREBG funds will continue to be expended in 26-27 and 27-28 utilizing evidence-based strategies identified under the following sources:

- ERIC: Academic Interventions for Elementary and Middle School Students with Low Socioeconomic Status: A Systematic Review and Meta-Analysis (Goal 1, Action 1.1)
- Harvard-Summer Programs Can Help Kids Catch Up after COVID (Goal 1, Action 1.1)

- IES: Success after Graduation (Goal 1, Action 1.4)
- Healthy People 2030 (Goal 1, Action 1.4)
- Collaborative for Academic, Social, and Emotional Learning (CASEL) [Goal 1, Action 1.10]
- Attendance Works-Research (Goal 2, Action 2.2)

Reflections: Technical Assistance

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

In 2024-25, CJUSD was eligible for Differentiated Assistance (DA) due to the performance of the student group Homeless in the areas of Academics (ELA, Math) and Suspension Rates due to the information on the Fall 2023 Dashboard. The District and Site Principal Team are addressing all of the areas above. The CJUSD DA team, which is made up of all District Administrators that include: Superintendent, Assistant Superintendent of Educational Services, Director of Categorical Programs, Director of Special Programs, and Principals, have attended several trainings with Kings County Office of Education (KCOE) and worked with their team leads to identify how to address our needs in the areas of suspensions and closing the learning gaps for the student group Homeless.

In 2024-25, key efforts include the development of a robust MTSS system. Tiered supports are being reinforced at all sites and a PBIS team was established to proactively identify students at risk of suspension. Meetings are held at sites to proactively support students and to monitor school-wide PBIS efforts. During these meetings, the team are also able to identify the specific needs of students to deliver targeted supports such as behavioral interventions, check-in check out, academies, peer mentoring, home visits, behavior contracts, counseling, or referrals to specialized mental health providers (LMFT).

Most recently, the district and KCOE DA team collaborated to develop an AIM Statement focused on Priority 4 (Achievement in ELA) for students experiencing homelessness (S.E.H). CJUSD will work closely with KCOE to improve this area through a series of meetings. Multiple actions will address the work needed to continue supporting S.E.H. From the Aim Statement, a Driver Diagram was created to narrow the focus needed to support students in ELA. A summary of the driver diagram includes:

- Targeted Support for Students Experiencing Homelessness (S.E.H.): Many change ideas directly address the needs of students experiencing homelessness, aiming to boost their attendance, engagement, stability, and academic achievement through targeted interventions
- Progress Monitoring and Data-Driven Instruction: The diagram emphasizes measuring student progress with tools to identify learning gaps, allowing teachers to adjust instruction accordingly and in a timely manner
- Teacher and Instructional Coaching Support: There is a strong focus on improving instruction through coaching cycles, support for new teachers, unpacking priority standards, and implementing programs to support specific needs
- Increased Student Engagement and Connectedness: Improving school culture and relationships to build student connectedness and engaging students in classrooms during the day, thus making school a supportive and motivating environment

CJUSD has committed to continuing the the following actions: reviewing AIM statements addressing learning needs in ELA; continuing work with the ELA Driver Diagram; revisiting the change ideas to create uniformity and alignment between school sites; and introducing the Plan-Do-Study-Act (PDSA) cycle during PLC meetings at the school sites. The PDSA cycle will include data to monitor academic growth and

improvement for student groups, including S.E.H. These efforts reflect CJUSD's commitment to improvement through strategic collaboration and data-informed action.

Based on the Fall 2024 Dashboard, CJUSD was not eligible for differentiated assistance for the next cycle (2025-2027)

The Administrative team meets regularly to continue the process and make decisions on the best ways to address the identified areas of need. Our principals work directly with their School Site Councils and staff to address the area of need (red student groups). These will be addressed in the 2025-2026 Single Plans for Student Achievement.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Families Input Meetings held: 10/16/24, 1/15/25, 4/2/25 Survey Available: March 10, 2025 through May 2, 2025 Safety Survey: May 12, 2025 through May 20, 2025	The district maintains an Educational Partner Advisory Committee (EPAC) that provides input into the districts' programs and services for students. The district's PAC meet regularly throughout the school year. Each school site council elected a parent for the district EPAC from their School Site Councils. The Superintendent, Assistant Superintendent, Director of Categorical Programs, Chief Business Officer, and Principals also attended these meetings. The purpose of the EPAC is to engage parents in the LCAP review and planning process, to elicit their input into the district's programs and services for students, and to provide them with the opportunity to voice priorities for their students. Members are active participants in the district's comprehensive strategic planning since they are informed about the district's programs and services beyond programs and services in the LCAP. Parents who are members in the EPAC are representatives of their school sites. Members of the EPAC also included parents of unduplicated pupils and parents of Students with Disabilities. They represent the interest of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. In addition, they represent the perspectives and insights in identifying the unique needs of the District. These recommendations allow the district to select the most effective strategies and interventions to address the needs of our students through programs and services the District implements using funds that include LCFF. Four meetings

Educational Partner(s)	Process for Engagement
	were held to discuss or showcase services in the LCAP and to get Educational Partner feedback/input this year. LCAP Surveys were also utilized to gather input from parents and families. Feedback from these surveys provided input into the services and programs needed to address the needs of students using both LCFF and LREBG funds. A total of 547 Parent/Family surveys were completed.
District English Learner Advisory Committee Input Meetings held: 10/31/24, 11/21/24, 1/23/25, 2/20/25, 4/10/25 Survey Available: May 10, 2025 through May 2, 2025	The District English Language Advisory Committee or DELAC consists of parents of students who are English learners and representatives from each school site's English Language Advisory Committee (ELAC). The DELAC meets regularly to advise district officials on English learner programs and services with the overall goal of helping English learners attain English proficiency and achieve academic success. Members of the DELAC are representatives of their school sites. They represent the interest of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students. In addition, they represent the perspectives and insights in identifying the unique needs of the District. These recommendations allow the district to select the most effective strategies and interventions to address the needs of our students through programs and services the District implements using funds that include both LCFF and LREBG funds.
Student Advisory 9-12, 6-8 Input Meeting with Middle School: 4/25/2025 Input Meeting with High School: 4/9/2025 Input Meeting with Alternative Education: 5/23/2025 (LCFF Equity Multiplier)	Students were introduced to the concept and purpose of the LCAP. Feedback and input sessions were then conducted, allowing students to share their thoughts, concerns, and suggestions regarding various aspects of the LCAP. District leadership encouraged students to voice their opinions on topics such as academic programs, extracurricular activities, student support services, and school climate. We ensured that student voices were actively considered. We reviewed the feedback and input gathered from students and identify common themes, priorities, and areas of consensus before ending the

Educational Partner(s)	Process for Engagement
	session with the students and ensured that their voices were adequately transcribed in the notes. These recommendations allow the district to select the most effective strategies and interventions to address the needs of our students through programs and services the District implements using funds that include both LCFF and LREBG funds.
Administrators and Principals Development meetings during PAC: 4/22/25, 5/13/25 Input Meetings held: 10/16/24, 1/15/25, 4/2/25 Survey Available: March 26, 2025 through April 28, 2025	Administrators and Principals helped aid in the development of the LCAP during Principal and Administrator Council (PAC) meetings. They helped develop the goals, actions, and what metrics were to be utilized under what goal. Principals are also active participants in the Educational Partner Advisory Committee that provides input into the districts' programs and services for students. Members of the EPAC provide ongoing input into the district's services and programs at these meetings verbally. Administrators were also invited to complete LCAP Staff Surveys. Input was utilized to select the most effective strategies and interventions to address the needs of our students through programs and services the District implements using funds that include both LCFF and LREBG funds.
Teachers and Other School Personnel Input Meetings held: 10/16/24, 1/15/25, 4/2/25 Survey Available: March 26, 2025 through April 28, 2025 Input Meeting with Alternative Education: 5/23/2025 (LCFF Equity Multiplier)	Teachers and other Educators are members of the Educational Partner Advisory Committee (EPAC) that provides input into the districts' programs and services for students. The district's EPAC met regularly throughout the school year to provide input into the district's programs and services for students, and to provide them with the opportunity to voice priorities for their students. Members were active participants in the district's 2024-25 comprehensive strategic planning since they were informed about the district's programs and services beyond programs and services in the LCAP. LCAP Surveys were also utilized to gather input from teachers and other educators. Feedback from these surveys provided input into the services and programs needed to address the needs of students using both LCFF and LREBG funds. A total of 254 Teacher and Staff Surveys were completed.

Educational Partner(s)	Process for Engagement
Local Bargaining Units Input Meetings held: 10/16/24, 1/15/25, 4/2/25 Survey Available: March 26, 2025 through April 28, 2025	Local Bargaining Units were invited to participate in the Educational Partner Advisory Committee that provides input into the districts' programs and services for students. Members have provided ongoing input into the district's services and programs at these meetings verbally. Members of the EPAC provide ongoing input into the district's services and programs at these meetings verbally. Administrators were also invited to complete LCAP Staff Surveys. Feedback provided input into the services and programs needed to address the needs of students using both LCFF and LREBG funds.
Pupils in Grades 4-12: Surveys Survey Available: March 26, 2025 through April 28, 2025	Students in Grades 4-12 were asked to participate in an online survey where they were able to make recommendations on what types of programs or services they wanted to see in school. In addition, the survey provided a section to determine school climate and school connectedness. Students representing all of the district's student subgroups had the opportunity to participate in the survey. A total of 1,444 students completed the survey this year. Feedback provided input into the services and programs needed to address the needs of students using both LCFF and LREBG funds.
SELPA Consultation Advisory Meetings held monthly at KCOE	CJUSD has representation at all SELPA advisory meetings. Information has been shared from advisory meetings that is embedded into the plan.
Parent Advisory Committee Equity Multiplier Consultation April 30, 2025 Student and Teacher/Staff Advisory Equity Multiplier Consultation	Met with the Advisory Committees for Kings Lake Education Center, Mission Community Day School, and Corcoran Academy for consultation on the LCFF Equity Multiplier. Advisory Committees * Audience: Parent members, students, principal, teachers, staff * Topics discussed: School-level data analysis (CA School Dashboard - College and Career Readiness, Suspension, Graduation Metrics); School Plan for Student Achievement; Equity Multiplier funds and

Educational Partner(s)	Process for Engagement
May 13, 2025	required LCAP goal, metrics and actions; input was gathered for the Equity Multiplier funds
Opportunities for Public Comment Public Meeting: 6/11/2025 Board Approval Date: 6/25/25	The Local Control and Accountability Plan was presented and discussed at a regularly scheduled board meeting on June 11, 2025. A public comment period is provided during each meeting for any member of the public to provide feedback or input into the LCAP plan.
TRANSLATION SERVICES	Spanish interpretation was provided for all meetings attended by parents, families, or community members. Spanish translations were provided for all communications such as surveys, plans, and documents provided to parents and families in regards to this Local Control and Accountability Plan and all plans listed within.

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

Corcoran Joint Unified School District's process for engaging educational partners in the development of the LCAP includes annual surveys, community forums, meetings with advisory committees and groups throughout the school year, LCFF/LCAP Presentations to the Board of Trustees and Educational Partners, and posting the draft LCAP online that allows community members the opportunity to provide feedback.

After reviewing Goal 1 and Goal 2, Actions and Services and having discussions with the EPAC (Parents, Staff, Administrators, Local Bargaining Units, Administrators), the trends that emerged from these meetings included:

1. Strong Support for Academic Intervention Resources (22% of feedback)
Ed Partners strongly endorse continuing vital academic intervention resources, with participants supporting intervention teachers, resource teachers, and intervention programs. There is particularly enthusiastic support for maintaining paraprofessional assistance and summer enrichment programs through UC Merced, demonstrating parent recognition of these resources' value in enhancing student achievement.
2. Appreciation for Communication Systems (18% of feedback)
Ed Partners express satisfaction with the school's multi-channel communication approach, particularly highlighting ParentSquare, email notifications, and social media updates. They value the technological tools that keep them informed about their children's education while also appreciating traditional communication methods that ensure all families remain connected regardless of digital access.
3. Enthusiasm for Diverse School Events (16% of feedback)
Ed Partners shows interest in a wide range of school activities, from academic events like literacy nights and science fairs to creative showcases including concerts and talent shows. This diversity of interest reflects families' desire to engage with the school community through various avenues that celebrate different aspects of student development and achievement.
4. Recognition of School Strengths (15% of feedback)

Ed Partners specifically commend the dual enrollment opportunities and career pathways at Corcoran High School, the positive school culture, and the quality of teaching staff. They also value the school's commitment to technology integration, extracurricular activities, and facility maintenance, indicating overall satisfaction with the educational environment.
5. Support for English Learner Services (12% of feedback)
There is strong backing for continuing Academic EL Coach support and specialized English development programs. Parents recognize the importance of supplemental materials for long-term English learners and professional development for EL strategies, showing community commitment to equitable educational opportunities for all students.
6. Consensus on Class Size Priorities (9% of feedback)
Participant agree on maintaining smaller-than-required class sizes in both primary (1:24) and upper grades (1:28), demonstrating unanimous recognition of how appropriate student-teacher ratios contribute to effective learning environments and individualized attention for students.
7. Practical Solutions for Increasing Participation (8% of feedback)
Parents offer constructive suggestions for enhancing involvement, including technology workshops, remote participation options, improved event promotion, and practical accommodations like childcare and translation services.

These thoughtful recommendations show parents' genuine desire to be more actively engaged in their children's education despite common barriers.

After reviewing Goal 1 and Goal 2, Actions and Services and having discussions with the DELAC, the trends that emerged from these meetings included:
1. Enhanced Communication Systems (26%)
Parents highly value effective school-home communication and appreciate the multiple methods schools currently use. They particularly value paper announcements for important information, multilingual communications, and phone notifications. The enthusiasm for improved communication demonstrates families' commitment to staying informed about their children's education.
2. Expanded Parent Engagement Opportunities (21%)
Families show strong interest in being actively involved in their children's education. They eagerly seek additional volunteer opportunities, classroom participation options, and school events. Parents appreciate the security measures like fingerprinting and are enthusiastic about completing these requirements when scheduling options accommodate their availability.
3. Comprehensive Academic Support Programs (19%)
Parents recognize the value of strong academic foundations and appreciate existing support systems. They enthusiastically endorse expanded resources for mathematics, English language development, and homework assistance. Their suggestions for tutoring, reading practice, and small group instruction reflect their dedication to promoting academic excellence.
4. Inclusive School Events and Activities (18%)
Families express joy in participating in school activities that showcase student talents and achievements. They value conferences, sporting events, and administration meetings that build community connections. Their attendance at these events demonstrates their commitment to being part of the school community.
5.Enhanced Student Support Services (16%)
Parents acknowledge the vital role counselors and support staff play in student success. They value the personalized guidance these professionals provide and appreciate monitoring systems that track student progress. Their interest in expanding these services reflects their desire for comprehensive support for all students.

STUDENT ADVISORY 9-12

1. Graduation Challenges (20%)
Students expressed a strong desire for timely notifications regarding graduation requirements. This proactive approach will help reduce pressure and ensure that seniors feel supported throughout their final year.
2. Support Resources (15%)
There is a clear call for more detailed information regarding college and career pathways. By enhancing the availability of resources, students can make informed decisions about their futures, fostering greater confidence and preparedness.
3. Awareness and Guidance (15%)
Participants highlighted the importance of starting informational initiatives as early as 8th grade. This early engagement will empower students to plan their high school journey effectively, promoting a sense of ownership over their educational paths.
4. Resource Availability (10%)
Students noted that while they feel supported, there is a need for updated materials and resources, especially for freshmen orientation. By modernizing these resources, we can enhance the onboarding experience for new students.
5. College and Career Opportunities (10%)
There is enthusiasm for increasing access to college visits and career exploration days. By inviting a diverse range of professionals, students can envision various career paths, making their future aspirations more tangible.
6. Parent Engagement (10%)
The need for improved communication with parents was emphasized, especially regarding student progress. Strengthening this connection will foster a supportive community, benefiting both students and families.
7. Safety and Environment (10%)
Overall, students feel safe in their school environment, especially those who are socially active. This positive sentiment highlights the importance of maintaining a welcoming atmosphere where all students can thrive.
8. Teacher Support and Characteristics (5%)
The presence of caring and supportive teachers was noted as a key factor in students' positive experiences. Encouraging qualities in staff can further enhance the educational environment.
9. Mental Health Awareness (5%)
There is a recognized need for greater awareness of mental health resources. By promoting these services, we can ensure that students know where to seek help, fostering a culture of support and well-being.

