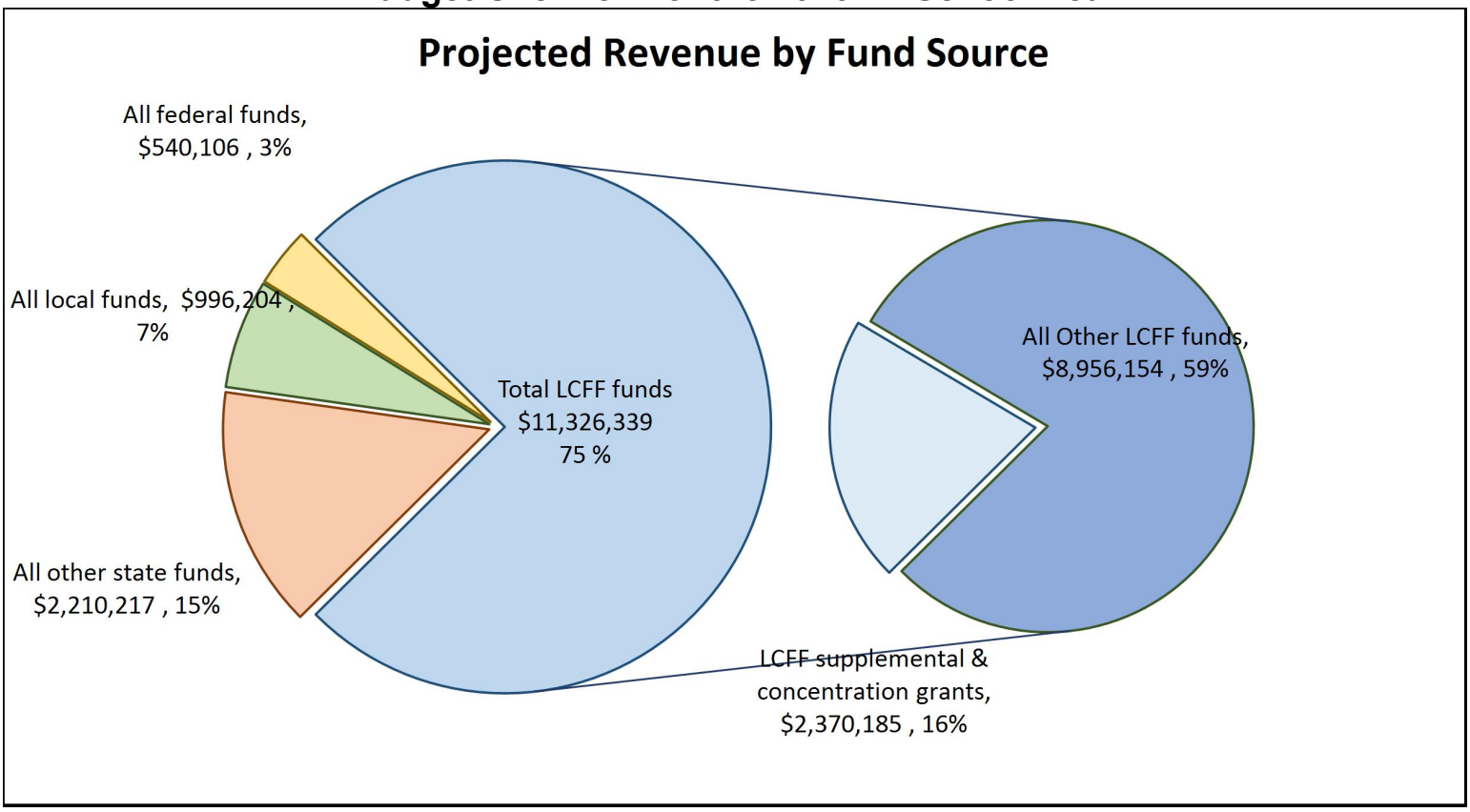
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bass Lake Joint Union Elementary School District
CDS Code: 20651850000000
School Year: 2026-27
LEA contact information:
Michelle Townsend
Superintendent
mtownsend@basslakesd.org
(559) 642-1555

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

Budget Overview for the 2026-27 School Year

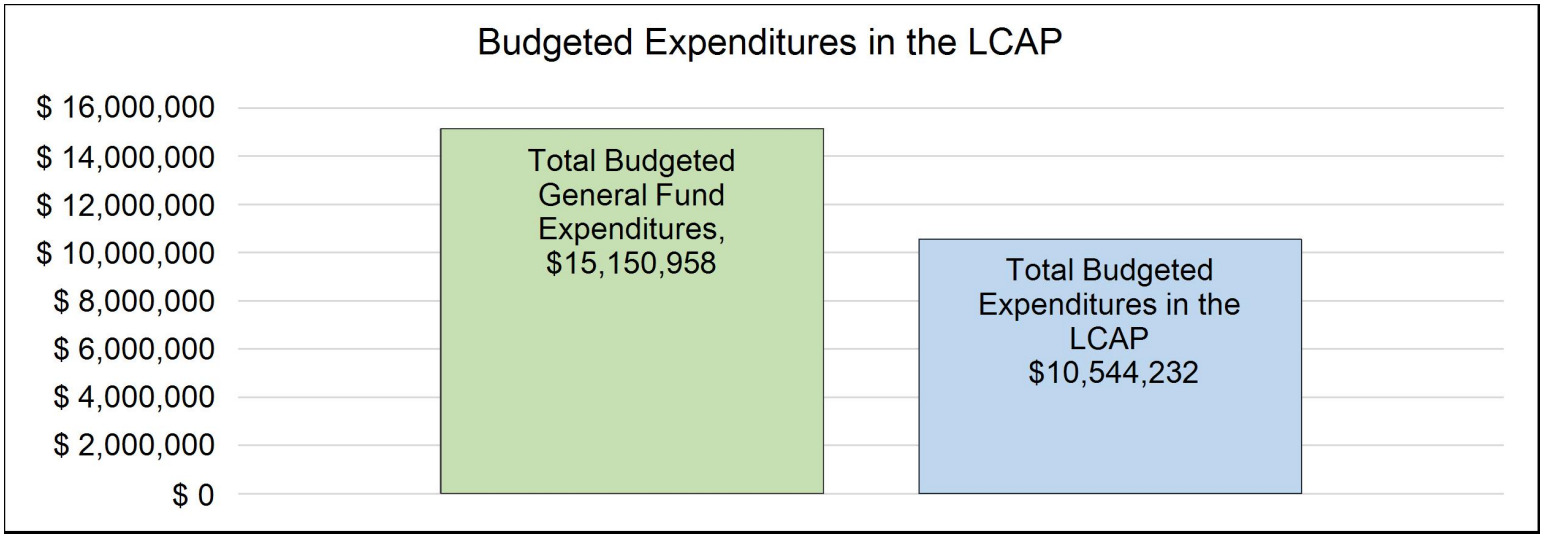


This chart shows the total general purpose revenue Bass Lake Joint Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bass Lake Joint Union Elementary School District is $15,072,866, of which $11,326,339 is Local Control Funding Formula (LCFF), $2,210,217 is other state funds, $996,204 is local funds, and $540,106 is federal funds. Of the $11,326,339 in LCFF Funds, $2,370,185 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 Bass Lake Joint Union Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bass Lake Joint Union Elementary School District plans to spend $15,150,958 for the 2026-27 school year. Of that amount, $10,544,232 is tied to actions/services in the LCAP and $4,606,726 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