STUDENT ADVISORY 6-8

1. Teaching Quality & Instructional Excellence (18% of responses)
Students demonstrate clear awareness of effective teaching practices and express appreciation for educators who provide step-by-step instruction. They particularly value teachers like Ms. Wells who notice when students need additional support and offer individualized assistance. This feedback shows students are engaged learners who recognize quality instruction when they experience it.

2. Student Engagement & School Activities (16% of responses)
Students show tremendous enthusiasm for the diverse extracurricular opportunities available at JMMS. They actively participate in multiple sports including tennis, football, swimming, and golf, while also engaging in various clubs such as leadership, rocket club, and guitar club. Their appreciation for field trips to educational venues like museums and aquariums demonstrates their eagerness for experiential learning.
3. Safety & School Climate (15% of responses)
Students are proactive in identifying ways to enhance the school environment and demonstrate care for their peers' wellbeing. Their suggestions for increased supervision and security measures show maturity and investment in creating a positive learning environment for everyone. This feedback reflects students who are actively engaged in making their school a better place.
4. Curriculum & Course Expansion (14% of responses)
Students express strong interest in expanding their learning opportunities, particularly in practical life skills areas. Their requests for additional courses in cooking, agriculture, and speech and debate demonstrate forward-thinking about their personal development and future preparation. The current elective offerings in drama, digital music, and agriculture are well-received and serve as a foundation for further expansion.
5. Career Preparation & Future Planning (12% of responses)
Students show impressive initiative in seeking career exploration opportunities and express genuine interest in fields like agriculture and cosmetology. They actively participate in pathway nights and career days, demonstrating their commitment to making informed decisions about their futures. This engagement reflects students who are taking ownership of their educational journey.
6. Staff Relationships & Support Systems (10% of responses)
Students have identified trusted adults on campus and can articulate the qualities they value in educators. Their appreciation for staff members who demonstrate humor, respect, and strong listening skills shows they understand the importance of positive relationships in their learning environment. This feedback indicates students who feel comfortable seeking support when needed.
7. Parent Communication & Community Connection (8% of responses)
Students recognize the importance of family involvement in their education and offer constructive suggestions for enhancing parent-school communication. Their ideas for sharing positive achievements and utilizing multiple communication channels demonstrate understanding of the school-home partnership. This shows students who value their families' engagement in their academic success.
8. Academic Support & Learning Environment (4% of responses)
Students show self-awareness about their learning needs and can identify when they need additional academic support. Their feedback about workload management demonstrates maturity in understanding balance and effective learning practices. This reflects students who are developing important self-advocacy skills.
9. School Operations & Schedule Optimization (3% of responses)
Students provide thoughtful feedback about structural elements that impact their learning experience. Their suggestions about schedule modifications show they are thinking critically about how to maximize their educational opportunities and attendance. This demonstrates students who are invested in making the most of their school experience

LCAP Student Surveys: Big ideas/trends that emerged from the LCAP Student surveys were:

1. Support and Guidance (22%)

Students expressed a desire for more personal guidance and academic support from teachers and counselors. This highlights students' appreciation for mentorship and the positive impact of having adults who are invested in their success. Providing additional support can empower students to navigate their academic journeys more effectively.
2. Teaching Quality (18%)
Students are enthusiastic about engaging teaching methods and clearer explanations. The desire for more interactive and hands-on learning experiences reflects students' eagerness to learn in ways that resonate with them. This suggests a potential for enhancing classroom experiences to better meet diverse learning styles.
3. Career Preparation (16%)
Students are requesting additional classes and resources aimed at career readiness and college preparation. Students recognize the importance of preparing for their future careers and are motivated to take classes that will provide relevant skills. This indicates a proactive approach to their education and a commitment to their futures.
4. Curriculum and Class Offerings (15%)
Students suggested adding more electives and real-world skills courses, such as finance and practical life skills. The call for diverse course offerings highlights students' enthusiasm for learning relevant skills that will benefit them beyond the classroom. This is a positive sign of their desire to engage with practical, applicable knowledge.
5. Classroom Environment (14%)
Student responses emphasized the need for a respectful and supportive learning atmosphere. Students value a positive school culture where they feel safe and respected. This reflects their understanding of the importance of a conducive learning environment for academic success.
6. Time Management and Workload (10%)
Students requested more time for assignments and a manageable workload. This feedback shows that students are interested in learning effectively without feeling overwhelmed. A focus on reasonable pacing can enhance their overall educational experience.
7. Positive Feedback (5%)
Some students acknowledged effective teaching practices and supportive staff. This recognition showcases the positive impact of dedicated educators and reinforces the value of ongoing support and encouragement within the school community.

LCAP Family/Community Surveys: Big ideas/trends that emerged from the LCAP Family/Community surveys were:

1. Communication Issues (20%)
Many parents expressed a desire for clearer communication from staff and administration. This indicates a strong interest in fostering a more transparent dialogue between the school and families, which can enhance the overall school experience.
2. Bullying and Behavioral Concerns (25%)
A significant number of responses highlighted the need for effective strategies to address bullying. This shows a collective commitment to creating a safe and respectful environment for all students, reflecting parental support for proactive measures.
3. Staff and Administration Feedback (15%)
Parents praised specific staff members for their dedication and communication skills. This feedback showcases the appreciation for teachers who positively impact students' lives and emphasizes the importance of supportive staff in the educational environment.
4. Facilities and Resources (10%)

Concerns about school facilities, such as inadequate parking and restroom conditions, were noted. This feedback presents an opportunity for improvement, indicating that parents are invested in enhancing the physical environment of the school.
5. Extracurricular Activities (15%)
Parents expressed enthusiasm for existing extracurricular programs and suggested expanding options. This highlights the community's desire for diverse activities that enrich students' educational experiences and promote engagement.
6. Dress Code and Student Behavior (10%)
Feedback on the dress code indicates a call for clarity and consistency in enforcement. This reflects a shared interest in maintaining a respectful learning atmosphere while allowing students to express themselves appropriately.
7. Support for Diverse Needs (5%)
A smaller percentage of responses emphasized the importance of training staff to better support students with diverse needs. This demonstrates a commitment to inclusivity and ensuring all students receive the attention they deserve.

LCAP Staff Surveys: Big ideas/trends that emerged from the LCAP Staff surveys were:

1. Student Support and Behavior Management (25%)
Staff members have identified significant opportunities to enhance the behavioral support framework. Implementing comprehensive behavioral intervention programs, creating dedicated spaces for intensive support, and developing clear, consistent consequence protocols can create an environment where all students thrive. Staff feedback indicates strong interest in evidence-based behavioral strategies that help students develop self-regulation skills while maintaining a positive learning environment for all.
2. Safety Concerns (20%)
Many staff members highlighted the need for enhanced safety measures, reflecting a proactive approach to creating a secure learning environment. The emphasis on maintaining safety for both students and staff demonstrates a shared commitment to fostering a supportive atmosphere where everyone feels safe.
3. Staff Support and Resources (18%)
Respondents expressed a desire for additional support staff, such as counselors, math intervention specialists, reading intervention teaches, librarians, behavioral specialists, paraprofessionals, and security personnel. This indicates a collective understanding of the importance of adequate resources in enhancing the educational experience for both students and staff.
4. Training and Professional Development (18%)
There is a strong interest in targeted professional development opportunities, particularly in behavioral management, specialized instructional strategies for English learners and students with special needs, reading intervention methods, math instruction improvements, trauma-informed practices, and classroom management. This eagerness to engage in ongoing learning reflects a commitment to improving teaching practices and better supporting all students.
5. Communication and Community Building (8%)
Survey responses indicate opportunities to enhance communication systems, creating more transparent and inclusive information sharing. Implementing improved communication protocols and fostering stronger community connections can build the collaborative culture that supports educational excellence. This includes better coordination with families and improved internal communication structures.
6. Leadership Development and Administrative Support (6%)
Survey responses highlight opportunities to improve leadership effectiveness through enhanced communication protocols and stronger collaborative relationships. Implementing regular feedback mechanisms, establishing clear communication channels, and developing

leadership training programs can build the supportive administrative culture that dedicated staff deserve. This presents an excellent opportunity to strengthen trust and create a more unified approach to educational excellence.
7. Positive Experiences (4%)
Respondents shared positive experiences with teamwork and collaboration among colleagues. The survey also captured positive feedback celebrating the district's strengths, including recognition of exceptional staff members, appreciation for specific programs, and acknowledgment of effective initiatives. This reflects a strong foundation of camaraderie that can be built upon to foster a more supportive educational environment.
8. Facility and Resource Improvements (1%)
While not a primary concern, there were comments regarding the need for updated facilities and resources. This indicates an awareness of the physical environment’s impact on teaching and learning, suggesting opportunities for enhancement.

Kings Lake Education Center, Corcoran Academy, and Mission Community Day School: Advisory Meeting for LCFF Equity Multiplier
Trends and key themes that arose during the advisory meetings with Parents:

1. Goal Development and Alignment (30%)
Participants expressed enthusiasm about aligning goals with chronic absenteeism and emphasized the importance of SMART goals. The collaborative effort to ensure that goals are relevant and measurable demonstrates a proactive approach to improving student outcomes.
2. Funding and Budgeting (25%)
There was a constructive discussion regarding funding allocations and the strategic use of carryover funds. Participants showed optimism about effectively managing resources to support ongoing and future initiatives, highlighting a commitment to financial transparency.
3. Action Effectiveness (20%)
Many comments focused on the effectiveness of implemented actions, with participants noting successful outcomes linked to specific metrics. This reflects a positive recognition of the impact of well-planned initiatives and a willingness to adapt based on results.
4. Program Implementation (15%)
The meeting included positive reflections on the implementation of programs, with participants acknowledging the challenges faced but also the successes achieved. This balanced perspective fosters a culture of continuous improvement and resilience.
5. Communication and Collaboration (10%)
A strong emphasis was placed on the importance of clear communication and collaboration among stakeholders. The recognition of this need indicates a collective commitment to enhancing teamwork, which is essential for achieving shared goals.

Kings Lake Education Center, Corcoran Academy, and Mission Community Day School: Advisory Meeting for LCFF Equity Multiplier
Trends and key themes that arose during the advisory meetings with Students and Staff:

1. College & Career Readiness (25%)
Many students expressed a desire for additional classes focused on practical skills, such as cosmetology, business, and construction. This reflects a proactive approach to preparing for future careers, demonstrating students' eagerness to gain valuable skills that align with their interests and market demands.
2. Student Engagement & Attendance (20%)

A significant number of students highlighted the role of friendships in motivating them to attend school. This underscores the positive social environment at the school, where students feel supported by their peers, which is crucial for their overall engagement and success.
3. Academic Support & Intervention (15%)
Students indicated a strong desire for more individualized academic support and guidance. This feedback shows an understanding of the importance of personalized learning, demonstrating that students are keen to succeed and are looking for ways to enhance their academic performance.
4. Social Emotional Support (20%)
There is a growing recognition among students regarding the importance of mental health. Many expressed the need for access to therapists and mindfulness practices. This indicates a positive shift towards prioritizing mental well-being and emotional support, reflecting students' maturity and awareness of their needs.
5. Learning Environment & Resources (10%)
Students voiced a need for more welcoming classroom decorations and environments. This feedback highlights a collective appreciation for a positive and engaging learning space, which can enhance motivation and comfort for all students.
6. Extracurricular Activities & School Culture (10%)
Students enthusiastically suggested increasing the variety of clubs and school events, such as robotics and sports. This demonstrates a vibrant school culture where students are eager to participate and engage in extracurricular activities, fostering a sense of community.

A description of the aspects of the LCAP that were influenced by specific input from educational partners can be found below:

For Goal 1: Academic Achievement
All educational partners have expressed a concern for academic learning gaps. They have expressed the need for added supports and interventions to address these learning gaps. Paraprofessionals and support staff has been addressed in Goal 1, Action 1.1. The Action also addresses interventions, monitoring of students, and in-class supports. Therefore, Goal 1, Action 1.1 is a result of input from teachers, parents, administrators, and students as they requested instructional assistance in the classroom, interventions, and in-class supports. LREBG funds will be braided to support this action.

All educational partners have also expressed their desire to have and ensure a broad course of study for all students, which would include broadening and aligning electives with CTE pathways for a smooth transition into high school. Additional staff has been added to address this need at the middle school which in turn a) increases electives and b) starts to establish an articulation for career technical education pathways from middle school to high school. Therefore, in part, Goal 1, Action 1.6 and Action 1.8 are a result of input from teachers, parents, administrators, and students.

Our DELAC continue to ask that we continue with our services to our EL students who are also embedded in our Goal 1, Action 1.2 and 1.3. They also ask that our services to English Learners continue to be a priority and monitoring of their progress continues to be ongoing throughout the year.

Educational partners continue to express the need for counselors to help with career preparation and guidance. Therefore, Goal 1, Action 1.4 were a result of feedback from students, staff, and DELAC in order to help track and advise students for College and career readiness. LREBG funds will be braided to support this action.

Our LCAP Family/Community Surveys and Student Surveys express a need for "Connect Classroom to Real World Experiences." One of the ways we try to do this is by increasing our CTE pathways. Goal 1, Action 1.8 includes various positions that connect students to possible careers, trainings in specific fields, and courses that may lead to employment and/or postsecondary study. In the LCAP Staff Survey, the request has been repeatedly made to lower class sizes. Therefore, we are maintaining small class sizes in Goal 1, Action 1.5. Therefore, Goal 1, Action 1.8 and Goal 1, Action 1.5 were a result of feedback from teachers parents, administrators, and students who requested connections to real world experiences and lower class sizes.

While Educational Partners agree appropriately credentials and assigned staff, standards aligned instructional materials, and schools in good repair are important. The District has and will consistently provide this. Students and parent advisory committees, such as DELAC, have expressed their satisfaction with the quality of teachers in the classroom and the services students are receiving. They continue to ask for this level of commitment from the district when hiring new teachers. Student surveys mentioned the need for mental health, physical, and social-emotional supports. This is provided in Goal 1, Action 1.10 with behavior counselors, psychologists, mental health clinicians, and nurses. LREBG funds will be braided to support this action.

Educational partners have expressed the need to address discipline and to provide additional behavior supports. The District is supporting this through Goal 1, Action 1.10 with funds provided to support the implementation of the PBIS framework at each site with the help and support of vice-principals, behavior counselors, psychologists, mental health clinicians, and nurses. Therefore, Goal 1, Action 1.10 is also a result of feedback from teachers, parents, administrators, and students as they requested increased supports for services to address a student’s well-being.

For Goal 2: School Environment and Engagement
Educational partners continue to ask for continued safety protocols at all schools, which can be seen in Goal 2, Action 2.1 with services being provided such as, but not limited to, campus security, yard supervisors, and the district Safety/Security Coordinator. Therefore, Goal 2, Action 2.1 were all a result of feedback from teachers, parents, administrators, and students as they requested increased supports for safety protocols at school sites.

Our educational partners continue to ask for communication at all levels, increase attendance, and with student academic progress. In addition, DELAC parents have requested that the Parent Liaison position continue as a service, as it is an important part of the communication process between the schools and the parents. They have expressed the need for increased parent engagement and interpretation services . The District Liaison will support this improvement effort. This is written in as Goal 2, Action 2.2. Therefore, Goal 2, Action 2.2 is a result of feedback from teachers, parents, administrators, and students as they each requested increased levels of communication and interpretation services at all levels.

DELAC would also like to see parent trainings incorporated throughout the year to assist in supporting their children's academic success. This would be supported in by Goal 2, Action 2.3. The request of our DELAC were a result of the feedback provided by our DELAC parents.

For Goal 3: LCFF Equity Multiplier Funds
Educational partners requested the need for a Counselor to support students in completing the FAFSA, resume building and supporting in finding volunteer or job opportunities to drive career opportunities. In addition, they requested that this person also support in the development of individualized plans for success and to set goals. They believe that this person would be able to mentor and drive their college and career opportunities. These suggestions were in line with supporting the school with their "Red" status in the College and Career and the Suspension Rate Indicator. Therefore, Goal 3, Action 3.1 and 3.2 are a result of the feedback from the alternative schools advisory meetings to support College and Career readiness and to help reduce suspensions by developing plans and goals for success.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop a broad-based educational program that incorporates multi-tiered systems of supports to enhance student's academic, social, and emotional growth.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The following goal was created in line with the core values, vision and mission of the Governing Board and District. The number one goal, "Offer the best educational program and dramatically improve academic achievement," has been designated by the Governing Board in line with the core mission of Corcoran Joint Unified School District. It is the largest goal for our district as at its center is the implementation of instructional programs that we highlighted earlier in this Plan. The main objective is to ensure that our goals are well articulated and funded so that we may implement actions that will impact the academic achievement of our students. The data below clearly identifies and indicates the work that we must do to ensure that our students are making the academic progress in order to graduate College and Career ready. This goal was formed based on 2024 data.

CAASPP Data
As of 2024, 22.48% of third graders assessed scored Standard Met or Standard Exceeded on the CAASPP ELA assessment compared to the state average of 42.80%. By eleventh grade, the number of students scoring Standard Met or Standard Exceeded increased to 57.35%, which is a little over half of our students meeting the standard. The state average for 11th grade is 55.73%. Our district is continuing to draft a literacy plan and a guaranteed viable curriculum to better support students to become proficient readers at any age, because we understand that lack of literacy is a key driver of inequity, both within and beyond the world of education.

As of 2024, 19.90% of third graders assessed scored Standard Met or Standard Exceeded on the CAASPP Mathematics assessment compared to the state average of 45.63%. By eleventh grade, the number of students scoring Standard Met or Standard Exceeded increased to 27.80%. The state average for 11th grade is 27.90%. This is a little over a quarter of our students meeting the standard and is similar to the state average. Mathematics achievement is an area of need in the district and we understand that mathematical concepts and reasoning are key to students' success and provide a critical foundation for life skills.

ELPAC Data
As of 2024, 55.7% of our English Learners (ELs) made progress toward English proficiency as measured on the English Language Proficiency Assessment for California (ELPAC). This number is above the state average of 45.7%. We understand that language proficiency plays an important role in academic achievement. Therefore, ensuring language supports and reclassification for students who meet the criteria is amongst one of our priorities within this goal.

The actions outlined below are a result of the data analysis and planning process of both the Board Priority Goals and the LCAP development process. As a result of our actions, we expect to see a measurable improvement in our metrics around student achievement, especially among our unduplicated students (English Learners, Foster Youth, and Low-Income students).

LREBG-funded actions may be found in Goal 1, Actions 1.1, 1.4, and 1.10. The needs assessment substantiated findings from the 2024 Dashboard related to academic progress, social-emotional and behavioral needs, and chronic absenteeism.

- A review of state and local data indicates significant academic need among English Learners (ELs), socioeconomically disadvantaged (SED) students, and Foster Youth (FY). Based on this, Goal 1, Action 1.1 and 1.4 directly addresses the need to provide more academic support through interventions, increasing the amount of instructional time or services provided to pupils, professional development to improve instruction, or by providing access to instruction for credit deficit pupils.
- State and local data also indicate significant behavioral needs among SED, SWD, Homeless, White, and AA students. Based on this, Goal 1 Action 1.10 directly address the need to provide increased social-emotional supports, create behavior plans, work with staff members to identify and address behavior skill deficits.
- Finally, state and local data also show a significant attendance need among SWD, Homeless, White, FY, and AA students. Based on this, Goal 1 Action 1.10 directly addresses the need to contact families immediately when students are absent and support the student attendance review team (SART) to intervene immediately when students demonstrate a pattern of chronic absenteeism. These actions align with allowable uses of the funds to provide additional academic services, student social and emotional well-being and mental health services, addressing barriers to learning, and providing referrals for support of student needs.

LREBG funds will continue to be expended in 26-27 and 27-28 utilizing evidence-based strategies identified under the following sources:

- ERIC: Academic Interventions for Elementary and Middle School Students with Low Socioeconomic Status: A Systematic Review and Meta-Analysis (Goal 1, Action 1.1)
- Harvard-Summer Programs Can Help Kids Catch Up after COVID (Goal 1, Action 1.1)
- IES: Success after Graduation (Goal 1, Action 1.4)
- Healthy People 2030 (Goal 1, Action 1.4)
- Collaborative for Academic, Social, and Emotional Learning (CASEL) [Goal 1, Action 1.10]