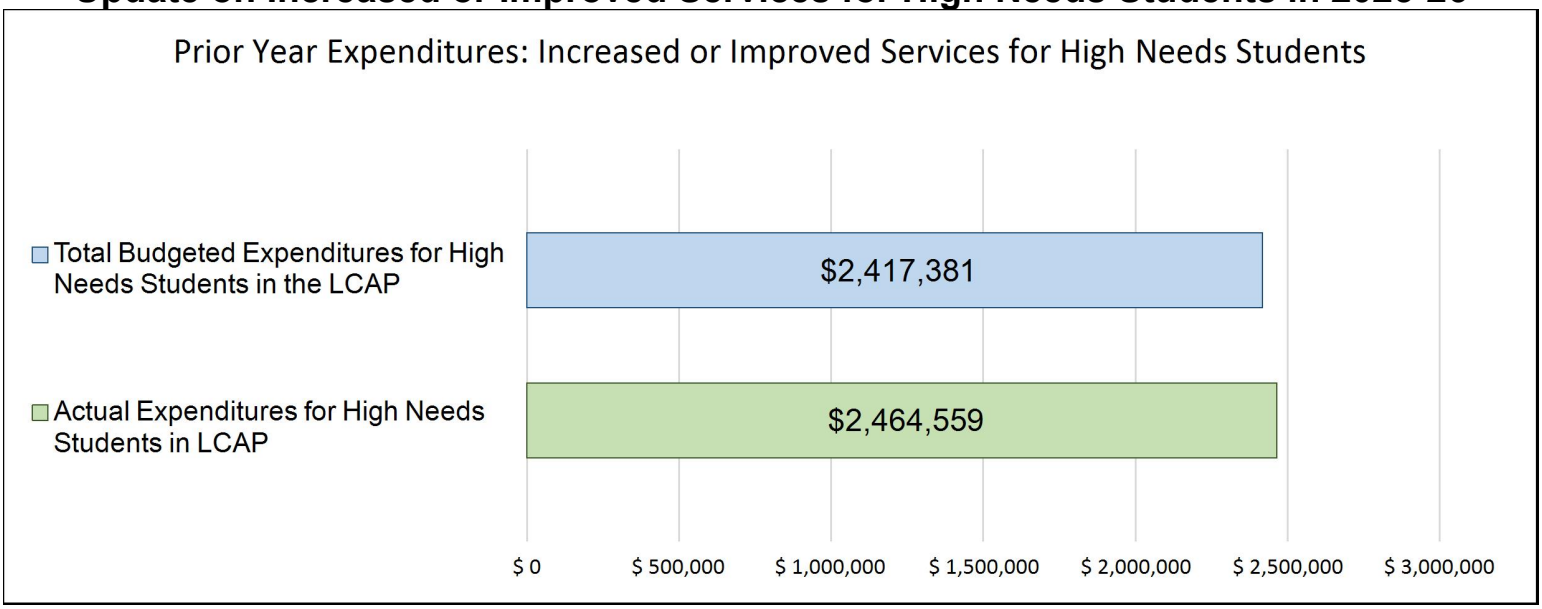
District office staff, school office staff (partial), cafeteria programs, captial expenditures

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

In 2026-27, Bass Lake Joint Union Elementary School District is projecting it will receive $2,370,185 based on the enrollment of Foster Youth, English learner, and low-income students. Bass Lake Joint Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Bass Lake Joint Union Elementary School District plans to spend $2,412,712 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Bass Lake Joint Union Elementary School District's LCAP budgeted $2,417,381 for planned actions to increase or improve services for high needs students. Bass Lake Joint Union Elementary School District actually spent $2,464,559 for actions to increase or improve services for high needs students in 2025-26.



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
Bass Lake Joint Union Elementary School District	Michelle Townsend Superintendent	mtownsend@basslakesd.org (559) 642-1555

Plan Summary [2026-27]

General Information

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

The Bass Lake Joint Union Elementary School District (BLJUESD) is located in eastern Madera County in the Sierra Nevada foothills and mountains. The rural district is comprised of four schools: Wasuma Elementary School (K-8) in Ahwahnee, Oakhurst Elementary School (TK-5) in Oakhurst, Oak Creek Intermediate School (6-8) in Oakhurst. The District also offers an Independent Study program, B.L.I.S.S. (Bass Lake Independent Study School). This program is available for students in grades K-8. The District boundaries are centered in and around the unincorporated Madera County towns of Oakhurst, Bass Lake, Ahwahnee, Nipinnawasee, and northern portions of Coarsegold. The District also is the authorizing district for an independent charter school, Yosemite Wawona Elementary Charter School (TK-6), located in Wawona inside Yosemite National Park.

The Districts current enrollment as of June 2026 is 787 students.

California Dashboard 2025
Student Population: 794

The District's demographics include the following student groups:
Socioeconomically Disadvantaged (72.8%)
Students with Disabilities (17.8%)
English Learners (7.6%)
Homeless Youth (3.1%)

Foster Youth (0.1%)

The racial/ethnic makeup of the District includes the following:
White (64.2%)
Hispanic (26.2%)
American Indian/Native American (2.9%)
Two or more races (4.7%)
Asian (1.5%)
African American (0%)
Filipino (0.4%)

The District continues to align its school sites' Single Plans for Student Achievement (SPSAs) to the LCAP goals and activities. This will lead to the implementation of effective learning programs, greater student achievement, positive school culture and climate, and involvement of parents/guardians and community partners.

Reflections: Annual Performance

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

LCAP actions are evaluated using multiple measures, including the California School Dashboard, local assessments, attendance accounting, and educational partner surveys. The 2024 Dashboard results reflect data from the 2023–24 school year, while the 2025 Dashboard results reflect performance from the 2024–25 school year. The district's annual indicators highlight profound areas of academic growth alongside persistent engagement challenges. These metrics are required by law to be analyzed annually to ensure the LCAP contains targeted, required actions to address designated student needs.

Districtwide Performance Trends: 2024 Dashboard vs. 2025 Dashboard
A comparison of the 2024 and 2025 California Dashboards reveals a clear contrast between widespread academic excellence and systemic behavioral/attendance headwinds.