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	A. Teacher Credentialing Status Percentage of teachers fully credentialed B. Teacher Assignment -Number of teachers misassigned	2021-22 SARC: Fully Credentialed 83.08% B. Number of Teachers Misassigned: 1.66%	A. 2022-23 SARC: Fully Credentialed 83.62% B. Number of Teachers Misassigned: 5.57%		SARC: Fully Credentialed 95% B. Number of Teachers Misassigned: 1%	SARC: Fully Credentialed +0.54% B. Number of Teachers Misassigned: -3.91% For this measure, (+) is change in the right direction.
1.2	Instructional Materials Sufficiency Pupils in school district have sufficient access to the standards-aligned instructional materials (School Accountability Report Cards-SARC Reports)	100% School Accountability Report Card (SARC)	100% School Accountability Report Card (SARC)		100% School Accountability Report Card (SARC)	No difference
1.3	School Facilities in at least 'good repair' (FIT Report)	100% School Accountability Report Card (SARC)	100% School Accountability Report Card (SARC)		100% School Accountability Report Card (SARC)	No difference
1.4	Common Core State Standards Implementation	Implementation of Standards in the Following Areas:	Implementation of Standards in the Following Areas:		Implementation of Standards in the Following Areas:	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Implementation Level of Common Core State Standards 1- Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Data Source: Standards Implementation Survey (Local Indicator)	ELA: 4 ELD: 4 Mathematics: 4 Science: 3 History/Social Science: 3 Career Technical Education: 4 Health Education: 4 PE: 4 Visual and Performing Arts: 4 World Languages: 4	ELA: 4 ELD: 4 Mathematics: 4 Science: 3 History/Social Science: 3 Career Technical Education: 4 Health Education: 4 PE: 4 Visual and Performing Arts: 4 World Languages: 4		ELA: 4 ELD: 4 Mathematics: 4 Science: 4 History/Social Science: 4 Career Technical Education: 4 Health Education: 4 PE: 4 Visual and Performing Arts: 4 World Languages: 4	
1.5	Programs/Services enable ELs to access CA and ELD Standards (Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2023-24 Master Schedule)	100% ELs access and enrollment in courses aligned to CA State Standards. 100% ELs access and enrollment in ELD. (2024-25 Master Schedule)		100% ELs access and enrollment in ELD	No difference
1.6	Priority Statewide Assessments (ELA Academic Indicator) All students Subgroups	CAASPP-ELA Overall: All Students Performance Level: 50.7 points below standard	CAASPP-ELA Overall: All Students Performance Level: 52.9 points below standard		CAASPP-ELA Overall: All Students and Student Groups listed: Increase 6 points annually	CAASPP-ELA Overall: All Students Performance Level: -2.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		**English Learners: EL Students Performance Level: 89.3 points below standard Socio-Economically Disadvantaged: SED Performance Level: 56.4 points below standard Hispanic: Hispanic Students Performance Level: 51.2 points below standard White: White Students Performance Level: 27.1 points below standard **African American: African American Performance Level: 88.7 points below standard Students with Disabilities: SWD Performance Level: 95.8 points below standard Foster Youth: Performance Level: No Performance Color	**English Learners: EL Students Performance Level: 90.2 points below standard Socio-Economically Disadvantaged: SED Performance Level: 57.7 points below standard Hispanic: Hispanic Students Performance Level: 53.5 points below standard White: White Students Performance Level: 38.3 points below standard **African American: African American Performance Level: 82.4 points below standard Students with Disabilities: SWD Performance		(18 total points after 3 years) Dashboard LTELS- Increase by 2% annually (discontinued) LTELS-Increase 16.1 points annually (NEW) CAASPP-ETS School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA John C. Fremont -EL: Increase 25.8 points below standard (1-year) Mark Twain -EL: Change: +3.0 (1-year) John Muir -EL: 30 points from	**English Learners: EL Students Performance Level: -0.9 Socio-Economically Disadvantaged: SED Performance Level: -1.3 Hispanic: Hispanic Students Performance Level: -2 White: White Students Performance Level: -11.2 **African American: African American Performance Level: +6.3 Students with Disabilities: SWD Performance Level: -16.7 Foster Youth: Performance Level: No Performance Color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		**Homeless: Performance Level: 119.3 points below standard (DA) ** Student groups that have red Dashboard Indicators (DA)- Differentiated Assistance Eligible Student Groups Dashboard (Fall 2023) LTELS-3.28% Met or Exceeded (This student group has not been given points below standard indicators on the Dashboard- Fall 2023) CAASPP-ETS School Sites with Student Groups with Red Dashboard Indicators: John C. Fremont -EL: 94.4 points below standard Mark Twain -EL: 83.6 points below standard	Level: 112.5 points below standard Foster Youth: Performance Level: No Performance Color **Homeless: Performance Level: 115.6 points below standard LTELS-129.1 points below standard (NEW) ** Student groups that have red Dashboard Indicators (Fall 2023 Dashboard) (DA)- Differentiated Assistance Eligible Student Groups Dashboard (Fall 2024) School Sites with Student Groups with Red Dashboard Indicators:		standard (1-year)	**Homeless: Performance Level: +3.7 (DA) LTELS- Baseline established on Dashboard (NEW) School Sites with Student Groups with Red Dashboard Indicators: John C. Fremont -EL: +18.2 Mark Twain -EL: +10.3 John Muir -EL: -22.7 For this measure, (+) is change in the right direction.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		John Muir -EL: 101.9 points below standard	John C. Fremont -EL: 76.2 points below standard Mark Twain -EL: 73.3 points below standard John Muir -EL: 124.6 points			
1.7	Metrics State Priority 4: Statewide Assessments (Math Academic Indicator) All students Subgroups	CAASPP-Math Overall: All Students Performance Level: 89.5 points below standard English Learners: EL Students Performance Level: 112 points below standard Socio-Economically Disadvantaged: SED Performance Level: 93.5 points below standard Hispanic: Hispanic Students Performance Level: 91.1 points below standard White: White Students Performance Level:	CAASPP-Math Overall: All Students Performance Level: 98 points below standard English Learners: EL Students Performance Level: 116.5 points below standard Socio-Economically Disadvantaged: SED Performance Level: 101.5 points below standard Hispanic: Hispanic Students Performance		CAASPP-Math Overall: All Students and Student Groups listed: Increase 5 points annually (15 total points after 3 years) Dashboard LTELS- Increase by 2% annually (discontinued) LTELS-Increase by 20 points annually (NEW) CAASPP-ETS School Sites with Student Groups	CAASPP-Math Overall: All Students Performance Level: -8.5 English Learners: EL Students Performance Level: -4.5 Socio-Economically Disadvantaged: SED Performance Level: -8 Hispanic: Hispanic Students Performance Level: -7.8 White: White Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50.7 points below standard African American: African American Performance Level: 110.5 points below standard Students with Disabilities: SWD Performance Level: 89.9 points below standard Foster Youth: Performance Level: No Performance Color **Homeless: Performance Level: 153.7 points below standard (DA) ** Student groups that have red Dashboard Indicators (DA)- Differentiated Assistance Eligible Student Groups Dashboard (Fall 2023) LTELS-3.34% Met or Exceeded (This student group has not been	Level: 98.9 points below standard White: White Students Performance Level: 87.2 points below standard African American: African American Performance Level: 105.5 points below standard Students with Disabilities: SWD Performance Level: 146.4 points below standard Foster Youth: Performance Level: No Performance Color **Homeless: Performance Level: 155.1 points below standard (DA) LTELS-189.2 points below standard (NEW)		with Red Dashboard Indicators: Outcomes taken from school site SPSA John Muir -EL: 60 points from standard (1-year)	Performance Level: -36.5 African American: African American Performance Level: +5 Students with Disabilities: SWD Performance Level: -56.5 Foster Youth: Performance Level: No Performance Color **Homeless: Performance Level: -1.4 (DA) LTELS- Baseline established on Dashboard (NEW) School Sites with Student Groups with Red Dashboard Indicators: John Muir -EL: -22.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		given points below standard indicators on the Dashboard- Fall 2023) CAASPP-ETS School Sites with Student Groups with Red Dashboard Indicators: John Muir -EL: 142.4 points below standard	** Student groups that have red Dashboard Indicators (DA)-Differentiated Assistance Eligible Student Groups Dashboard (Fall 2024) School Sites with Student Groups with Red Dashboard Indicators: John Muir -EL: 165.2 points below standard			For this measure, (+) is change in the right direction.
1.8	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance into the UC or CSU (CA Dashboard)	29.8% California Dashboard (Fall 2023)	30.5% California Dashboard (Fall 2024)		35% California Dashboard	+0.7% For this measure, (+) is change in the right direction.
1.9	Percent of pupils who completed CTE Pathway CCI Indicator	All Students: 64.4% -EL: 28.6%	All Students: 60.1% -EL: 44.1%		70% Increase 1.86% annually within All	All Students: -4.3% -EL: +12.2% -Foster Youth: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Foster Youth: * student group consists of 1-10 students which is below the minimum size for any reporting -SED: 64.1% California Dashboard (Fall 2023)	-Foster Youth: * student group consists of 1-10 students which is below the minimum size for any reporting -SED: 60.0% California Dashboard (Fall 2024)		Student and Unduplicated Pupils California Dashboard	-SED: -4.1% For this measure, (+) is change in the right direction.
1.10	Percentage of pupils who have completed both UC/CSU requirements and CTE Pathways CCI Indicators	26.4% California Dashboard (Fall 2023)	25.8% California Dashboard (Fall 2024)		32% California Dashboard	-0.6% For this measure, (+) is change in the right direction.
1.11	EL's making Progress towards English proficiency-ELPAC English Learner Progress Indicator (ELPI)	46.5% made growth Dashboard (Fall 2023) ELPAC Summative Scores-Status Level 4: 13.10% Proficient Level 3: 33.13% Moderately Developed Educational Testing Service-ELPAC Reporting	55.7% made growth Dashboard (Fall 2024) ELPAC Summative Scores-Status Level 4: 18.17% Proficient Level 3: 31.60% Moderately Developed		52.5% making growth (Equivalent to 2% growth annually) Dashboard ELPAC Summative Scores-Status 2% growth annually in Levels 3 and 4	+9.2% ELPAC Summative Scores-Status Level 4: +5.07% Proficient Level 3: -1.53% Moderately Developed Educational Testing Service-ELPAC Reporting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Sites with Student Groups with Red Dashboard Indicators within the LEA: Bret Harte 24.4% made growth John C. Fremont 34.4% made growth	Educational Testing Service-ELPAC Reporting School Sites with Student Groups with Red Dashboard Indicators within the LEA: Bret Harte 17.7% made growth John C. Fremont 62.9% made growth		Educational Testing Service-ELPAC Reporting School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Bret Harte Increase by 10% (1-year) John C. Fremont Improve by 10% (1-year)	School Sites with Student Groups with Red Dashboard Indicators within the LEA: Bret Harte -6.7% made growth John C. Fremont +28.5% made growth For this measure, (+) is change in the right direction.
1.12	EL Reclassification Rate	14.9% CALPADS Reports (2022-23 EOY 2.16 and Fall 1.1)	20.4% CALPADS Reports (2023-24 EOY 2.16 and Fall 1.1)		Increase reclassification rate by 1.2% every year	+5.5% For this measure, (+) is change in the right direction.
1.13	AP Exam pass rate Percent of pupils that pass AP exams with a score of 3 or higher	0%* To protect privacy, asterisks (*) appear in place of test data when the number of test	0%* To protect privacy, asterisks (*) appear in place of test data when the number of test		1% CJUSD focus' is postsecondary opportunity with an emphasis on dual	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(CA Dashboard-Additional Reports)	takers is less than 15 students. CJUSD focus' is postsecondary opportunity with an emphasis on dual enrollment courses and AP courses are offered as well.	takers is less than 15 students. CJUSD focus' is postsecondary opportunity with an emphasis on dual enrollment courses and AP courses are offered as well.		enrollment courses and AP courses are offered as well.	
1.14	Percentage of pupils who participate in or demonstrate college preparedness CCI Indicator	All Students: 48.5% -EL: 15.4% -Foster Youth: * student group consists of 1-10 students which is below the minimum size for any reporting -SED: 47.9 (C/C Levels & Measures Reports) School Sites with Red Dashboard Indicators for All Students: Kings Lake 2.9% School Sites with Student Groups with Red Dashboard Indicators within the LEA:	All Students: 46% -EL: 26.5% -Foster Youth: * student group consists of 1-10 students which is below the minimum size for any reporting -SED: 46.2% (C/C Levels & Measures Reports) School Sites with Red Dashboard Indicators for All Students: Kings Lake 0% School Sites with Student Groups		54.5% Increase by 2% annually within All Student and Unduplicated Pupils (C/C Levels & Measures Reports) School Sites with Red Dashboard Indicators for All Students: Outcomes taken from school site SPSA Kings Lake 5% growth (1-year)	All Students: -2.5% -EL: +11.1% -Foster Youth: n/a -SED: +46.2% School Sites with Red Dashboard Indicators for All Students: Kings Lake -2.9% School Sites with Student Groups with Red Dashboard Indicators within the LEA: Kings Lake -Hispanic: -3.1% -SED: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kings Lake -Hispanic: 3.1% -SED: 3% -SED: 3.0%	with Red Dashboard Indicators within the LEA: Kings Lake -Hispanic: 0% -SED: 0% (Metric supports LREBG)		School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Kings Lake -Hispanic: 5% growth -SED: 5% growth (1-year)	For this measure, (+) is change in the right direction.
1.15	School attendance rates P2 Report	94% 2023-24	94% 2024-25		96% School Attendance Rate	No difference
1.16	Chronic absenteeism rates California Dashboard	Chronic Absenteeism Rates: All Students: 29.8% Chronically Absent SWD: 39.4% Homeless: 57.8% EL: 26.3% White: 34.5% Foster: 40% African American: 33.9% California Dashboard (Fall 2023)	All Students: 21.9% Chronically Absent (LREBG) SWD: 31.3% Homeless: 39.7% EL: 18.2% White: 28.3% Foster: 37.5% African American: 32.1% California Dashboard (Fall 2024)		Chronic Absenteeism Rates: All Students: 10% Chronically Absent SWD: 20% Homeless: 20% EL: 10% White: 15% Foster: 20% African American: 15%	All Students: -7.9% (LREBG) SWD: -8.1% Homeless: -18.1% EL: -8.1% White: -6.2% Foster: -2.5% African American: -1.8% For this measure, (-) is change in the right direction.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					California Dashboard (Fall 2023)	
1.17	Middle school dropout rates	0.13% Source: CALPADS Reporting (District Analysis)	0.13% Source: CALPADS 1.14 Report		0% Source: CALPADS Reporting (District Analysis)	No difference
1.18	High school dropout rates	1.5% Source: CDE Dataquest Reporting	2.9% Source: CALPADS 1.14 Report		1.0% Source: CDE Dataquest Reporting	+1.4% For this measure, (-) is change in the right direction.
1.19	High school graduation rates	89.4% California Dashboard (Fall 2023) School Sites with Red Dashboard Indicators for All Students: Kings Lake 60% School Sites with Student Groups with Red Dashboard Indicators within the LEA: Kings Lake -Hispanic: 60.5%	86.9% (LREBG) California Dashboard (Fall 2024) School Sites with Red Dashboard Indicators for All Students: Kings Lake 48.3% School Sites with Student Groups with Red Dashboard Indicators within the LEA:		90.5% Graduation Rate (0.4 increase yearly) School Sites with Red Dashboard Indicators for All Students: Outcomes taken from school site SPSA Kings Lake 8% growth (1-year)	-2.5% (LREBG) School Sites with Red Dashboard Indicators for All Students: Kings Lake -11.7% School Sites with Student Groups with Red Dashboard Indicators within the LEA: Kings Lake -Hispanic: -14.1% -SED: -13.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-SED: 61.5%	Kings Lake -Hispanic: 46.4% -SED: 48.3%		School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Kings Lake -Hispanic: 7.5% growth -SED: 6.5% growth (1-year)	For this measure, (+) is change in the right direction.
1.20	Pupil suspension rates	District: 6.9% Suspended at least once **SWD: 11.5% **Homeless: 23.4% (DA) EL: 4.7% **White: 10.6% Foster: 9.7% African American: 12.9% SED-7.5% California Dashboard (Fall 2023) **Student groups that have red Dashboard Indicators	District: 7.1% Suspended at least once (LREBG) **SWD: 11% **Homeless: 11.2% (DA) EL: 5% **White: 8.1% Foster: 4.3% African American: 13% SED-7.5% California Dashboard (Fall 2024) **Student groups that have red		4.5% Suspended at least once Decrease by 0.8% annually for all student groups Schools Sites with Red Dashboard Indicators for All Students within LEA: Outcomes taken from school site SPSA John Muir: decrease by 2.6%	District: +0.2% (LREBG) **SWD: -0.5% **Homeless: -12.4% (DA) EL: +0.3% **White: -2.5% Foster: -5.4% African American: +0.1% SED-no change Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: +1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Differentiated Assistance (DA) Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: 12.6% Mark Twain: 8.1% Schools Sites with Red Dashboard Indicators for specific student groups: Corcoran High -SWD: 14.3% John Muir -EL: 12.9% -SED: 13.4% -SWD: 22.4% Mark Twain -Hispanic: 8.1% -SED: 8.6% -SWD: 15.1%	Dashboard Indicators Differentiated Assistance (DA) Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: 13.9% Mark Twain: 4.8% Schools Sites with Red Dashboard Indicators for specific student groups: Corcoran High -SWD: 13.3% John Muir -EL: 13.3% -SED: 14.9% -SWD: 23.1% Mark Twain -Hispanic: 4.8% -SED: 5.2% -SWD: 3.7%		Mark Twain: decrease by 0.3% (1year) School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Corcoran High -SWD: Reduce by 1.6% (1 year) John Muir -EL: decrease by 2.6% -SED: decrease by 2.6% -SWD: decrease by 2.6% (1 year) Mark Twain -Hispanic: decrease by 0.3% -SED: decrease by 0.3% -SWD: decrease by 0.3% (1 year)	Mark Twain: -3.3% Schools Sites with Red Dashboard Indicators for specific student groups: Corcoran High -SWD: -1% John Muir -EL: +0.4% -SED: +1.5% -SWD: +0.7% Mark Twain -Hispanic: -3.3% -SED: -3.4% -SWD: -11.4% For this measure, (-) is change in the right direction.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	Pupil expulsion rates	0.20% Source: CDE Dataquest (2022-23)	0.21% Source: CDE Dataquest (2023-24)		0.1% Source CDE Dataquest	+0.01% For this measure, (-) is change in the right direction.
1.22	A. Students have access to a broad course of study B. Programs and Services provided to unduplicated pupils C. Programs and Services provided to individuals with exceptional needs	7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music EL Elementary Students will receive 30 minutes of designated ELD each school day as measured by district and school-site schedules. EL Students in Grades 6-12 receive 1-school	7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music EL Elementary Students will receive 30 minutes of designated ELD each school day as measured by		7A. 100% of students in Grades 1-8 have access to the core, PE and Music 100% of students in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7B. 100% of unduplicated pupils in Grades 1-8 have access to the core, PE and Music EL Elementary Students will receive 30 minutes of designated ELD each school day as measured by	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music 100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education AERIES (2023-24)	district and school-site schedules. EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music 100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE,		district and school-site schedules. EL Students in Grades 6-12 receive 1-school period of designated ELD every day as measured by the master schedule. 100% of unduplicated pupils in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE, and Automobile Driver Education 7C. 100% of students with exceptional needs in Grades 1-8 have access to the core, PE and Music 100% of students with exceptional needs in Grades 9-12 have access to the core and VAPA, CTE, World Languages, PE,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and Automobile Driver Education AERIES (2024-25)		and Automobile Driver Education AERIES	
1.23	Pupil Outcomes: Local Benchmark Assessment-ELA	Met or Exceeds Standards on Local Benchmark Assessment-ELA Grade K All: 51% Grade K EL: 42% Grade 1 All: 53% Grade 1 EL: 35% Grade 2 All: 16% Grade 2 EL: 9% Grade 3 All: 6% Grade 3 EL: 1% Grade 4 All: 8% Grade 4 EL: 2% Grade 5 All: 33% Grade 5 EL: 12% Grade 6 All: 16% Grade 6 EL: 3% Grade 7 All: 54% Grade 7 EL: 16% Grade 8 All: 55% Grade 8 EL: 27% Grade 9 All: 58% Grade 9 EL: 0% Grade 10 All: 47% Grade 10 EL: 27% Grade 11 All: 42% Grade 11 EL: 30%	Met or Exceeds Standards on Local Benchmark Assessment-ELA (LREBG) Grade K All: 74% Grade K EL: 93% Grade 1 All: 60% Grade 1 EL: 53% Grade 2 All: 17% Grade 2 EL: 5% Grade 3 All: 1% Grade 3 EL: 0% Grade 4 All: 25% Grade 4 EL: 15% Grade 5 All: 38% Grade 5 EL: 21% Grade 6 All: 64% Grade 6 EL: 51% Grade 7 All: 9% Grade 7 EL: 0% Grade 8 All: 14% Grade 8 EL: 8% Grade 9 All: 38% Grade 9 EL: 0% Grade 10 All: 55% Grade 10 EL: 8% Grade 11 All: 67%		Local Benchmark--ELA Overall: All Students and Student Groups listed: Increase by 5% annually	(LREBG) Grade K All: +23% Grade K EL: +51% Grade 1 All: +7% Grade 1 EL: +18% Grade 2 All: +1% Grade 2 EL: -4% Grade 3 All: -5% Grade 3 EL: -1% Grade 4 All: +17% Grade 4 EL: +13% Grade 5 All: +5% Grade 5 EL: +9% Grade 6 All: +48% Grade 6 EL: +48% Grade 7 All: -45% Grade 7 EL: -16% Grade 8 All: -41% Grade 8 EL: -19% Grade 9 All: -20% Grade 9 EL: No change Grade 10 All: +8% Grade 10 EL: -19% Grade 11 All: +25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		District Averages for Unduplicated Pupils who meet or exceed: Low Income (35%) English learners (16%) Foster Youth (31%) All Students (36%) School City (2023-24)	Grade 11 EL: 8% Grade 12 All: 25% Grade 12 EL: 0% District Averages for Unduplicated Pupils who meet or exceed: Low Income (37%) English learners (23%) Foster Youth (10%) All Students (38%) School City (2024-25)			Grade 11 EL: -22% Grade 12 All: new base Grade 12 EL: new base District Averages for Unduplicated Pupils who meet or exceed: Low Income (+2%) English learners (+7%) Foster Youth (-21%) All Students (+2%) For this measure, (+) is change in the right direction.
1.24	Pupil Outcomes: Local Benchmark Assessment-Math	Met or Exceeds Standards on Local Benchmark Assessment-Math Grade K All: 71% Grade K EL: 67% Grade 1 All: 59% Grade 1 EL: 56% Grade 2 All: 29% Grade 2 EL: 22% Grade 3 All: 15% Grade 3 EL: 10%	Met or Exceeds Standards on Local Benchmark Assessment-Math Grade K All: 80% Grade K EL: 72% Grade 1 All: 72% Grade 1 EL: 67% Grade 2 All: 28% Grade 2 EL: 20% Grade 3 All: 13% Grade 3 EL: 9%		Local Benchmark--Math Overall: All Students and Student Groups listed: Increase by 5% annually	Grade K All: +9% Grade K EL: +5% Grade 1 All: +13% Grade 1 EL: +11% Grade 2 All: -1% Grade 2 EL: -2% Grade 3 All: -2% Grade 3 EL: -1% Grade 4 All: +10% Grade 4 EL: +10% Grade 5 All: +9% Grade 5 EL: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 4 All: 13% Grade 4 EL: 0% Grade 5 All: 23% Grade 5 EL: 13% Grade 6 All: 29% Grade 6 EL: 3% Grade 7 All: 24% Grade 7 EL: 10% Grade 8 All: 27% Grade 8 EL: 5% JMMS Math 1 All: 28% JMMS Math 1 EL: 36% CHS Math 1 All: 21% CHS Math 1 EL: 26% CHS Math 2 All: 22% CHS Math 2 EL: 15% CHS Math 3 All: 19% CHS Math 3 EL: 14% District Averages for Unduplicated Pupils who meet or exceed: Low Income (31%) English learners (29%) Foster Youth (22%) All Students (31%) School City (2023-24)	Grade 4 All: 23% Grade 4 EL: 10% Grade 5 All: 32% Grade 5 EL: 20% Grade 6 All: 32% Grade 6 EL: 21% Grade 7 All: 43% Grade 7 EL: 0% Grade 8 All: 34% Grade 8 EL: 31% JMMS Math 1 All: 44% JMMS Math 1 EL: 0% CHS Math 1 All: 50% CHS Math 1 EL: 30% CHS Math 2 All: 49% CHS Math 2 EL: 37% CHS Math 3 All: 46% CHS Math 3 EL: 43% Advanced Math All: 39% Advanced Math EL: 33% District Averages for Unduplicated			Grade 6 All: +3% Grade 6 EL: +18% Grade 7 All: +19% Grade 7 EL: -10% Grade 8 All: +7% Grade 8 EL: +26% JMMS Math 1 All: +16% JMMS Math 1 EL: -36% CHS Math 1 All: +29% CHS Math 1 EL: +4% CHS Math 2 All: +27% CHS Math 2 EL: +22% CHS Math 3 All: +27% CHS Math 3 EL: +29% Advanced Math All: new base Advanced Math EL: new base District Averages for Unduplicated Pupils who meet or exceed: Low Income (+7%) English learners (+2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Pupils who meet or exceed: Low Income (39%) English learners (31%) Foster Youth (21%) All Students (42%) School City (2024-25)			Foster Youth (-1%) All Students (+11%) For this measure, (+) is change in the right direction.
1.25	Metrics State Priority 4: Statewide Assessments (CAST Data) All students Subgroups	California Science Test (CAST) Overall: All Students Performance Level: 17.6 points below standard English Learners: EL Students Performance Level: 27.1 points below standard Socio-Economically Disadvantaged: SED Performance Level: 18.7 points below standard Hispanic: Hispanic Students Performance Level: 17.8 points below standard	Baseline established this year, so there are no Year 1 outcomes (NEW)		California Science Test (CAST) Overall: All Students and Student Groups listed: Increase 5 points annually (10 total points after 2 years) Dashboard	New metric, so no difference can be established

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: White Students Performance Level: 14 points below standard African American: African American Performance Level: 17.2 points below standard Students with Disabilities: SWD Performance Level: 23.7 points below standard Foster Youth: Performance Level: No Performance Data Homeless: Performance Level: 18.7 points below standard (DA) LTELS: Performance Level: 35.1 points below standard California Dashboard (Fall 2024) (NEW)				

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.

Corcoran Joint Unified School District was able to successfully implement the actions and services planned. The majority of budgeted funds in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. Despite this, students made progress toward achieving grade-level standards and received a broad and rigorously academic educational program that builds towards college and career readiness. Positive Behavior Interventions and Supports is an area that continues to need additional training and implementation at all sites.

Successes:

- Resource Teachers help support and provide professional development to staff which focused on the specific skills teachers needed to implement and support students who were in interventions and identified additional contracted academic learning support services for site training
- Intervention Teachers provided extra support to students who were experiencing difficulties in English Language Arts or Mathematics
- Support was provided to English learners with the help of the ELL District coach for Integrated and Designated English Development time
- Progress was made towards increasing the percent of pupils who completed CTE Pathways
- Maintaining K-5 class sizes at a ratio of 1:24 or below
- All services provided students with access to the core curriculum and grade level proficiency standards that prepared them for grade-level academic requirements that transfer into core classes

Challenges in implementation:

- Intervention placement and progress monitoring continue to be a challenge. A clear outline of Response to Intervention plan, entrance and exit criteria, and continuous progress monitoring of data needs to improve
- Adding additional personnel in supporting Long-Term English Learners was a challenge. The position remained unfilled most of the school year due to hiring constraints

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

- Action 1.1 Support for Student Learning: Salaries were below the budgeted amount and did not include COLA. Salaries for the current year will include both year COLAs in salaries.

- Action 1.3 Support for Long Term English Learners: Expenditures were below budgeted amount due to staff vacancies and inability to hire.
- Action 1.4 Academic Counselor: Cost included the full funding of the counselor, which is split 50/50 with COS.
- Action 1.5 Smaller Class Sizes: Reduced staff numbers to more accurately reflect apportionment numbers.
- Action 1.8 Career and Technical Education (CTE) Pathways: Expenditures were below the budgeted amount due to the use of alternate funding source that was utilized for this action.
- Action 1.9 Facility Expansion: This action was abandoned and will not be funded due to time constraints.
- Action 1.10 Student Well-being: Salaries were below the budgeted amount and did not include COLA. Salaries for the current year will include both year COLAs in salaries.

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

- Action 1.1 Support for Student Learning: This action was effective. The percentage of students who met or exceeded the math standards as measured by CAASPP increased 1.19% from the previous year. Also, the percentage of students who met or exceeded the ELA standards as measured by CAASPP remained the same with minimal difference of -0.01% from the previous year. We are not meeting our 3-year desired outcome.

- Action 1.2 Support for English Learners: This action was effective. 100% of our EL students were enrolled in courses aligned to the CA State Standards and 100% of ELs enrolled in ELD services. In addition, the percentage of English learners reclassified to Fluent English Proficient was 20.4%. We are meeting our 3-year desired outcome.

- Action 1.3 Support for Long Term English Learners: This action was effective. 100% of our EL students were enrolled in courses aligned to the CA State Standards and 100% of ELs enrolled in ELD services. In addition, the percentage of English learners reclassified to Fluent English Proficient was 20.4%. We are meeting our 3-year desired outcome.

- Action 1.4 Academic Counselor: This action was mostly effective. According to the College and Career Indicator, All Students had a prepared rate of 46%, a decline of 2% from the previous year. ELs increased by 11.6% to a prepared rate of 26.5%. Our low-income students had a prepared rate of 46.2%, which is a -1.7% decline (maintained rate). We are not meeting our 3-year desired outcome.

- Action 1.5 Smaller Class Sizes: This action was mostly effective. The percentage of students who met or exceeded the Language Arts standards measured by the Inspect ELA assessment was higher in grades K-1 All Students, K-1 EL Students, 4-5 All Students, 4-5 EL Students, Grade 6 All, and Grade 6 EL. Students who scored lower than the year prior were grades 2-3 All Students, 2-3 EL Students, 7-8 All Students, 7-8 EL, 9 All, and 9-11 EL. The largest discrepancy in students who met or exceeded occurred in 7-8 All Students with a decrease of 45%. This was followed by Grade 11 EL Students with a decrease of 22%. We are not yet meeting our 3-year desired outcome for disparity, and have not yet met the desired outcome for the overall rate between the All Students Groups and the unduplicated student groups.

- Action 1.6 Broad Course of Study: This action was mostly effective. The district averages for students who met or exceeded the ELA benchmarks were met by Low Income (37%), English Learners (23%), compared to All students (38%). The decrease in average who met or exceeded was with the Foster Youth (10%). We are not yet meeting our 3-year desired outcome for disparity, and have not yet met the desired outcome for the overall rate between the All Students Groups and the unduplicated student groups.

- Action 1.7 Library and Technology Programs: This action was mostly effective. The percentage of students who met or exceeded the ELA standards as measured by CAASPP remained the same with minimal difference of -0.01% from the previous year. We are not meeting our 3-year desired outcome.

- Action 1.8 Career and Technical Education (CTE) Pathways: This action was mostly effective. According to the Dashboard Additional Reports: Met UC/CSU Requirements and CTE Pathway completion, All Students had a completion rate of 25.8%, a decline of 0.68% from the previous year. ELs increased by 7.6% to a completion rate of 14.7%. Our low-income students had a prepared rate of 25.7%, which is a -0.6% decline (maintained rate). Also, in the current year, the percentage of students who have completed a CTE course as measured by the Dashboard Additional Report decreased 4.3% from the previous year. We are not meeting our 3-year desired outcome.

- Action 1.9 Facility Expansion: This action was not effective because it was not implemented and will be discontinued.

- Action 1.10 Student Well-being: This action was mostly effective. The percentage of students who have one or more days of home/in-school suspension was maintained by 0.2%. EL students increased by 0.3%, Low income students had no change, and Foster Youth declined by 5.3% from the year prior. We have not met our 3-year desired outcome for the overall rate.

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.

Goal:
After reflecting and completing a comprehensive needs assessment, there was no need to change or adapt the goal. CJUSD's needs continue to center around increased academic achievement and all the supports needed for the whole child to succeed. The goal will remain the same. LREBG funds have been added.

Actions:
- Action 1.1 Support for Student Learning: This action's description has been modified to include LREBG rationale and metrics.
- Action 1.4 Academic Counselor: This action will continue with changes. An additional 0.5 FTE will be added to provide services requested by educational partners to address graduation rates and College and Career needs of CHS and KL. This action's description has been modified to include LREBG rationale and metrics.
- Action 1.9 Facility Expansion: This action will be discontinued due to a lack of implementation.
- Action 1.10 Student Well-being: This action's description has been modified to include LREBG rationale and metrics.

- Budgeted expenditure amounts may change going forward due to salary differences or price changes on materials. Unless otherwise noted, such changes are to materials only and are not the result to changes in our programs unless specifically noted in an action.

Metrics:
1.6 Priority Statewide Assessments-ELA: Discontinued utilizing Met or Exceeded percentages for LTELS to points below standard to match the rest of the student groups. This option just became available since the LTELS became a student group on the Dashboard.
1.7 Priority Statewide Assessments-Math: Discontinued utilizing Met or Exceeded percentages for LTELS to points below standard to match the rest of the student groups. This option just became available since the LTELS became a student group on the Dashboard.
1.23 Pupil Outcomes: Local Benchmark Assessment-ELA: Added Grade 12 as part of the data collected in local benchmark assessment. This will establish a baseline for this courses outcome in 2024-25. The same growth will be expected as for all other data sets.
1.24 Pupil Outcomes: Local Benchmark Assessment-Math: Added Advanced Math class as part of the data collected in local benchmark assessment. This will establish a baseline for this courses outcome in 2024-25. The same growth will be expected as for all other data sets.
1.25 Priority Statewide Assessments-CAST: Added metric for CAST. This will establish a baseline for this assessment and for student subgroups.

Target Outcomes:
1.25 Priority Statewide Assessments-CAST: Set target outcomes for Year 3.
All other target outcomes will remain the same.

Total Funds:
1.3 Support for Long Term English Learners- Decrease of total funds from year prior is due to the salary adjustment made for the staff member hired and new materials were purchased the year before that will not be required in 25-26.
1.5 Smaller Class Sizes- Decrease in total funds from the year prior is due to the adjustment and balancing of expenditures for this action. Fewer staff were needed to continue with smaller sizes due to declining enrollment.
1.8 Career and Technical Education (CTE) Pathways-Increase of total funds from the year prior is due to the adjustment in salary schedules (COLA) for the past two years that had not been calculated when the estimates were made.

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	Support for Student Learning	Staff and assessment software to support teachers with program implementation, teacher coaching, professional development, instruction, data collection, intervention, and progress monitoring for students, with priority to unduplicated pupils, who have not yet met academic standards or English language proficiency. Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard: District - African American, EL, Homeless ((Braided funds from Title I and ARP to explicitly address AA and Homeless student groups) John Muir Middle School - EL (SPSA Goal 1 Activity 1.2, 1.3, 1.5) Mark Twain Elementary - EL (SPSA Goal 1 Activity 1.3, 1.4, 1.5) John C. Fremont Elementary - EL (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) This action will also address the following Reds on the Math Achievement metric on the 2023 Dashboard: District - Homeless (Braided funds from Title I and ARP to explicitly address Homeless student group) John Muir Middle School - EL (SPSA Goal 1 Activity 1.1, 1.3) This will be addressing DA group-Homeless in the area of ELA and Math. This is an LREBG supported action. Instructional Learning Time The needs assessment substantiated the need for additional academic time to improve the academic performance of students. CJUSD will provide summer school services for all students who are in need of intervention due to learning gaps. Research supports that providing extended services such as summer school/intercession intervention and enrichment improves academic performance. According to the Harvard-Summer Programs Can Help Kids Catch Up after COVID study, the summer months are a prime time to provide extra educational opportunities. Metric being used to monitor the action: Metric 1.23. Accelerating Progress to Close Learning Gaps	$3,895,622.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The needs assessment also substantiated the need to provide intervention programs and services for all students who are in need of intervention and who have learning gaps that can be supported through the implementation, expansion, or enhancement of evidence-based learning supports. Research supports that tutoring or other one-on-one or small group learning supports provided by certificated or classified staff, school library access, and training to individuals to support these interventions helps support academic performance. According to "Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis", the effect sizes (ES) of many interventions indicate that it is possible to substantially improve educational achievement for the target group. Intervention components such as tutoring (ES = 0.36), feedback and progress monitoring (ES = 0.32), and cooperative learning (ES = 0.22) have average ES that are educationally important, statistically significant, and robust. Metric being used to monitor the action: Metric 1.23. LREBG funds supporting this action: $326,264 for the 2025-2026 School Year		
1.2	Support for English Learners	English learners' language acquisition will be supported through professional development and coaching of strategies by coaches; supported in learning of core content by intervention staff; and monitored for progress on an ongoing basis to determine EL services. Specifically to address the following Reds on the English Learner Progress Indicator (ELPI) metric on the 2023 Dashboard: Bret Harte Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) John C. Fremont Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4)	$770,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Support for Long Term English Learners	Enhance programs specifically tailored for the needs of Long Term English Learners such as intensive English language development courses or extended learning opportunities focused on language acquisition. Support services may include but are not limited to: additional support staff to support students in grades 6-12 in order to develop individualized learning plans for LTELs, outlining specific goals, interventions, and progress monitoring strategies tailored to their language proficiency levels and academic needs; materials to support LTEL language acquisition; professional development for teachers focused on effective instructional strategies for LTELs, parent workshops on supporting English language development at home; tutoring programs that can support LTELs in language acquisition and academic content. Specifically to address the following Reds on the ELA and Math Achievement metric on the 2023 Dashboard: District - EL John Muir Middle School - EL (SPSA Goal 1 Activity 1.2, 1.3, 1.5) Mark Twain Elementary - EL (SPSA Goal 1 Activity 1.3, 1.4, 1.5)	$188,000.00	Yes
1.4	Academic Counselor	Academic Counselor support students who face barriers to academic achievement by: • Monitoring progress using an early intervention screener. • Coaching students in developing goals and assessing their progress. • Collaborating with colleagues to address barriers to academic success. • Assisting with outreach efforts for families to remove barriers to school participation. Specifically to address the following School Sites with Reds Dashboard Indicators for All Students within LEA on the 2023 Dashboard: Kings Lake Education Center Specifically to address the following Red student groups on the College and Careers Indicator (CCI) on the 2023 Dashboard:	$261,709.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Kings Lake Education Center- Hispanic, SED (SPSA 1.1: Braided funds from SPSA 1.1 to explicitly address Hispanic student group) Specifically to address the following Red student groups on the Graduation Rate Indicator on the 2023 Dashboard: Kings Lake Education Center- Hispanic, SED (SPSA 1.1: Braided funds from SPSA 1.1 to explicitly address Hispanic student group) Corcoran High School - SWD (SPSA Goal 2 Activity 2.3: Braided funds from Title I to explicitly address SWD student group) Funds will be braided with funding from SPSA to support the Hispanic and All Student group in the areas of Graduation and CCI. This is an LREBG supported action. Access to instruction for credit-deficient pupils The needs assessment identified the need to provide supports to access instruction for students who are behind in credits and at risk of not graduating in order to increase or improve college eligibility. Research conducted by the Office of Disease Prevention and Health Promotion, finishing more years of high school, and especially earning a high school diploma, decreases the risk of premature death and increases employment prospects and lifelong earning potential. By offering credit recovery, students will be able to recover credits to meet graduation requirements. Metric being used to monitor the action: Metric 1.19. LREBG funds supporting this action: $9,709 for the 2025-2026 School Year		
1.5	Smaller Class Sizes	Reduce class size in the primary grades to 24:1 and in the upper grades (6-12) core classes to 28:1. Class sizes are contract based at 30:1 at all grade levels. As part of the Grade Span Adjustment, we will continue to move towards/maintain the 24:1 class sizes in K-3 and 28:1 in grades 6-12. English learners, Foster Youth and Low-income students will receive	$3,346,887.00	Yes

Action #	Title	Description	Total Funds	Contributing
		more individualized attention and interact more with the teacher when their class size is smaller. Teachers will have the ability to work with ELs, FY, and Low-income students in small groups, on an individual basis, and with greater frequency when class sizes are smaller. Specifically to address the following Reds on the English Learner Progress Indicator (ELPI) metric on the 2023 Dashboard: Bret Harte Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) John C. Fremont Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard: District - African American, EL, Homeless (Braided funds from Title I and ARP to explicitly address AA and Homeless student groups) Mark Twain Elementary - EL (SPSA Goal 1 Activity 1.3, 1.4, 1.5) John C. Fremont Elementary - EL (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) This action will also address the following Reds on the Math Achievement metric on the 2023 Dashboard: District - Homeless (Braided funds from Title I and ARP to explicitly address Homeless student group) This will be addressing DA groups-Homeless listed above in the area of ELA and Math. Funds will be braided through with funds in the SPSA & ARP funding.		
1.6	Broad Course of Study	To ensure access to a broad course of study for students that includes visual and performing arts, STEM (Science/Technology/Engineering/ Math), health and nutrition, career technical education, physical education for all students, extracurricular and co-curricular, and study trips that support science, social science, English language arts, math or VAPA.	$1,237,908.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Library and Technology Programs	Ensure access to supplemental resources in the school libraries to support literacy programs which will meet the diverse needs of students and encourage involvement with school literacy. Supports may include, but are not limited to: • Personnel to support literacy programs in the library • Software to sustain paid and free online content • ERS for professional development of personnel and to help provide access of content for students at home • Personnel to maintain technology and implement the use of technology and digital integration • Personnel to provide support for staff and student devices and update of devices	$1,091,657.00	Yes
1.8	Career and Technical Education (CTE) Pathways	Prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study. Career Technical Education offerings include, but are not limited to, courses in Patient Care Pathway (CNA, EMR/EMT), Ag. Mechanics Pathway, Animal Science Pathway, Art Pathway, Education Pathway, Games & Simulation Pathway, Business Pathway, and Fashion Pathway.	$1,158,563.00	Yes
1.9	Facility Expansion	--Discontinued for the 2025-26 school year-- Expand facilities to create intervention centers equipped with resources and technology to support targeted interventions. Specifically to address the following Reds on the English Learner Progress Indicator (ELPI) metric on the 2023 Dashboard: Bret Harte Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) John C. Fremont Elementary - English Learners (EL) (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4)	$0.00	

Action #	Title	Description	Total Funds	Contributing
		Specifically to address the following Reds on the ELA Achievement metric on the 2023 Dashboard: District - African American, EL, Homeless (Braided funds from Title I and ARP to explicitly address AA and Homeless student groups) Mark Twain Elementary - EL (SPSA Goal 1 Activity 1.3, 1.4, 1.5) John C. Fremont Elementary - EL (SPSA Goal 1 Activity 1.1, 1.2, 1.3, 1.4) This action will also address the following Reds on the Math Achievement metric on the 2023 Dashboard: District - Homeless (Braided funds from Title I and ARP to explicitly address Homeless student group) This will be addressing DA groups-Homeless listed above in the area of ELA and Math. Funds will be braided through with ELOP funds.		
1.10	Student Well-being	The district will provide wrap-around health services for students' wellbeing centered around the District's Mission, "We are relentless in creating a positive, safe and stimulating environment for all to improve mind, character and body." Supports for this action may include, but are not limited to: • Health Service Coordinator • School Nurse • LVN/Clerk/CNA • Behavior Counselors • School Psychologists • Mental Health Clinicians • Other personnel or multi-tiered system of supports that may contribute in promoting positive school climates by encouraging positive student behaviors, and interventions meant to proactively intervene, emphasize prevention and instruction rather than punitive discipline Specifically to address the following Reds on the Suspension metric on the	$2,971,590.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2023 Dashboard: District - Homeless, SWD, White (Braided funds from Title I and ARP to explicitly address Homeless, SWD and White student groups) Corcoran High School - SWD (SPSA Goal 2 Activity 2.3) (Braided funds from Title I to explicitly address SWD student group) John Muir Middle School - All Students, EL, SED, SWD (SPSA Goal 2 Activity 2.2) (Braided funds from Title I to explicitly address all mentioned student groups) Mark Twain - All Students, Hispanic, SED, SWD (SPSA Goal 2 Activity 2.2: Braided funds from SPSA 2.2 to explicitly address all mentioned student groups) This will be addressing DA groups-Homeless listed above in the area of suspensions. Funds will be braided through with funds in the SPSA. This is an LREBG supported action. Integrating Pupil Supports Provide supports to address the need to address barriers to learning which include attendance, behavior interventions, counseling, or other mental health services. According to research from CASEL and other education organizations, they show that students who receive regular social-emotional learning (SEL) and mental health support demonstrate improved academic performance, classroom behavior, and emotional regulation. By offering supports and services during the school day, students will have equitable access to interventions, reduce barriers to participation, and create a stronger foundation for academic and behavioral success. Metric being used to monitor the action: Metric 1.20 and 1.16. LREBG funds supporting this action: $870,504 for the 2025-2026 School Year		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Create a welcoming, safe, and nurturing school environment that fosters parent engagement and collaboration.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

It is our goal to ensure that all students, their families, and staff experience positive, safe, welcoming and nurturing schools. We understand that research illustrates positive, supportive relationships among students and adults at school as the predictors of academic, personal, and social success. The goal is also developed based on the significant staff, parent, student, and community input we have received through active educational partner engagement strategies including listening sessions, board meetings, surveys, and educational partner meetings.