Academic Performance
The most extraordinary success story for the district is the massive, cross demographic academic recovery in both English Language Arts (ELA) and Mathematics. Moving significantly closer to the state standard (where lower distance-from-standard numbers indicate improvement), the district reversed historical declines: English Language Arts (All Students): Closed the gap toward the state standard by a remarkable 23.2 points, jumping from 49.3 points below standard in 2024 to 26.1 points below standard in 2025. Mathematics (All Students): Narrowed the distance to standard by 9.4 points, moving from 64.5 points below standard in 2024 to 55.1 points below standard in 2025. Students with Disabilities: Achieved a historic breakthrough in ELA, narrowing the deficit by 44.3 points (moving from 113.2 below standard to 68.9 points below standard). In Math, the district baseline with a 9.4-point gain (improving to 111.1 below standard). English Learners: Demonstrated substantial academic growth, closing their distance gaps to 65.5 points below standard in ELA (a 10.6-point gain) and 99.7

points below standard in Math (a 6.8-point gain). Socioeconomically Disadvantaged: Overcame a major hurdle in ELA, improving by 15.7 points to reach 39.7 points below standard, while making a steady 1.5-point gain in Math to land at 67.2 below standard.
White Students: Showed excellent academic recovery, narrowing the ELA distance to standard by 24.1 points (from 50.1 to 26 points below standard) and reducing the Math deficit by 36.7 points (improving from 62.7 to 26 points below standard).Hispanic Students: Made extraordinary strides across both subjects, closing the ELA gap by 24.1 points (improving from 54.8 to 30.7 points below standard) and achieving a massive 45.6-point gain in Math (moving from 76.3 down to 30.7 points below standard).

Chronic Absenteeism Trends
Chronic Absenteeism continues to be difficult for the District. Overall chronic absenteeism across the district rose from 25.2% in 2024 to 26.5% in 2025. Socioeconomically Disadvantaged Students increased from 27.7% to 29.6%. Students with Disabilities absenteeism rates climbed from 28.2% to 30.9%. Homeless students faced the most acute attendance barriers, escalating from 31.8% to 42.4%. White Students experienced the largest increase in chronic absenteeism among the reported groups, rising by 2.6 percentage points from 25.5% in 2024 to 28.1% in 2025. Hispanic students remained relatively stable but saw a slight increase of 0.5 percentage points, ticking up from 22.3% in 2024 to 22.8% in 2025. The bright spot were English Learners successfully lowered their chronic absenteeism rate from 17.3% down to 14.8%.

Suspension Rates
Suspension Rates remained relatively stable district-wide but crept slightly upward. The overall suspension rate for all students rose from 7.4% in 2024 to 7.6% in 2025. White Students experienced the largest increase among the reported groups, rising by 1.1 percentage points from 8.0% in 2024 to 9.1% in 2025. Socioeconomically Disadvantaged Students suspension rates increased from 7.9% to 8.6%. Students with Disabilities jumped significantly from 8.0% to 10.5%. Hispanic Students showed a positive improvement in school climate, reducing their suspension rate by 0.5 percentage points dropping from 4.9% in 2024 to 4.4% in 2025.English Learners achieved another exceptional victory, as their suspension rate decreased from 4.8% down to a low of 1.6%.

School-Specific Performance Trends: 2024 vs. 2025

Oak Creek Intermediate (OCI)
Oak Creek Intermediate experienced acute campus climate and behavioral challenges that ran counter to historical site success. The campus-wide suspension rate nearly tripled, escalating from 4.5% in 2024 to 12.1% in 2025. This behavioral trend disproportionately impacted suspensions for socioeconomically disadvantaged students by increasing to 13.5%, while the suspension rate for students with disabilities doubled, jumping from 8.6% to 17.4%. Attendance challenges also intensified at OCI, tracking with the district-wide baseline. However, these climate headwinds did not suppress the immense academic focus of the student body. In alignment with broader district trajectories, OCI students capitalized heavily on core instruction and academic interventions to drive the substantial CAASPP gains highlighted on the 2025 California Dashboard.

Oakhurst Elementary
Oakhurst Elementary presented a mixed operational picture. The school successfully implemented targeted, site-based intervention strategies that protected its most vulnerable student demographics from severe exclusionary discipline. Between 2024 and 2025, Oakhurst

achieved notable discipline reductions among suspensions for socioeconomically disadvantaged students decreased from 9.7% to 9.5%, and rates for students with disabilities dropped from 12.0% down to 11.5%. Despite these targeted victories, general campus behavior issues pushed the school-wide overall suspension rate from 5.7% up to 8.7%. Simultaneously, student attendance tracking followed district patterns, highlighting a continued need to utilize site-level interventions to anchor daily student engagement.

Wasuma Elementary
Data for Wasuma Elementary points to steady core instructional stability, enabling students to participate heavily in the district-wide reading and math dashboard recoveries. While the site continues to navigate the broader regional attendance challenges that saw district chronic absenteeism climb to 26.5%, the high academic yields on CAASPP testing demonstrate that when students are present at Wasuma, the quality of classroom instruction is highly effective.

Strategic LCAP Alignment
The goals and actions directly tied to addressing required actions are:
1.1 Professional Development
1.2 Response to Intervention and Special Education Curriculum
1.3 Educational Technology Department
1.4 Clean, Caring, Safe and Secure Learning Environments
1.6 Highly-qualified Staff
1.7 Students with Disabilities Math and ELA Achievement (District and Oak Creek Intermediate) - Required Action and D.A. Action
1.8 Supports for English Learners
1.9 Hispanic Students Math and ELA Achievement (Oak Creek Intermediate) - Required action
1.10 Support for Long Term English Learners (LTEL)
2.1 Behavioral and Social-Emotional Health & Safety Program
2.2 Response to Intervention
2.4 English Language Development Program
2.5 Fresno Flats Community Day School
2.7 Healthy Meals and Snacks
2.11 Foster Youth and Homeless Student Activities
2.12 Attendance
2.13 Chronic Absenteeism (All) - Required Action
2.14 Suspension Rate (Districtwide, Oakhurst Elementary) - Required Action

Local Indicators
Teachers, Instructional Materials, Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, Access to a Broad Course of Study

Consistent Success Across 2024 and 2025
The qualitative data for California's local indicators demonstrates strong, uninterrupted operational compliance across all areas. For both the 2024 and 2025 reporting cycles, the school district successfully Met all self-identified state standards. This reflects sustained institutional health in several key operational sectors: Basic Services: The standard was fully met for Teachers, Instructional Materials, and Facilities,

verifying that staff and students are safely housed and equipped with standard-aligned learning materials. Curriculum & Climate: The district successfully implemented state Academic Standards and met its benchmarks for Access to a Broad Course of Study, ensuring equitable educational pathways. Community Integration: Goals for Parent and Family Engagement were met, maintaining strong community ties. Local Climate Survey standards were similarly satisfied, confirming a supportive operational framework for staff and students. Consistently meeting these five critical baselines for consecutive years indicates that the district maintains a highly resilient, well-supported, and inclusive fundamental framework behind its daily educational program.

Learning Recovery Emergency Block Grant(LREBG) Funds
The District was allocated $52,482 in LREBG funds to be received in the 2025-26 school year to be spent in the 2026/27. The District used these funds in 2025/26 to pay for a portion of both the Educational Programs Specialist and the School Psychologist Intern salaries. These funds are tied to Action 1.1 Professional Development and 2.1 Behavioral and Social-Emotional Health & Safety Program. Educational Partner feedback from staff, students, local bargaining units, school site council and parent advisory committee justified the spending of the LREBG funds on the educational programs specialist and a school psychologist intern based on the feedback of concerns and the hope to improve in the areas of student behavior and discipline, academic achievement, suspension rates, safe school environments, and social emotional health.