Strong, positive relationships do not occur by accident but are intentionally created as part of the development of engaging, supportive, and relationship building environments that develop student and staff social-emotional competencies. Students learn when they feel seen and feel valued. They also learn more when they are asked to do challenging work and can exercise autonomy and choice in directing their learning. We strive to create an environment where every student is engaged through social-emotional learning strategies that invite participation, excite and engage through authentic connections, provide multiple access points for different learning styles and needs, encourage reflection and provided strategies to self-regulate.

Staff, families, and community partners are essential members of our learning community, and the relationships we nurture and grow with each other are mirrored in the relationships we develop with our students. It is imperative that we attend to the implementation of evidence-based strategies to develop trust and strengthen our systems of social-emotional capacity and support through ongoing outreach, partnership, collaboration, and co-creation within a framework of culturally sustaining practices, ongoing communication, and active engagement. By improving the school environment and communication, we hope to improve the experiences (feeling safe) and school connectedness of all educational partners.

Some of the data that highlights the work that needs to be done includes survey results for 2024-25:

Feeling safe:
* Students 3-5 Overall: 46%
* Students 6-12 Overall: 45%
* Staff/Teachers: 87%

* Parents/Families: 49%

School Connectedness (Belonging):
* Students 3-5 Overall: 53%
* Students 6-12 Overall: 29%
* Staff/Teachers: 76%
* Parents/Families: 84%

Chronic Absenteeism: All Students: 21.9% Chronically Absent

LREBG-funded actions may be found in Goal 2, Action 2.2. The needs assessment substantiated findings from the 2024 Dashboard related to academic progress, social-emotional and behavioral needs, and chronic absenteeism.

- State and local data also show a significant attendance need among SWD, Homeless, White, FY, and AA students. Based on this, Goal 2, Action 2.2 directly addresses the need to contact families immediately when students are absent and support the student attendance review team (SART) to intervene immediately when students demonstrate a pattern of chronic absenteeism. These actions align with allowable uses of the funds to provide additional academic services, student social and emotional well-being and mental health services, addressing barriers to learning, and providing referrals for support of student needs.

LREBG funds will continue to be expended in 26-27 and 27-28 utilizing evidence-based strategies identified under the following source:

- Attendance Works-Research (Goal 2, Action 2.2

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parental Involvement Priority 3: Parental Involvement (2024 Family Survey) A. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	a. 411 parent responses -EL -63 responses -SED-219 responses -FY- 2 b. Provide 1 newsletter per quarter to promote parental participation in programs for unduplicated pupils	a. 547 parent responses -EL - 107 responses -SED- 236 responses -FY- 6 responses b. Provide 1 newsletter per quarter to promote parental		a. Increase by 2% each year for overall and for unduplicated pupil parent response b. Increase to 1 newsletter per month to promote parental participation in programs for	a. +33% • EL: +59.7% • SED: +7.8% • FY: +66.7% b. Maintained-no difference c. Maintained-no

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent Square: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for students with disabilities	c. Provide 1 newsletter per quarter to promote parental participation in programs for students with disabilities	participation in programs for unduplicated pupils c. Provide 1 newsletter per quarter to promote parental participation in programs for students with disabilities		unduplicated pupils c. Increase to 1 newsletter per month to promote parental participation in programs for students with disabilities	difference
2.2	Chronic absenteeism rates California Dashboard	Chronic Absenteeism Rates: All Students: 29.8% Chronically Absent SWD: 39.4% Homeless: 57.8% EL: 26.3% White: 34.5% Foster: 40% African American: 33.9% SED-30.7% California Dashboard (Fall 2023)	Chronic Absenteeism Rates: All Students: 21.9% Chronically Absent (LREBG) SWD: 31.3% Homeless: 39.7% EL: 18.2% White: 28.3% Foster: 37.5% African American: 32.1% SED-23% California Dashboard (Fall 2024)		Chronic Absenteeism Rates: All Students: 10% Chronically Absent Decrease by 3.33% annually for all student groups California Dashboard (Fall 2023)	All Students: -7.9% (LREBG) SWD: -8.1% Homeless: -18.1% EL: -8.1% White: -6.2% Foster: -2.5% African American: -1.8% SED: -7.7% For this measure, (-) is change in the right direction.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Pupil suspension rates	District: 6.9% Suspended at least once **SWD: 11.5% **Homeless: 23.4% (DA) EL: 4.7% **White: 10.6% Foster: 9.7% African American: 12.9% SED-7.5% California Dashboard (Fall 2023) **Student groups that have red Dashboard Indicators Differentiated Assistance (DA) Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: 12.6% Mark Twain: 8.1% Schools Sites with Red Dashboard Indicators for specific student groups:	District: 7.1% Suspended at least once **SWD: 11% **Homeless: 11.2% (DA) EL: 5% **White: 8.1% Foster: 4.3% African American: 13% SED-7.5% California Dashboard (Fall 2024) **Student groups that have red Dashboard Indicators Differentiated Assistance (DA) Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: 13.9% Mark Twain: 4.8% Schools Sites with Red Dashboard		4.5% Suspended at least once Decrease by 0.8% annually for all student groups Schools Sites with Red Dashboard Indicators for All Students within LEA: Outcomes taken from school site SPSA John Muir: decrease by 2.6% Mark Twain: decrease by 0.3% (1year) School Sites with Student Groups with Red Dashboard Indicators: Outcomes taken from school site SPSA Corcoran High	District: +0.2% **SWD: -0.5% **Homeless: -12.4% (DA) EL: +0.3% **White: -2.5% Foster: -5.4% African American: +0.1% SED-no change Schools Sites with Red Dashboard Indicators for All Students within LEA: John Muir: +1.3% Mark Twain: -3.3% Schools Sites with Red Dashboard Indicators for specific student groups: Corcoran High -SWD: -1% John Muir -Hispanic: +0.4% -SED: +1.5% -SWD: +0.7% Mark Twain

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Corcoran High -SWD: 14.3% John Muir -EL: 12.9% -SED: 13.4% -SWD: 22.4% Mark Twain -Hispanic: 8.1% -SED: 8.6% -SWD: 15.1%	Indicators for specific student groups: Corcoran High -SWD: 13.3% John Muir -Hispanic: 13.3% -SED: 14.9% -SWD: 23.1% Mark Twain -Hispanic: 4.8% -SED: 5.2% -SWD: 3.7%		-SWD: Reduce by 1.6% (1 year) John Muir -EL: decrease by 2.6% -SED: decrease by 2.6% -SWD: decrease by 2.6% (1 year) Mark Twain -Hispanic: decrease by 0.3% -SED: decrease by 0.3% -SWD: decrease by 0.3% (1 year)	-Hispanic: -3.3% -SED: -3.4% -SWD: -11.4% For this measure, (-) is change in the right direction.
2.4	School Climate Survey-Students Percentage of favorable responses in the area of ‘safety’	Student Safety: Grade 3-5 All Student-45% EL-41% SED-46% Hispanic-46% White-43% African American-22% SWD-47% Foster-n/a Homeless-44% Grade 6-12 All Student-40%	Student Safety: Grade 3-5 All Student-46% EL-42% SED-46% Hispanic-47% White-40% African American-34% SWD-39% Foster-n/a Homeless-56% Grade 6-12		Increase by 5% each year	Student Safety: Grade 3-5 All Student: +1% EL: +1% SED-: no difference Hispanic: +1% White: -3% African American: +12% SWD: -8% Foster: n/a Homeless: +12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL-41% SED-40% Hispanic-40% White-23% African American-30% SWD-42% Foster-38% Homeless-40%	All Student-45% EL-43% SED-45% Hispanic-45% White-38% African American-37% SWD-48% Foster-54% Homeless-46%			Grade 6-12 All Student: +5% EL: +2% SED: +5% Hispanic: +5% White: +15% African American: +7% SWD: +6% Foster: +16% Homeless: +6%
2.5	School Climate Survey-Students Percentage of favorable responses in the area of 'connectedness' (Belonging)	Student Connectedness: Grade 3-5 All Student-49% EL-50% SED-49% Hispanic-49% White-48% African American-41% SWD-50% Foster-n/a Homeless-58% Grade 6-12 All Student-24% EL-25% SED-24% Hispanic-24% White-23% African American-25% SWD-26% Foster-30% Homeless-17%	Student Connectedness: Grade 3-5 All Student-53% EL-50% SED-53% Hispanic-52% White-47% African American-67% SWD-59% Foster-n/a Homeless-54% Grade 6-12 All Student-29% EL-35% SED-29% Hispanic-29% White-24% African American-27% SWD-42%		Increase by 5% each year	Student Connectedness: Grade 3-5 All Student: +4% EL: no difference SED: +4% Hispanic: +3% White: -1% African American: +26% SWD: +9% Foster: n/a Homeless: -4% Grade 6-12 All Student: +5% EL: +10% SED: +5% Hispanic: +5% White: +1% African American: +2% SWD: +16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster-33% Homeless-32%			Foster: +3% Homeless: +15%
2.6	School Climate Survey-Staff Percentage of favorable responses in the area of ‘safety’	Staff Safety: 88%	Staff Safety: 87%		Increase by 0.67% each year	-1% For this measure, (+) is change in the right direction.
2.7	School Climate Survey-Staff Percentage of favorable responses in the area of ‘connectedness’ (Belonging)	Staff Connectedness: 80%	Staff Connectedness: 76%		Increase by 3.34% each year	-4% For this measure, (+) is change in the right direction.
2.8	School Climate Survey-Parents Percentage of favorable responses in the area of ‘safety’	Parent Safety: 70%	Parent Safety: 49%		Increase by 5% each year	-21% For this measure, (+) is change in the right direction.
2.9	School Climate Survey-Parents Percentage of favorable responses in the area of ‘connectedness’ (Belonging)	Parent Connectedness: 81%	Parent Connectedness: 84%		Increase by 3% each year	+3% For this measure, (+) is change in the right direction.

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.

In accordance with the Facility Master Plan, all schools meet state and federal standards for safety, cleanliness, and adequacy with facilities being in good repair and receiving regular maintenance. All sites are in compliance with the American Disabilities Act and are constantly monitored to ensure our facilities are accessible to all persons. All supervision of students through the use of yard supervisors, campus security personnel and crossing guards provided a safe environment for students and staff.

Successes:

- Full implementation of personnel for the supervision of students
- Ability to braid funding with LREBG and Federal Funding to meet the safety and behavioral needs of students
- PD for personnel was completed to support safety and behavioral needs of students
- Decrease of chronic absenteeism rates
- Increase in number of parents completing the Parent/Community surveys due to promotion of participation at school functions and events

Challenges:

- Pupil suspension rates have not decreased
- Student and staff completing the surveys are still not at an optimal response rate

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:

- Action 2.1 Safe Environments: Purchases of items were not made during the year. Salaries were also below the budgeted amount and did not include COLA. Salaries for the current year will include both year COLAs in salaries.
- Action 2.2 Promote Attendance and Reduce Chronic Absenteeism: Expenditures were below the budgeted amount due to the use of alternate funding source that was utilized for this action.
- Action 2.3 Increase Parent Education and Involvement: Expenditures were below the budgeted amount due to the use of alternate funding source that was utilized for this action.

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

- Action 2.1 Safe Environments: This action was mostly effective. Compared to the 2023-24 overall rate, the percentage of students who have one or more days of home/in-school suspension increased by 0.2%. We have not met our 3-year desired outcome for the overall rate.

- Action 2.2 Promote Attendance and Reduce Chronic Absenteeism: This action was mostly effective. Promote Attendance and Reduce Chronic Absenteeism: Compared to the 2023-24 overall rate, the percentage of students who were chronically absent in grades TK-8 decreased by 7.9%. We are on track to meet our 3-year desired outcome.

- Action 2.3 Increase Parent Education and Involvement: This action was effective. Compared to the 2023-24 data, the percent of parents who responded positively to the school belonging (connectedness) portion of the LCAP Family Surveys increased by 3%. In the Student Survey, the percent of students who responded positively to the same section (connectedness) increased by 4% for elementary and 5% for 6-12 students. Elementary students were 1% from meeting the yearly increase. We are on track to meet our 3-year desired outcome.

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.

Goal:
After reflecting and completing a comprehensive needs assessment, there was no need to change or adapt the goal. CJUSD's needs continue to continue improving parent engagement and school climate. The goal will remain the same. LREBG funds have been added.

Actions:

- Action 2.1 Safe Environments: Budgeted expenditure amounts changed due to salary differences or price changes on materials or equipment. Budgeted equipment was abandoned and only replacement equipment was budgeted in this year's plan.
- Action 2.2 Promote Attendance and Reduce Chronic Absenteeism: Budgeted expenditures decreased in order to balance the budget to reflect a better estimate of expenditures. This was done with salaries. This action's description has been modified to include LREBG rationale and metrics.
- Action 2.3: Increase Parent Education and Involvement: Budgeted expenditure amounts changed due to salary differences or price changes on materials. Unless otherwise noted, such changes are to materials only and are not the result to changes in our programs unless specifically noted in an action.

Metrics:
All metrics will remain the same. There are no changes planned for the coming year that would affect this area.

Target Outcomes:
All target outcomes will remain the same. There are no changes planned for the coming year that would affect this area.