Summary of table below:
Between 2023 and 2025, the Bass Lake School District demonstrated significant progress in several key LCAP indicator areas, most notably in reducing chronic absenteeism and improving academic performance for targeted student groups. Districtwide, chronic absenteeism dropped substantially for Students with Disabilities (SWD) by 12% and Hispanic students by 9.8%. Wasuma Elementary and Oak Creek Intermediate had great success, achieving double-digit reductions in absenteeism across multiple subgroups.
Academic growth was also a major highlight; at the district level, SWD improved their ELA performance by 41.9 points toward the standard. Oak Creek Intermediate saw exceptional academic gains, with SWD and Hispanic students increasing their ELA scores by 62.6 and 50.3 points, alongside notable, steady growth in Mathematics.

Despite these positive districtwide trends, specific areas of need require continued focus, particularly concerning suspension rates and overall performance at Oakhurst Elementary. Unlike the rest of the district, Oakhurst Elementary experienced an increase in chronic absenteeism across most student groups (up 1.1% school wide), with the exception of English Learners, who saw a highly successful 10.8% decrease. Oakhurst also saw suspension rates rise by 5.4% school wide, with White and Socioeconomically Disadvantaged (SED) students showing the highest increases. At the district level, while suspensions decreased for Hispanic students, they rose slightly for White students (up 2.7%) and SED (up 1.4%) student groups, indicating a continued need to evaluate and adjust behavioral interventions and tiered support systems to ensure consistent, positive outcomes across all school sites.

Bass Lake 2023 to 2025 Required Action Comparison

Location	**District**				
Indicator	**Student Group**	**Goal/Action**	**2023 Dashboard**	**2025 Dashboard**	**Variation**
Chronic Absenteeism	English Learners	Action 2.13	24.1%	26.5%	2.4%
Chronic Absenteeism	SED	Action 2.13	35.0%	29.6%	-5.4%
Chronic Absenteeism	SWD	Action 2.13	42.9%	30.9%	-12.0%

Chronic Absenteeism	Hispanic	Action 2.13	32.6%	22.8%	-9.8%
Chronic Absenteeism	White	Action 2.13	29.8%	28.1%	-1.7%
Suspension	2 or more Races	Action 2.13	41.3%	22.5%	-18.8%
Suspension	Hispanic	Action 2.14	6.3%	4.4%	-1.9%
Suspension	White	Action 2.14	6.4%	9.1%	2.7%
Suspension	SED	Action 2.14	7.2%	8.6%	1.4%
ELA	SWD	Action 1.7	110.8 Below	68.9 Below	+41.9 Points

Location	**Wasuma**				
Indicator	**Student Group**	**Goal/Action**	**2023 Dashboard**	**2025 Dashboard**	**Variation**
Chronic Absenteeism	Schoolwide	Action 2.13	26.6%	19.5%	-7.1%
Chronic Absenteeism	SED	Action 2.13	38.0%	25.1%	-12.9%
Chronic Absenteeism	SWD	Action 2.13	35.8%	14.3%	-21.5%
Chronic Absenteeism	White	Action 2.13	28.2%	20.9%	-7.3%

Location	**Oak Creek Intermediate**				
Indicator	**Student Group**	**Goal/Action**	**2023 Dashboard**	**2025 Dashboard**	**Variation**
Chronic Absenteeism	Schoolwide	Action 2.13	36.6%	25.9%	-10.7%
Chronic Absenteeism	SED	Action 2.13	37.6%	25.0%	-12.6%
Chronic Absenteeism	SWD	Action 2.13	56.8%	28.3%	-28.5%
Chronic Absenteeism	Hispanic	Action 2.13	38.1%	7.8%	-30.3%
Chronic Absenteeism	White	Action 2.13	33.9%	31.8%	-2.1%
Suspension	Schoolwide	Action 2.15	15.1%	12.1%	-3.0%
Suspension	SED	Action 2.15	15.0%	13.5%	-1.5%
Suspension	Hispanic	Action 2.15	16.9%	9.3%	-7.6%
Suspension	White	Action 2.15	13.7%	13.7%	0.0%
ELA	SWD	Action 1.7	149 Below	86.7 Below	+62.6 Points
ELA	Hispanic	Action 1.9	82.0 Below	31.7 Below	+50.3 Points
Math	SWD	Action 1.7	169.8 Below	151.6 Below	+18.2 Points
Math	Hispanic	Action 1.9	128.2 Below	97.7 below	+30.5 Points

Location	**Oakhurst Elementary**				
Indicator	**Student Group**	**Goal/Action**	**2023 Dashboard**	**2025 Dashboard**	**Variation**

Chronic Absenteeism	Schoolwide	Action 2.13	31.0%	32.1%	1.%
Chronic Absenteeism	SED	Action 2.13	31.6%	34.8%	3.2%
Chronic Absenteeism	SWD	Action 2.13	36.5%	39.5%	3.0%
Chronic Absenteeism	Hispanic	Action 2.13	35.1%	35.6%	0.5%
Chronic Absenteeism	White	Action 2.13	28.9%	32.5%	-3.6%
Chronic Absenteeism	English Learner	Action 2.13	30.2%	19.4%	-10.8%
Suspension	Schoolwide	Action 2.14	3.3%	8.7%	5.4%
Suspension	SED	Action 2.14	3.8%	9.5%	5.7%
Suspension	White	Action 2.14	3.7%	11.2%	7.5%

Reflections: Technical Assistance

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

Bass Lake Joint Union Elementary School District has been identified for differentiated assistance in the areas of Suspension Rate and Chronic Absenteeism. The actions that align with these areas are 2.1 Chronic Absenteeism, 2.2 Suspension Rate.

In response, the District formed a specialized DA Committee dedicated to addressing suspension rates. This collaborative team includes an advisor from the Madera County Superintendent of Schools, district administrators, teachers, school psychologists, and classified staff members. Over the course of their sessions, the committee focused heavily on analyzing the root causes behind the district's suspension data. Through this process, the team established a clear aim statement. An aim statement is a clear, written plan that states what a team wants to achieve, how much they will improve, who will benefit, and by when. It acts as a guide to show what success looks like for a project defining their objectives, identified key drivers within the system likely to impact that aim, and generated specific, actionable, and measurable change ideas. Furthermore, the team developed measurement strategies to monitor implementation progress. These frameworks and site specific focus areas were then brought back to individual school campuses to launch local Plan, Do, Study, Act (PDSA) cycles of improvement. The DA Committee will continue this vital work to further map out primary and secondary drivers and implement targeted actions to lower the district's suspension rates.

The District's Differentiated Assistance (DA) AIM Statements: 1. Decrease suspensions for all student groups to less than 3%. Reduce school disruptions.
OCI's Change Idea: One 8th grade teacher will meet with referred students during prep time to go through behavioral form, have discussions, and facilitate restorative conversations.
OES' Change Idea: School: When student is referred to the office for discipline, the Principal and/or Educational Specialist will utilize restorative justice lessons (housed in the BLSD Restorative Practices Menu in the SBMS Shared Drive) to address the discipline incident.
WES' Change Idea: Classroom training for students in a primary and middle school class on the problem solving process.

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
Teachers and School Staff Meetings	LCAP and Educational Partners survey were discussed. Feedback on ideas from participants was considered. Participants: All school site teachers, school site principal, school staff Topics Discussed: Student academic achievement, behavior, suspension rates, chronic absenteeism, parent involvement, Math intervention, behavior classroom, playground and lunch room protocols. Staff Meeting Dates: 3/23/26, 4/20/26, 5/18/26, 6/01/26
Leadership	LCAP Goals and Actions were reviewed and discussed. Feedback on ideas from participants was considered. Participants: Superintendent, Principals, Director of Special Education and Student Services, Educational Programs Specialist Topics Discussed: Student academic achievement, behavior, suspension rates, chronic absenteeism, parent involvement, Math intervention, behavior classroom, professional learning communities, IEP meetings, more time for staff meetings Leadership Meeting Dates: 1/06/26, 2/03/26, 4/24/26, 4/21/26, 6/02/26

Educational Partner(s)	Process for Engagement
School Site Council	LCAP Goals and Actions were reviewed and discussed. Feedback on ideas from participants was considered. Participants: Parents, Site Principal, Superintendent, Classified Staff, Teachers Topics Discussed: Student academic achievement, behavior, parent involvement, Math intervention, field trips, holding students accountable for poor behavior Meeting Dates: 4/01/26, 4/09/26, 4/28/26
Management Meetings (Maintenance and Operations, Technology Department)	Budget, Goals, and Priorities were discussed. Participants: Superintendent, Maintenance and Operations Manager, Transportation Manager, Chief Technology Officer Topics Discussed: safety, vandalism, Catapult Emergency drills, lock down procedures, Chromebook loss due to damage Meeting Dates: 2/03/2026, 3/10/26, 5/05/26, 1/23/26, 2/13/26
Local Bargaining Units	These meetings consistent of discussions around reductions in force, budget, and district priorities. The discussions around these topics were considered when also discussing LCAP Goals and Actions. Participants: Superintendent, Human Resources, Executive Assistant to the Superintendent, CSEA Negotiations Team, BLTA President and BLTA leadership Topics Discussed: Student academic achievement, behavior, suspension rates, chronic absenteeism, parent involvement, Math intervention, behavior classroom, workplace violence, more behavior supports CSEA Meeting and BLTA Meeting dates: 3/6/26, 4/28/26, 3/12/26, 5/19/26, 6/04/26
Parents/Students	LCAP Goals and Actions were reviewed and discussed. Feedback on ideas from participants was considered.

Educational Partner(s)	Process for Engagement
PTC is a volunteer group of parents, family members, and teachers who work together to support the school, organize community events, and raise money for classroom supplies and student activities. PAC is an official group of parents, guardians, teachers, students and community members who work together to advise school leaders and share feedback on student programs and district goals.	Participants: Superintendent, Teachers, Parents, Classified Staff, Students(2 Junior High Students - Wasuma and Oak Creek) Topics Discussed: Student academic achievement, parent involvement, Math intervention, consistency with rules from one teacher to the next Meeting Dates: PTA/PTC: 8/19/25, 9/9/25, 10/7/25, 11/4/25, 12/9/25, 1/13/26,10//7/25, 11/4/25, 1/6/26, 2/3/26, 3/3/26,4/7/26,5/3,26,6/2/26, 8/27/25, 10/22/25, 12/3/25 Parent Advisory Committee(PAC) - 4/21/26, 5/14/26
District English Learner Advisory Committee(DELAC) English Learner Advisory Committee(ELAC)	LCAP Goals and Actions were reviewed and discussed. Feedback on ideas from participants was considered. Participants: Principals, Superintendent, Teachers, Translator, Parents Topics Discussed: Student academic achievement, reclassification criteria Meeting Dates: 1/28/26, 4/29/26, 5/20/26
SELPA	LCAP Goals and Actions were reviewed and discussed specifically on how they relate to students with disabilities. Local California Dashboard data was also discussed Participants: Superintendent, Director of Special Education and Student Services, SELPA staff Topics Discussed: Student academic achievement, behavior, social emotional supports Meeting Dates: 5/13/26, 5/20/26
School Board	LCAP Goals and Actions were reviewed and discussed. Academic Plan was reviewed, adn California Dashboard data was discussed. Participants: School Board Members and Superintendent

Educational Partner(s)	Process for Engagement
	Topics Discussed: academic achievement 5 year plan, behavior, suspension rates, chronic absenteeism, parent involvement, Math intervention, new district mission statement Meeting Dates:1/29/26, 3/04/26, 4/01/26

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

The development and adoption of the LCAP was a collaborative process that was influenced by the feedback provided by our school district's educational partners. The inclusive approach allowed for the LCAP to reflect the diverse needs and priorities of our community. The District engaged a wide range of educational partners including teachers, principals, other school personnel, students, and parents to develop the LCAP. The District facilitated multiple forums for feedback, such as, surveys, informational meetings, public board meeting discussions, and advisory committees. This extensive engagement allowed us to gather a comprehensive understanding of our school communities priorities for the District.

The district was successful in forming district-level parent committees, including a District English Learner Advisory Committee (DELAC), and a Parent Advisory Committee(PAC). While the District was able to organize these committees and schedule dates for meetings several participants were absent at the meetings. The District will continue to explore strategies to increase participation.

The District solicited feedback through meetings and surveys from our educational partners in many ways throughout the 2025-2026 school year. School leaders conducted various educational partner meetings, which yielded data and information that was instrumental in developing the LCAP. Such meetings included:

Staff
Actions:
1.1 Professional Development
2.1 Behavioral and Social-Emotional Health & Safety Program
2.2 Response to Intervention
2.3 Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S.
2.4 English Language Development Program
2.11 Foster Youth and Homeless Student Activities
3.2 District Safety Committee

During the course of the 2025/26 school year topics discussed in meetings were:

Lack of student achievement in Mathematics.
Lack of student achievement in English Language Arts and Reading.

Student Behavior and Discipline
Lack of student engagement
Professional development on how to deescalate students
Chronic absenteeism
Teacher and Staff being highly trained in deescalation practices and classroom management
Safe working environments for teachers and staff

Students:
Actions:
1.4 Clean, Caring, Safe and Secure Learning Environments
2.1 Behavioral and Social-Emotional Health & Safety Program
2.2 Response to Intervention
2.3 Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S.
2.6 California Cadet Corps leadership program
2.9 Comprehensive School Safety Program
2.14 Suspension Rate (Districtwide, Oakhurst Elementary) - Required Action
3.2 District Safety Committee

As we met with our educational partners there was a consistent theme around the need for professional development around how to manage difficult student behavior and classroom management. There was also a lot of discussion around social emotional learning and mental health services. The District decided to allocate the additional LREBG funds to help fund our Educational Programs Specialist who was able to provide on site professional development in managing behavior by helping teachers to understand and implement the Districts Student Behavior Management System as will as help to coach teachers on effective classroom management practices. The District also decided to allocate these funds to help pay for the Districts school psychologist intern. The intern helped with mental health check in and check outs, student deescalations, and overall student safety and well being. The District is excited about the additional funds it will be receiving and look forward to working with our educational partners on how best to spend these funds. We anticipate it will be for similar programs and services.