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	Safe Environments	The district promotes the safety of students by providing assistance in supervising students throughout the day as they cross the streets to school, arrive on campus in the morning, during recess, lunch, and after-school. Supports for this action may include, but are not limited to: • Personnel for the supervision of students • Equipment to monitor students and school sites • Professional Development for personnel that address and maintain student safety Specifically to address the following Reds on the Suspension metric on the 2023 Dashboard: District - Homeless, SWD, White (Braided funds from Title I to explicitly address SWD and White student groups) Corcoran High School - SWD (SPSA Goal 2 Activity 2.3) (Braided funds from Title I to explicitly address the SWD student group) John Muir Middle School - All Students, EL, SED, SWD (SPSA Goal 2 Activity 2.2) (Braided funds from Title I to explicitly address all mentioned student groups) Mark Twain - All Students, Hispanic, SED, SWD (SPSA Goal 2 Activity 2.2) (Braided funds from Title I to explicitly address all mentioned student groups) This will be addressing DA groups-Homeless listed above in the area of suspensions. Funds will be braided through with funds in the SPSA.	$956,210.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Promote Attendance and Reduce Chronic Absenteeism	Timely outreach will offer resources & support to resolve barriers to attendance. Support school staff with attendance intervention strategies, home visits, collaborate with school staff to utilize absence data to inform the local and district communities about attendance issues. Supports for this action may include, but not be limited to: • Supplemental software to monitor excessive absenteeism and unexcused absences • Supplemental personnel utilized for outreach to intervene early This is an LREBG supported action. The needs assessment substantiated the need to increase student attendance in order to improve their academic performance. By providing referrals for support of student needs, we will be able reengage students for academic success. Research supports that attendance and studying more are predictive of high school completing and preventing dropouts. According to Attendance Works, conducting a home visiting program improved student attendance rates by approximately 4 percentage points overall in the month following the visit, compared with pre-pandemic levels. Metric being used to monitor the action: Metric 2.2. LREBG Funds supporting this action: $225,788 for the 2025-2026 School Year	$366,304.00	Yes
2.3	Increase Parent Education and Involvement	We will offer and implement parent workshops, to help parents with navigating the school system while supporting the overall academic and social-emotional well-being of students. This initiative offers a variety of parent education programs aimed at increasing engagement and involvement, such as but not limited to Academic Excellence, Family Nutrition, Health and Wellness to help meet the diverse needs of families. The programs are qualitatively and quantitatively evaluated annually and adjusted to meet the needs of all families. Supports for this action may include, but are not limited to: • Supplemental software for communication	$96,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Support staff to coordinate trainings, promote communication, provide translation services, assist in the coordination of services		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All three sites (Kings Lake Education Center, Mission Community Day School, Corcoran Academy) receiving these funds will use LCFF Equity Multiplier funds to improve student outcomes by increasing the graduation rate by 17%, raising attendance at least 10%, and reducing suspension rates from by 10%. This goal directly supports improved student outcomes and aligns with the intent of the LCFF Equity Multiplier to close opportunity gaps and increase postsecondary success for historically underserved students. Progress will be monitored quarterly, with a full evaluation of data in June 2026 to determine impact and adjust strategies for the following year. Due to small numbers (typically under 10) at Corcoran Academy and Mission Community Day School, graduation and suspension rates may not be reflected on the Dashboard. These numbers are at times so small, that calling them out in the metrics would identify a specific student. We will monitor this data internally to protect student identity.	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.

Schools are eligible for Equity Multiplier funding based on their non-stability rate and percentage of socioeconomically disadvantaged students, as shown in CDE's Stability Rate Data Report.
School sites are eligible for Equity Multiplier funds based on:
* Prior year non stability rates greater than 25% and
* Prior year socioeconomically disadvantaged pupil rates greater than 70%

Kings Lake Education Center, Mission Community Day School, Corcoran Academy: Advisory Meeting for LCFF Equity Multiplier
Trends and key themes that arose during the advisory meetings with Parents:

1. Goal Development and Alignment (30%)
Participants expressed enthusiasm about aligning goals with chronic absenteeism and emphasized the importance of SMART goals. The collaborative effort to ensure that goals are relevant and measurable demonstrates a proactive approach to improving student outcomes.

2. Funding and Budgeting (25%)

There was a constructive discussion regarding funding allocations and the strategic use of carryover funds. Participants showed optimism about effectively managing resources to support ongoing and future initiatives, highlighting a commitment to financial transparency.

3. Action Effectiveness (20%)
Many comments focused on the effectiveness of implemented actions, with participants noting successful outcomes linked to specific metrics. This reflects a positive recognition of the impact of well-planned initiatives and a willingness to adapt based on results.

4. Program Implementation (15%)
The meeting included positive reflections on the implementation of programs, with participants acknowledging the challenges faced but also the successes achieved. This balanced perspective fosters a culture of continuous improvement and resilience.

5. Communication and Collaboration (10%)
A strong emphasis was placed on the importance of clear communication and collaboration among stakeholders. The recognition of this need indicates a collective commitment to enhancing teamwork, which is essential for achieving shared goals.

Kings Lake Education Center, Mission Community Day School, Corcoran Academy: Advisory Meeting for LCFF Equity Multiplier
Trends and key themes that arose during the advisory meetings with Students and Staff:

1. College & Career Readiness (25%)
Many students expressed a desire for additional classes focused on practical skills, such as cosmetology, business, and construction. This reflects a proactive approach to preparing for future careers, demonstrating students' eagerness to gain valuable skills that align with their interests and market demands.

2. Student Engagement & Attendance (20%)
A significant number of students highlighted the role of friendships in motivating them to attend school. This underscores the positive social environment at the school, where students feel supported by their peers, which is crucial for their overall engagement and success.

3. Academic Support & Intervention (15%)
Students indicated a strong desire for more individualized academic support and guidance. This feedback shows an understanding of the importance of personalized learning, demonstrating that students are keen to succeed and are looking for ways to enhance their academic performance.

4. Social Emotional Support (20%)
There is a growing recognition among students regarding the importance of mental health. Many expressed the need for access to therapists and mindfulness practices. This indicates a positive shift towards prioritizing mental well-being and emotional support, reflecting students' maturity and awareness of their needs.

5. Learning Environment & Resources (10%)

Students voiced a need for more welcoming classroom decorations and environments. This feedback highlights a collective appreciation for a positive and engaging learning space, which can enhance motivation and comfort for all students.

6. Extracurricular Activities & School Culture (10%)
Students enthusiastically suggested increasing the variety of clubs and school events, such as robotics and sports. This demonstrates a vibrant school culture where students are eager to participate and engage in extracurricular activities, fostering a sense of community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation Rate	Kings Lake Education Center: 60% graduated Hispanic-60.5% SED-61.5% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, White Mission Community Day School: No graduate data Corcoran Academy: No graduate data	Kings Lake Education Center: 48.3% graduated Hispanic- 46.4% SED- 48.3% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, White Mission Community Day School: No graduate data Corcoran Academy: No graduate data		KLEC: Increase by 3% each year MCDS: No graduate data since there are no 12th grade students enrolled. If in the next 3 years there is 12th grade enrollment, increase to 95% and maintain. Corcoran Academy: No graduate data since there are no 12th grade students enrolled. If in the next 3 years there is 12th grade enrollment,	KLEC: -11.7% Hispanic: -13.3% SED: -14.1% MCDS: No graduate data Corcoran Academy: No graduate data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					increase to 95% and maintain.	
3.2	Attendance Rates	Kings Lake Education Center: 95% Mission Community Day School: 100% Corcoran Academy 29%	Kings Lake Education Center: 66.23% Mission Community Day School: 100% Corcoran Academy 46%		KLEC: Increase by 1% each year MCDS: Maintain attendance at 95% or higher Corcoran Academy: Increase by 22% each year	Kings Lake Education Center: -28.8% Mission Community Day School: no difference Corcoran Academy 17%
3.3	Suspension Rates	Kings Lake Education Center: 5.6% suspended at least one day Hispanic-5.9% SED-6.2% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, White Mission Community Day School	Kings Lake Education Center: 46.4% suspended at least one day Hispanic- 48.1% SED- 46.2% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, White		KLEC: Decline by 0.5% each year MCDS: Decline by 10.7% each year Corcoran Academy: Maintain current suspension rate (0%)	KLEC: +40.8% Hispanic: +42.3% SED: +40.0% MCDS: -8.8% Hispanic: -2.8% SED: -11.1% Corcoran Academy: Maintained at 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		42.1% students suspended at least one day Hispanic-44.4% SED-44.4% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, Foster Youth, Homeless Corcoran Academy No suspension data	Mission Community Day School 33.3% students suspended at least one day Hispanic- 41.7% SED- 33.3% **Less than 11 students - data not displayed for privacy include the following student groups: AA, SWD, EL, Foster Youth, Homeless Corcoran Academy 0% suspended at least one day			
3.6						

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.

There was a substantive difference between our planned action and the actual implementation. This goal was partially implemented due to the inability to hire a counselor all year. Once we were able to hire the staff required by this action, there were some noted successes and challenges. They include the following:

Successes:

- Pupil suspension rates decreased at KLEC

- Decrease of absenteeism rates at MCDS and Corcoran Academy

Challenges:
- Pupil suspension rates have not decreased at MCDS
- Graduation rates decreased by 11% at KLEC. Increasing this rate has been a challenge.

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

The district experienced varying degrees of alignment between planned expenditures and actual spending, reflecting both operational adaptations and implementation realities throughout the year.

Expenditure Differences:
3.1 Success Counselor: Expenditures were below budgeted amount due to staff vacancies and inability to hire.

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

• Action 3.1 Success Counselor: This action was somewhat effective. The suspension rates decreased by an average of 40% at all school sites. However, the dropout rates were extremely high at 75% and the graduation rates declined by 11%. We have not met our 3-year desired outcome.

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.

Goal:
After reflecting and completing a comprehensive needs assessment, this goal was updated as a SMART goal to target the specific needs of the three schools eligible to receive the LCFF Equity Multiplier.

Actions:
- Action 3.1 Success Counselor: The description of the action was updated to reflect an Academic focus with counseling geared at graduating students and improving college and career options. Total funds were also adjusted to reflect the costs for the success counselor. Also, the action will be utilized to support the student groups identified as "Red" on the Fall 2023 Dashboard.
- Action 3.2 Behavior Counselor: This is an added action. The description of the action reflects a focus on behavior counseling geared at supporting barriers such as discipline, attendance, and suspensions that contribute to the instability of remaining at a single school campus. Total funds were also adjusted to reflect the costs for the success counselor. Also, the action will be utilized to support the student groups identified as "Red" on the Fall 2023 Dashboard.

- Budgeted expenditure amounts may change going forward due to salary differences or price changes on materials. Unless otherwise noted, such changes are to materials only and are not the result to changes in our programs unless specifically noted in an action.

Target Outcomes:
All target outcomes will remain the same. No changes to this area.

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	Success Counselor	Counselor to support students who face barriers to academic achievement by: • Monitors academic progress using an early intervention screener • Coaching students in developing goals and a course of action for graduation • Identified at-risk students to provide early intervention counseling (Academic) • Provides academic advising, assisting with course selection, monitoring student progress, and offers support for students experiencing academic difficulties • Assists students in choosing courses that align with their interests, goals, and academic needs track students' academic performance and provide support when necessary • Works closely with teachers, parents, and other school staff to support student success • Helps students explore career options, set career goals, and develop job search skills • Support students by assisting in the completion of FAFSA, resume building, job seeking or other services needed for college or career placement after graduation Specifically to address the following Red student groups on the College and Careers Indicator (CCI) on the 2023 Dashboard:	$87,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Kings Lake Education Center- Hispanic, SED (SPSA 1.1: Braided funds from SPSA 1.1 to explicitly address Hispanic student group) Specifically to address the following Red student groups on the Graduation Rate Indicator on the 2023 Dashboard: Kings Lake Education Center- Hispanic, SED (SPSA 1.1: Braided funds from SPSA 1.1 to explicitly address Hispanic student group)		
3.2	Behavior Counselor	Behavior Counselor to support students who face barriers to academic achievement by: • Provides support and guidance to students facing social, emotional, and behavioral challenges within the school environment • Collects, monitors, and analyzes data on student behavior, assessing the effectiveness of interventions, and making recommendations for program improvement • Collaborating with colleagues to address barriers to academic success • Assisting with outreach efforts for families to remove barriers to school participation • Collaborates with teachers, parents, and other professionals to create a positive learning environment • Identifies behavioral issues, developing individualized behavioral intervention plans, and implementing strategies to address those needs • Provides immediate support and intervention during school crises or when students are experiencing emotional distress • Reducing behavior incidents and creating individualized plans • Tracking attendance and implementing a plan to increase attendance Specifically to address the following School Sites with Reds Dashboard Indicators for All Students within LEA on the 2023 Dashboard: Kings Lake Education Center	$87,000.00	No

Action #	Title	Description	Total Funds	Contributing

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
$14,558,412	$1902596

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
42.015%	0.000%	$0.00	42.015%

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:** Support for Student Learning **Need:** In CAASPP-ELA, the All Student group performed at 52.9 points below standard (Orange) compared to English learners who were 90.2 points below standard (Red), Foster Youth (No Color), and Low-income students who were 57.7 points below standard (Orange). In CAASPP-Math, the All Student	After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our unduplicated students have a lower performance rate than the performance rate for all students. In order to address this condition of our unduplicated students, we will continue to provide intervention supports for student learning by way of staff and assessment software.	The services under Action 1.1 are LEA wide, but are principally directed to support our unduplicated pupils. Because of the lower performance rate of the unduplicated pupils, we expect that the lower performance rate of the unduplicated pupils will increase by 6 points in

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
	group performed at 98 points below standard (Red) the performance for English learners was 116.5 points below standard (Red), Foster Youth (No Color), and Low-income students were 101.5 points below standards (Red). **Scope:** LEA-wide		ELA and 5 points in Math annually.
1.4	**Action:** Academic Counselor **Need:** After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our unduplicated students who are prepared for College or Career at lower rates. Our EL students were at 26.5%; our low-income at 46.2%; compared to our All students group at 46%. **Scope:** Schoolwide	The Foster Youth group did not have a score due to their size. In order to address the condition of our unduplicated students, we will continue to provide an Academic Counselor to support students who face barriers to academic achievement. The Academic Counselor will coach students in developing goals, assessing their progress, address barriers, and assist with outreach efforts.	The services under Action 1.4 are LEA wide, but are principally directed to support our unduplicated pupils. Because of the lower rates of unduplicated pupils being prepared, we expect that the number of unduplicated students meeting this requirement will increase by 2% as prepared for College or Career.
1.5	**Action:** Smaller Class Sizes **Need:** After assessing the needs of our unduplicated students, we determined that they need additional supports in English language arts and mathematics. In ELA, the District benchmarks show unduplicated pupils with passing rates of the following: Low Income (35%), English learners (16%), and Foster	In order to address this need for our unduplicated students, we will be reducing classroom sizes at K-12 in all core areas. Currently, class sizes are contract based at 30:1 in K-12, therefore reducing them to the LCFF target of 24:1 for K-3 and 28:1 for grades 6-12 will allow unduplicated pupils to receive more individualized attention, increased 1-1 support, and to interact more with the teacher. It will also allow teachers to have more flexibility to use different instructional approaches and to use personalized instruction during the day.	These actions are being provided on a schoolwide basis and we expect that all students will benefit. However, because of the lower classroom sizes, and because the actions meet the needs most associated with small group instruction and experiences of smaller

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
	Youth (31%) compared to All Students (36%). In Math, the District benchmarks show unduplicated pupils with passing rates of the following: Low Income (31%), English learners (29%), and Foster Youth (22%) compared to All Students (31%). **Scope:** LEA-wide		class ratios, the number of unduplicated students meeting proficiency will increase by 5%.
1.6	**Action:** Broad Course of Study **Need:** In ELA, the district benchmarks show unduplicated pupils with passing rates of the following: Low Income (35%), English learners (16%), and Foster Youth (31%) compared to All Students (36%). **Scope:** LEA-wide	After assessing the needs of our unduplicated students, we determined that they will continue to require enrichment opportunities that provide a broad course of study for students in K-8th grades. Low-income students, English Learners, and Foster Youth may lack the resources necessary to experience and courses of study that have shown to improve student engagement, increase academic performance, and influence motivation. The actions and services provided in Action 1.6 were developed to support our unduplicated pupils by providing them with a well-rounded or broad course of study in mind. In order to address this need for our unduplicated pupils, we will continue to provide VAPA, STEM, CTE, PE, study trips, and health and nutrition starting at Kindergarten. We understand the value of a well-rounded education for all students and how this can open up opportunities for college and career.	The services under Action 1.6 are LEA wide, but are principally directed to support the improved performance of our unduplicated pupils by increasing the passing rates of their ELA assessments equal to those of the All Student group by 5%.
1.7	**Action:** Library and Technology Programs **Need:** In CAASPP-ELA, the difference is English learners were 90.2 points below standard	After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that our unduplicated students have a lower performance rate than the performance rate for all students. In order to address this condition of our unduplicated students, we will continue to	The services under Action 1.7 are LEA wide, but are principally directed to support the improved performance of our unduplicated pupils by