Students had the opportunity to fill out the educational partners LCAP survey, this did not yield a large response. 4th -8th grade students participated in the Healthy Kids Survey and two students were on the Parent Advisory Committee

During the course of the 2025/26 school year topics discussed in meetings were:

Some Teachers not being fair
Teachers need to care more about students
Student Behavior and Discipline
Being worried about their classmates mental health
Grading Policies
Extra Curricular Activities

Local Bargaining Unit - BLTA and CSEA
Actions:
1.1 Professional Development
1.4 Clean, Caring, Safe and Secure Learning Environments
2.2 Response to Intervention
2.11 Foster Youth and Homeless Student Activities

During the course of the 2025/26 school year topics discussed in meetings were:

Student Behavior and Discipline
Highly Trained Staff
Professional development on how to deescalate students
Chronic absenteeism
Safe working environments for teachers and staff

School Site Council
Actions:
1.1 Professional Development
2.1 Behavioral and Social-Emotional Health & Safety Program
2.2 Response to Intervention
2.3 Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S.
2.4 English Language Development Program
2.11 Foster Youth and Homeless Student Activities
3.2 District Safety Committee

During the course of the 2025/26 school year topics discussed in meetings were:

Lack of student achievement in Mathematics.
Lack of student achievement in English Language Arts and Reading.
Student Behavior and Discipline
Student Suspensions for Students with Disabilities
Including Students with Disabilities in extra curricular activities
Students being apathetic
Professional development on how to deescalate students
Chronic absenteeism
Teacher and Staff being highly trained
Safe working environments for teachers and staff

Parent Advisory Committee (PAC)
Actions:
1.4 Clean, Caring, Safe and Secure Learning Environments
2.1 Behavioral and Social-Emotional Health & Safety Program
2.3 Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S.
2.2 Response to Intervention
2.4 English Language Development Program
2.6 California Cadet Corps leadership program
2.9 Comprehensive School Safety Program
2.14 Suspension Rate (Districtwide, Oakhurst Elementary) - Required Action
3.2 District Safety Committee

During the course of the 2025/26 school year topics discussed in meetings were:

Some Teachers not being fair
Student Behavior and Discipline
Being worried about their classmates mental health
Grading Policies
Extra Curricular Activities
Lack of student achievement in Mathematics.
Lack of student achievement in English Language Arts and Reading.

The varied nature of the above educational partners' engagement meetings held throughout the 2025-2026 school year allowed our education partners plenty of opportunities for significant and purposeful engagement, which was critical to developing this LCAP and the budget process. This engagement continues to support the District's comprehensive strategic planning, accountability, and school improvement processes currently in place and/or planned for future years as described in this LCAP. Educational partner engagement, as described above, is ongoing throughout the school year. Other educational partner groups the District continuously engages with include California School Employees Association Local #757, Bass Lake Teachers Association, Special Education Local Plan Area (SELPA) administrator, school personnel, parents, students, and community members.

Public Hearing: The public hearing for the draft of the 2026–27 Local Control and Accountability Plan (LCAP) was held on June 17, 2026.

Superintendent Response: Following the public hearing, no written comments regarding the LCAP were submitted to the Superintendent; therefore, no formal response was required.

Adoption & Presentation: The final 2026–27 LCAP was officially adopted, and the California School Dashboard Local Indicators were presented, during the regularly scheduled Governing Board meeting on June 24, 2026. The LCAP was readopted at a regularly scheduled Governing Board meeting on September 9, 2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Each and every student will receive high-quality instruction and learning opportunities that will prepare them for high school and their post-secondary pursuits (college, trade school, military, and/or the workplace), provided by highly qualified professionals in clean, caring, safe, and secure environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Providing high-quality, engaging educational experiences by highly-qualified professionals in safe, clean, caring learning environments is at the heart of what successful schools and districts do. Success in this area may be found in a number of forms, including but not limited to CAASPP scores, ELPAC growth, student grades, attendance, Facility Inspection Tool (FIT) reports, student performance levels as measured by local assessments, educational partners survey results, and more. When staff is highly-qualified, supported, and well-trained, students will learn. When combined with school environments that are safe and secure, student learning and growth is maximized. It is anticipated that the District's continued emphasis on further implementing and sustaining PBIS strategies and programs will enable positive school climates and cultures to be strengthened at school sites leading to improved attendance, engagement, and student growth. The physical conditions and appearances of the school sites will remain an area of focus for the District. Many District facilities are aging and in need of critical repairs or replacement. The District will continue to maintain campuses that are clean and secure by working to implement necessary improvements.

The District will focus to improve the academic achievement of its students. An analysis of the California School Dashboard data indicates the District needs to improve both in mathematics, English language arts, and English Learner Progress. This analysis also indicates the presence of achievement gaps among student groups. Improvement will require require additional staff training, teacher collaboration, and teacher-leader development. Adequate time for teachers to collaborate in the development of curriculum and lesson planning is critical to student and teacher success. This collaboration must occur among and between grade levels throughout the District. Continued support in utilizing technology as an educational tool to further engage and enrich students' educational experiences is also a critical need. At the same time, there is a realization that students' social-emotional and mental health needs must also be addressed effectively. This requires strategic planning and implementation of multi-tiered systems of support for students to align the complicated array of needs that will yield sustained growth and development academically and socially by the District's students.
Input from our educational partners also led directly to the development and inclusion of this goal, as described in the Engaging Educational Partners section of this LCAP.