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
	(Red), Foster Youth (No Color), and Low-income students were 57.7 points below standard (Orange). **Scope:** LEA-wide	provide personnel to support activities to implement literacy programs in the library, software to sustain free or paid online literacy content, and services to provide Professional development to personnel to access supplemental resources to meet diverse needs, build engaging environments, and encourage involvement with school libraries.	lowering the performance rate of the unduplicated pupils will increase by 6 points in each area every year for the next 2 years.
1.8	**Action:** Career and Technical Education (CTE) Pathways **Need:** 100% of our unduplicated pupils have access to these CTE pathways during their enrollment at Corcoran High School. CTE completion rates of at least one pathway based on Dashboard Additional Reports: CCI information for our unduplicated pupils are as follows: Low-income (60.0%), English Learners (44.1%), Foster Youth (* due to the low number of students in this subgroup, a percent could not be provided by Dataquest). This is compared to the All Student completion rate of 60.1%. **Scope:** Schoolwide	After assessing the needs of our unduplicated students, we determined that they will continue to require these services as they play an important role in their education. In order to address this need for our unduplicated pupils, we will continue to provide teachers and staff for CTE courses that prepare students for post-secondary education and careers, coursework that provides work-based learning opportunities, and/or the necessary materials needed for students to successfully complete their coursework. These services will help increase services to unduplicated pupils and help them to connect with real world experiences.	The services under Action 1.8 are LEA wide, but are principally directed to support the improved performance of our unduplicated pupils by improving their CTE completion rate by 1.86% annually.
1.10	**Action:** Student Well-being **Need:** A review of unduplicated students' Suspension rates indicates an overall rate of 7.1%	In consideration of this gap and the increased circumstances of Low-income students and Foster Youth, we decided to continue wrap-around health services for students to proactively identify physical and mental health needs, support behavior through counseling. We understand	The services under Action 1.10 are LEA wide, but are principally directed to support the improved performance of our unduplicated pupils' well-

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
	students suspended at least one day (Orange), with English Learners at 5% which is lower than the district rate (Orange), Low-income students at 7.5% (Orange), and Foster Youth decreasing to 4.3% (Green). Although EL and Foster Youth are currently lower than the All Student group, they have been higher than the average at specific sites. Therefore, they will be monitored and reported as an area of need. **Scope:** LEA-wide	students who are low-income and foster youth may lack the resources needed to access these types of services as well as the social supports that are needed to reduce barriers to learning. These barriers may affect attendance, time out of class, and increase suspensions. Therefore, the needs of our unduplicated students were considered as we developed this action.	being and attendance by decreasing the suspension rates by 2.4% on the CA Dashboard Suspension Rate indicator over the next 2 years (0.8% annually).
2.1	**Action:** Safe Environments **Need:** Due to the high suspension rate, safe environments remain a priority to the district as they have an influence on attendance and absenteeism rates. A review of unduplicated students' Suspension rates indicates an overall rate of 7.1% students suspended at least one day (Orange), with English Learners at 5% which is lower than the district rate (Orange), Low-income students at 7.5% (Orange), and Foster Youth decreasing to 4.3% (Orange). Although EL is currently lower than the All Student group, they have been higher than the average at specific sites. Therefore, they will be monitored and reported as an area of need. **Scope:**	Though English learner rates are less than the All students rate, we wish to maintain or decrease their suspension rate. In consideration of this gap and the increased circumstances of Low-income students and Foster Youth, we decided to continue providing support services to increase the safety of students by providing assistance in supervising students throughout the day as they cross the streets to school, arrive on campus in the morning, during recess, lunch, and after-school. The middle school and high school will continue to be provided with additional campus security, while all schools are monitored by security cameras to ensure the safety of all students at all times. Emergency Drill and safety training is provided for staff and students at each site by our Safety/Security Coordinator. Additionally, the safety needs of the district are addressed throughout the year with the help of a canine, as needed. We believe that this focus on safe school environments plays an important role in the decline in school suspensions.	The services under Action 2.1 are LEA wide, but are principally directed to support the well-being and attendance of our unduplicated pupils at a higher rate by decreasing the suspension rates by 1.6% on the CA Dashboard Suspension Rate indicator over the next 2 years (0.8% annually).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Promote Attendance and Reduce Chronic Absenteeism **Need:** A review of unduplicated students' Chronic Absenteeism rates indicate English Learners were at 18.2% (Yellow), Low-income students at 23% (Yellow) and Foster Youth at 37.5% (Orange) compared to All Students at 21.9% (Yellow). **Scope:** LEA-wide	In consideration of these high rates in Chronic Absenteeism for most unduplicated student groups, we decided to continue to support school staff with attendance intervention strategies, supplemental software, and support staff to help inform parents and the community about attendance issues. With 23.8% of unduplicated students being chronically absent in the district, services will be provided LEA-wide to All Students (21.9% Chronically Absent).	The services under Action 2.2 are LEA wide, but are principally directed to support the improved attendance of our unduplicated pupils at a higher rate by decreasing their chronic absenteeism rates by 6.67% on the CA Dashboard Chronic Absenteeism indicator in two years (3.33% annually).
2.3	**Action:** Increase Parent Education and Involvement **Need:** On the LCAP Survey, 81% of Families reported favorably to feeling connected to the school. Parental involvement in schools lead to better student attendance, behavior, grades and social skills. This impacts how students feel connected to their school: Grade 3-5: EL (50%), SED (49%), FY (n/a not enough students), All Students (49%) Grade 6-12: EL (25%), (24%), FY (30%), All Students (24%). **Scope:**	After assessing the needs of our unduplicated students, we determined that communication between parents and the schools play an important role in their academic achievement. We considered the academic performance of our unduplicated students to have a lower performance rate than the performance rate for all students. Students from low-income families, English learners and students who are Foster Youth may lack the resources needed to access supports to increase their performance at school such as interventions or services related to increasing student performance. In order to address this need for our unduplicated pupils, we will offer parent workshops and help parents navigate the school system so they can help support the academic and socio-emotional well-being of their children.	The services under Action 2.3 are LEA wide, but are principally directed to support the improved performance of our unduplicated pupils by increasing the percentage of families who respond favorably to connectedness by 3% every year for the next two years. For unduplicated pupils at all grade levels, increase the percentage that respond favorably to connectedness by 5% annually.

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.2	**Action:** Support for English Learners **Need:** After assessing the needs, conditions, and circumstances of our English learners, we learned that only 55.7% are making progress towards English language proficiency. Of these students, only 18.17% scored a score of 4, or well developed on the Summative ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	Because of the lower performance of the English learners, we will continue to provide the middle school and high school with EL teachers who provide Designated ELD time to our English learners, who collaborate with core teachers, and who provide instructional strategies to core teachers to meet the needs of our EL students. LEA-wide we will continue to provide an ELL District Coach to support teachers and coaches with training and EL instructional strategies for their classrooms. This will help EL students gain English proficiency.	These actions are being provided to English learners to ensure they make progress towards English language proficiency and for reclassification. We expect their performance to increase by 2% annually for the next three years on the ELPI.
1.3	**Action:** Support for Long Term English Learners **Need:** After assessing the needs, conditions, and circumstances of our Long Term English learners (LTEL), we learned that 7.3% of our English Learners are LTEL.	Because of the numbers of LTELS, we will provide additional staff to support the LTEL students in developing an ILP to set goals for improvement, provide materials that support LTEL language development, provide PD to teachers on effective instructional strategies for LTEL, support parents with workshops on how to assist their children at home and provide tutoring programs that can support LTELs.	These actions are being provided to LTEL to ensure they make progress towards reclassification. We expect the number of LTEL students to remain under 20% for the next two years. We will set

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		individual thresholds for every site. These will be reported as a Met/Not Met at the district level.

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.

Corcoran Joint Unified School District has calculated supplemental and concentration funds to be $14,558,412, which results in a required percentage of 42.015%, based on the number of Low Income, Foster Youth, and English Learners. Demographics of the district indicate that our unduplicated students constitute 91.8% of the student population. All district goals are designed to meet the needs, conditions, and circumstances of these targeted students. By implementing district-wide goals and district-wide programs to close the achievement gap for these students, our remaining 8.2% of students automatically receive similar key programs. We have worked to provide increased and improved services to our highest need students as the challenges and impact of the pandemic have widened achievement and access gaps for our student population. 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. The targeted funds will be used in various ways, including the following activities. The district will continue to provide professional development that trains staff in providing the best first instruction and developing Professional Learning Communities. Additional professional development opportunities will continue to focus on the needs of English learners and struggling students throughout the year. The district will maintain additional staff including safety supervisors and crossing guards to ensure the safety of all students to and from school. ParentSquare will be used by the District to effectively communicate to parents about upcoming events, meetings, updates to school plans, safety information, and student performance. Each of our schools operate under Schoolwide Title I programs, ensuring supplemental services are delivered to the unduplicated student population.

Additional Concentration Grant Funding

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

Additional concentration grant add-on funding will continue to be used to provide direct services to students at schools that have a high concentration of unduplicated pupils. All of our schools are above the unduplicated pupil threshold of 55%. Below is how the staff is used to provide direct services to students at schools who have a high concentration of unduplicated pupils:

Goal 1, Support for Student Learning-Action 1.1-Full time Vice Principal at each elementary school - The Vice-Principal at the elementary school sites will assist in the data collection, intervention and progress monitoring of students, with priority to unduplicated pupils, who have not yet met academic standards or English language proficiency. They will also support general and special education teachers with program

implementation, teacher coaching, professional development, and instruction. This impacts the in-classroom supports received by unduplicated pupils and will provide additional support in the classrooms for students.

Goal 1, Student Well-being-Action 1.10-Full time Counselor at each elementary school- Each of the elementary schools will have a counselor position added at the school site to provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, and attendance interventions. Counselors help promote positive school climate by encouraging positive student behaviors.

Goal 1, Student Well-being-Action 1.10-Full time (8-hour) Licensed Vocational Nurse at each school site- LVNs at the school sites will be increased from 5.75 hours to full 8-hour positions. Nurses are key components of the district's wrap-around health services for students. In addition to responding to the immediate health needs of individual students, they lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources.

Goal 1, Student Well-being-Action 1.10-Full time Health Care Coordinator shared by all school sites- A full time Health Care Coordinator, who is also a Registered Nurse, will be hired and split among all six school sites in the district in order to support the health needs of individual students such as eye exams, hearing exams, training of all LVNs in the District on adequate medical and health procedures, supporting school sites with medical needs that may arise, assisting in developing medical/health plans for students at school sites, training staff on First Aid procedures for students, and used to connect students and families to the appropriate services and resources.

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	0	1:40
Staff-to-student ratio of certificated staff providing direct services to students	0	1:17

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$34,650,293	14,558,412	42.015%	0.000%	42.015%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,908,385.00	$1,606,265.00	$0.00	$0.00	$16,514,650.00	$15,820,609.00	$694,041.00

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	Support for Student Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$3,820,324.00	$75,298.00	$3,569,358.00	$326,264.00			$3,895,622.00	
1	1.2	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	3-year	$765,200.00	$5,000.00	$770,200.00				$770,200.00	
1	1.3	Support for Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 5-12	3-year	$187,000.00	$1,000.00	$188,000.00				$188,000.00	
1	1.4	Academic Counselor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School, Kings Lake Education Center	3-year	$261,200.00	$509.00	$252,000.00	$9,709.00			$261,709.00	
1	1.5	Smaller Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$3,346,887.00	$0.00	$3,346,887.00				$3,346,887.00	
1	1.6	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$1,215,748.00	$22,160.00	$1,237,908.00				$1,237,908.00	

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	1.7	Library and Technology Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$1,029,895.00	$61,762.00	$1,091,657.00				$1,091,657.00	
1	1.8	Career and Technical Education (CTE) Pathways	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School	3-year	$1,005,563.00	$153,000.00	$1,158,563.00				$1,158,563.00	
1	1.9	Facility Expansion						3-year	$0.00	$0.00	$0.00				$0.00	
1	1.10	Student Well-being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$2,708,229.00	$263,361.00	$2,101,086.00	$870,504.00			$2,971,590.00	
2	2.1	Safe Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$903,210.00	$53,000.00	$956,210.00				$956,210.00	
2	2.2	Promote Attendance and Reduce Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$325,353.00	$40,951.00	$140,516.00	$225,788.00			$366,304.00	
2	2.3	Increase Parent Education and Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3-year	$88,000.00	$8,000.00	$96,000.00				$96,000.00	
3	3.1	Success Counselor	All	No			Specific Schools: Kings Lake Education Center, Mission Community Day School, Corcoran Academy	Ongoing	$82,000.00	$5,000.00		$87,000.00			$87,000.00	
3	3.2	Behavior Counselor	All	No			Specific Schools: Kings Lake Education Center, Mission Community Day School, Corcoran	Ongoing	$82,000.00	$5,000.00		$87,000.00			$87,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Academy									

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
$34,650,293	14,558,412	42.015%	0.000%	42.015%	$14,908,385.00	0.000%	43.025 %	**Total:**	$14,908,385.00
								LEA-wide Total:	$12,539,622.00
								Limited Total:	$958,200.00
								Schoolwide Total:	$1,410,563.00

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**	Support for Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,569,358.00	
1	**1.2**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$770,200.00	
1	**1.3**	Support for Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 5-12	$188,000.00	
1	**1.4**	Academic Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School, Kings Lake Education Center	$252,000.00	
1	**1.5**	Smaller Class Sizes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,346,887.00	
1	**1.6**	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,237,908.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Library and Technology Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,091,657.00	
1	1.8	Career and Technical Education (CTE) Pathways	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Corcoran High School	$1,158,563.00	
1	1.10	Student Well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,101,086.00	
2	2.1	Safe Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$956,210.00	
2	2.2	Promote Attendance and Reduce Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,516.00	
2	2.3	Increase Parent Education and Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,701,869.00	$14,712,208.00

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**	Support for Student Learning	Yes	$2,515,476.00	$3,852,145
1	**1.2**	Support for English Learners	Yes	$734,421.00	$750,195
1	**1.3**	Support for Long Term English Learners	Yes	$251,434.00	$540
1	**1.4**	Academic Counselor	Yes	$146,322.00	$89,175
1	**1.5**	Smaller Class Sizes	Yes	$3,923,879.00	$3,281,259
1	**1.6**	Broad Course of Study	Yes	$1,328,874.00	$1,388,646
1	**1.7**	Library and Technology Programs	Yes	$1,024,613.00	$1,070,352
1	**1.8**	Career and Technical Education (CTE) Pathways	Yes	$973,067.00	$1,132,030
1	**1.9**	Facility Expansion	Yes	$1,300,000.00	$0
1	**1.10**	Student Well-being	Yes	$1,734,006.00	$1,960,467
2	**2.1**	Safe Environments	Yes	$2,040,620.00	$928,500

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	**2.2**	Promote Attendance and Reduce Chronic Absenteeism	Yes	$443,881.00	$214,935
2	**2.3**	Increase Parent Education and Involvement	Yes	$88,954.00	$8,000
3	**3.1**	Success Counselor	No	$196,322.00	$35,964

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)
$13,997,866	$16,505,547.00	$14,676,244.00	$1,829,303.00	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	Support for Student Learning	Yes	$2,515,476.00	$3,852,145		
1	1.2	Support for English Learners	Yes	$734,421.00	$750,195		
1	1.3	Support for Long Term English Learners	Yes	$251,434.00	$540		
1	1.4	Academic Counselor	Yes	$146,322.00	$89,175		
1	1.5	Smaller Class Sizes	Yes	$3,923,879.00	$3,281,259		
1	1.6	Broad Course of Study	Yes	$1,328,874.00	$1,388,646		
1	1.7	Library and Technology Programs	Yes	$1,024,613.00	$1,070,352		
1	1.8	Career and Technical Education (CTE) Pathways	Yes	$973,067.00	$1,132,030		
1	1.9	Facility Expansion	Yes	$1,300,000.00	$0		
1	1.10	Student Well-being	Yes	$1,734,006.00	$1,960,467		
2	2.1	Safe Environments	Yes	$2,040,620.00	$928,500		
2	2.2	Promote Attendance and Reduce Chronic Absenteeism	Yes	$443,881.00	$214,935		
2	2.3	Increase Parent Education and Involvement	Yes	$88,954.00	$8,000		

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)
$34,274,512	$13,997,866	0	40.840%	$14,676,244.00	0.000%	42.820%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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