The actions associated with this goal will lead directly to improvements in student learning and growth, as will be evidenced in the measuring and reporting metrics as listed below, with incremental improvements each year over the three year cycle of this plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts Scores	California Dashboard 2023 All Students: 32 points below standard Students with Disabilities: 110.8 points below standard English Learners: 67.8 points below standard Socioeconomically disadvantaged: 40.4 points below standard	California Dashboard 2024 All Students: 49.3 points below standard Students with Disabilities: 113.2 points below standard English Learners: 76.1 points below standard Socioeconomically disadvantaged: 55.4 points below standard Long-Term English Learners: 117.7 points below standard	California Dashboard 2025 All Students: 26.1 points below standard Students with Disabilities: 68.9 points below standard English Learners: 65.5 points below standard Socioeconomically disadvantaged: 39.7 points below standard Long-Term English Learners: 74.5 points below standard	California Dashboard All Students: 15 points below standard Students with Disabilities: 95 points below standard English Learners: 52 points below standard Socioeconomically disadvantaged: 25 points below standard Long-Term English Learners: 90 points below standard	California Dashboard All Students increased by 5.9 points Students with Disabilities increased by 41.9 points English Learners increased 2.3 points Socioeconomically disadvantaged students increased 0.7 points
1.2	CAASPP Mathematics Scores	California Dashboard 2023 All Students: 56.4 points below standard	California Dashboard 2024 All Students: 64.5 points below standard	California Dashboard 2025 All Students: 55.1 points below standard	California Dashboard All Students: 41 points below standard	California Dashboard All Students increased 1.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 112.1 points below standard English Learners: 90.2 points below standard Socioeconomically disadvantaged: 64.5 points below standard	Students with Disabilities: 120.5 points below standard English Learners: 106.5 points below standard Socioeconomically disadvantaged: 68.7 points below standard Long-Term English Learners: 170.7 points below standard	Students with Disabilities: 111.1 points below standard English Learners: 39.6 points below standard Socioeconomically disadvantaged: 67.2 points below standard Long-Term English Learners: 45.5 points below standard	Students with Disabilities: 97 points below standard English Learners: 75 points below standard Socioeconomically disadvantaged: 49 points below standard Long-Term English Learners: 125 points below standard	Students with Disabilities increases 1 point English Learners increased 50.6 points Socioeconomically disadvantaged students declined 2.7 points
1.3	English Learner Progress Indicator	California Dashboard 2023 39.7% making progress towards English language proficiency. EL's who decreased at least one ELPI level = 21.5% EL's who maintained ELPI Levels 1, 2L, 2H, 3L, 3H = 36.9% EL's who maintained ELPI Level 4 = 3.1%	California Dashboard 2024 46.4% making progress towards English language proficiency. EL's who decreased at least one ELPI level = 28.6% EL's who maintained ELPI Levels 1, 2L, 2H, 3L, 3H = 18.4%	California Dashboard 2025 39.6% making progress towards English language proficiency. EL's who decreased at least one ELPI level = 30.4% EL's who maintained ELPI Levels 1, 2L, 2H, 3L, 3H = 32.6%	California Dashboard 54% making progress towards English language proficiency. EL's who decreased at least one ELPI level = 6% EL's who maintained ELPI Levels 1, 2L, 2H, 3L, 3H = 22%	California Dashboard A decrease of 0.1% EL students made progress towards English language proficiency. An increase of 8.9% of EL's decreased at least one ELPI level A decrease of 4.3% of EL's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL's who progressed at least one ELPI level = 38.5% Reclassification Rate: 3% *ELPI(English Learner Progress Indicator	EL's who maintained ELPI Level 4 = 8.2% EL's who progressed at least one ELPI level = 44.9% Reclassification Rate: 15.7% *ELPI(English Learner Progress Indicator	EL's who maintained ELPI Level 4 = 4.3% EL's who progressed at least one ELPI level = 32.6% Reclassification Rate: 6.25% *ELPI(English Learner Progress Indicator	EL's who maintained ELPI Level 4 = 10% EL's who progressed at least one ELPI level = 53% Reclassification Rate: 10% *ELPI(English Learner Progress Indicator	maintained ELPI Levels 1, 2L, 2H, 3L, 3H An increase of 1.2% EL's maintained ELPI Level 4 An increase of 14.5% EL's progressed at least one ELPI level Reclassification Rate: Decreased by 9.45% *ELPI(English Learner Progress Indicator
1.4	Facility Inspection Tool(FIT)	SARC 2022/23(published during 2023/24 school year) Oak Creek Intermediate Overall Facility Rating - Exemplary Oakhurst Elementary Overall Facility Rating - Exemplary Wasuma	SARC 2023/24(published during 2024/25 school year) Oak Creek Intermediate Overall Facility Rating - Exemplary Oakhurst Elementary Overall Facility Rating - Good	SARC 2024/25(published during 2025/26 school year) Oak Creek Intermediate Overall Facility Rating - Good Oakhurst Elementary Overall Facility Rating - Good	SARC Oak Creek Intermediate Overall Facility Rating - Exemplary Oakhurst Elementary Overall Facility Rating - Exemplary Wasuma	SARC Oak Creek Intermediate Overall Facility Rating - decreased from Exemplary to Good Oakhurst Elementary Overall Facility Rating - Decreased from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall Facility Rating - Exemplary Fresno Flats Overall Facility Rating - Exemplary	Wasuma Overall Facility Rating - Good Fresno Flats Overall Facility Rating - Exemplary	Wasuma Overall Facility Rating - Exemplary Fresno Flats - School closed in December 2024	Overall Facility Rating - Exemplary Fresno Flats Overall Facility Rating - Exemplary(School closed in December 2024)	Exemplary to Good Wasuma Overall Facility Rating - stayed Exemplary Fresno Flats School closed in December 2024
1.5	Teachers Appropriately Assigned and Credentialed	SARC 2022/23(published during 2023/24 school year) Oak Creek Intermediate - 100% Oakhurst Elementary - 100% Wasuma - 99.2% Fresno Flats - 100%	SARC 2023/24(published during 2024/25 school year) Oak Creek Intermediate - 100% Oakhurst Elementary - 100% Wasuma - 100% Fresno Flats - 100% (School closed in December 2024)	SARC 2024/25(published during 2025/26 school year) Oak Creek Intermediate - 100% Oakhurst Elementary - 100% Wasuma - 100% Fresno Flats - School closed in December 2024	SARC Oak Creek Intermediate - 100% Oakhurst Elementary - 100% Wasuma - 100% Fresno Flats - 100%	SARC Oak Creek Intermediate - Remained 100% Oakhurst Elementary - Remained 100% Wasuma - Increased to 100% Fresno Flats School closed in December 2024
1.6	Student Access to Standards-Aligned Curriculum	SARC 2022/23(published during 2023/24 school year) Oak Creek Intermediate - 100%	SARC 2023/24(published during 2024/25 school year) Oak Creek Intermediate - 100%	SARC 2024/25(published during 2025/26 school year) Oak Creek Intermediate - 100%	SARC Oak Creek Intermediate - 100% Oakhurst Elementary - 100%	SARC Oak Creek Intermediate - Remained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Oakhurst Elementary - 100% Wasuma - 100% Fresno Flats - 100%	Oakhurst Elementary - 100% Wasuma - 100% Fresno Flats - 100%	Oakhurst Elementary - 100% Wasuma - 100% Fresno Flats - (School closed in December 2024)	Wasuma - 100% Fresno Flats - (School closed in December 2024)	Oakhurst Elementary - Remained 100% Wasuma - Remained 100% Fresno Flats - 100 (School closed in December 2024)
1.7	Local Indicator---Basics: Teachers, Instructional Materials,Facilities	California Dashboard 2023 - Met	California Dashboard 2024 - Met	California Dashboard 2025 - Met	California Dashboard Met	California Dashboard Remained Met
1.8	Local Indicator - Access to a Broad Course of Study (Extent to which students have access to, and are enrolled in, a broad course of study)	California Dashboard 2023 - Met	California Dashboard 2024 - Met	California Dashboard 2025 - Met	California Dashboard Met	California Dashboard Remained Met
1.9	Local Indicator - Implementation of Academic Standards	California Dashboard 2023 - Met	California Dashboard 2024 - Met	California Dashboard 2025 - Met	California Dashboard Met	California Dashboard Remained Met
1.10	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "I believe the District and its schools set high standards for academic success."	LCAP Educational Partners Survey - 2024 Strongly Agree/Agree - 87.6%	LCAP Educational Partners Survey - 2025 This question was omitted from the survey. A replacement question was - I believe that all students receive high-quality	LCAP Educational Partners Survey - 2026 question was - I believe that all students receive high-quality instruction that prepares them for their future pursuits.	LCAP Educational Partners Survey Strongly Agree/Agree - 95%	LCAP Educational Partners Survey Strongly Agree/Agree was 9.78% less

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*The difference from baseline will be calculated using Year 1 and Year 2 data as the survey questions changed.		instruction that prepares them for their future pursuits. Strongly Agree/Agree - 70% *number of responses = 50 of these 50 80% = parents/guardians 10% = certificated employees 12% = classified employees 6% = community members 4% = other Note: Percentages total more than 100% because respondents could select multiple classifications (e.g., a participant may be both a district employee and a parent).	Strongly Agree/Agree - 66.2% *number of responses = 76 of these 71 73.7% = parents/guardians 16% = certificated employees 10% = classified employees 7% = community members 0% = other Note: Percentages total more than 100% because respondents could select multiple classifications (e.g., a participant may be both a district employee and a parent).		
1.11	LCAP Educational Partners Survey: The percentage of	LCAP Educational Partners Survey - 2024 Strongly Agree/Agree - 95.9%	LCAP Educational Partners Survey - 2025	LCAP Educational Partners Survey - 2026	LCAP Educational Partners Survey Strongly Agree/Agree - 98%	LCAP Educational Partners Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	survey respondents who choose either Agree or Strongly Agree to the prompt, "I believe the District's schools are in good physical repair." *The difference from baseline will be calculated using Year 1 and Year 2 data as the survey questions changed.		This question was omitted from the survey. A replacement question was - The learning environment in our district is clean, caring, safe, and secure for all students Strongly Agree/Agree - 72% number of responses = 50 of these 50 80% = parents/guardians 10% = certificated employees 12% = classified employees 6% = community members 4% = other Note: Percentages total more than 100% because respondents could select multiple classifications (e.g., a participant may be both a	question was - The learning environment in our district is clean, caring, safe, and secure for all students Strongly Agree/Agree - 67.6% number of responses = 71 of these 71 76.1% = parents/guardians 16.9% = certificated employees 12.7% = classified employees 9.9% = community members 0% = other Note: Percentages total more than 100% because respondents could select multiple classifications (e.g., a participant may be both a		Strongly Agree/Agree 4.4% less

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			district employee and a parent).	district employee and a parent).		
1.12	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "Overall, I would rate the academic program in the District as very effective." *The difference from baseline will be calculated using Year 1 and Year 2 data as the survey questions changed.	LCAP Educational Partners Survey - 2024 Strongly Agree/Agree - 71.2%	LCAP Educational Partners Survey - 2025 This question was omitted from the survey. A replacement question was - Our district provides sufficient enrichment activities to enhance student learning experiences. Strongly Agree/Agree - 78% *number of responses = 50 of these 50 80% = parents/guardians 10% = certificated employees 12% = classified employees 6% = community members 4% = other Note: Percentages total more than	LCAP Educational Partners Survey - 2026 question was - Our district provides sufficient enrichment activities to enhance student learning experiences. Strongly Agree/Agree - 61.9% *number of responses = 71 of these 71 76.1% = parents/guardians 16.9% = certificated employees 12.7% = classified employees 9.9% = community members 0% = other Note: Percentages total more than 100% because	LCAP Educational Partners Survey Strongly Agree/Agree - 95%	LCAP Educational Partners Survey Strongly Agree/Agree was 16.1% less

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			100% because respondents could select multiple classifications (e.g., a participant may be both a district employee and a parent).	respondents could select multiple classifications (e.g., a participant may be both a district employee and a parent).		
1.13	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "The teachers genuinely care for the academic progress and overall safety & welfare of my child(ren)." *The difference from baseline will be calculated using Year 1 and Year 2 data as the survey questions changed.	LCAP Educational Partners Survey - 2024 Strongly Agree/Agree - 98%	LCAP Educational Partners Survey - 2025 This question was omitted from the survey. A replacement question was - I feel that the district adequately addresses social-emotional behavioral health and safety challenges for students. Strongly Agree/Agree - 54% *number of responses = 50 of these 50 80% = parents/guardians 10% = certificated employees	LCAP Educational Partners Survey - 2026 question was - I feel that the district adequately addresses social-emotional behavioral health and safety challenges for students. Strongly Agree/Agree - 36.7% *number of responses = 71 of these 71 76.1% = parents/guardians 16.9% = certificated employees	LCAP Educational Partners Survey Strongly Agree/Agree - 98%	LCAP Educational Partners Survey percentage of respondents who replied Strongly Agree/Agree was 17.3% less

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			12% = classified employees 6% = community members 4% = other Note: Percentages total more than 100% because respondents could select multiple classifications (e.g., a participant may be both a district employee and a parent).	12.7% = classified employees 9.9% = community members 0% = other Note: Percentages total more than 100% because respondents could select multiple classifications (e.g., a participant may be both a district employee and a parent).		
1.14	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "Students have access to high-quality curriculum and instructional materials (including technology resources)." *The difference from baseline will be calculated using Year 1 and Year 2 data as the	LCAP Educational Partners Survey - 2024 Strongly Agree/Agree - 91.4%	LCAP Educational Partners Survey - 2025 This question was omitted from the survey. A replacement question was - Educational partners are actively engaged in promoting student learning and success. Strongly Agree/Agree - 70%	LCAP Educational Partners Survey - 2026 question was - Educational partners are actively engaged in promoting student learning and success. Strongly Agree/Agree - 61.9% *number of responses = 71	LCAP Educational Partners Survey Strongly Agree/Agree - 95%	LCAP Educational Partners Survey percentage of respondents who replied Strongly Agree/Agree was 8.1% less

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	survey questions changed.		*number of responses = 50 of these 50 80% = parents/guardians 10% = certificated employees 12% = classified employees 6% = community members 4% = other Note: Percentages total more than 100% because respondents could select multiple classifications (e.g., a participant may be both a district employee and a parent).	of these 71 76.1% = parents/guardians 16.9% = certificated employees 12.7% = classified employees 9.9% = community members 0% = other Note: Percentages total more than 100% because respondents could select multiple classifications (e.g., a participant may be both a district employee and a parent).		
1.15	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "Teachers provide high-quality instruction." *The difference from baseline will be	LCAP Educational Partners Survey - 2024 Strongly Agree/Agree - 95.8%	LCAP Educational Partners Survey - 2025 This question was omitted from the survey. A replacement question was - The district provides opportunities for staff to strengthen their skills and competencies in supporting students.	LCAP Educational Partners Survey - 2026 question was - The district provides opportunities for staff to strengthen their skills and competencies in supporting students.	LCAP Educational Partners Survey Strongly Agree/Agree - 98%	LCAP Educational Partners Survey percentage of respondents who replied Strongly Agree/Agree was 13.7% less

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	calculated using Year 1 and Year 2 data as the survey questions changed.		competencies in supporting students. Strongly Agree/Agree - 56% *number of responses = 50 of these 50 80% = parents/guardians 10% = certificated employees 12% = classified employees 6% = community members 4% = other Note: Percentages total more than 100% because respondents could select multiple classifications (e.g., a participant may be both a district employee and a parent).	Strongly Agree/Agree - 42.3% *number of responses = 71 of these 71 76.1% = parents/guardians 16.9% = certificated employees 12.7% = classified employees 9.9% = community members 0% = other Note: Percentages total more than 100% because respondents could select multiple classifications (e.g., a participant may be both a district employee and a parent).		
1.16	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly	LCAP Educational Partners Survey - 2024 Strongly Agree/Agree - 77.1%	LCAP Educational Partners Survey - 2025 This question was omitted from the	LCAP Educational Partners Survey - 2026 question was - Parents and the	LCAP Educational Partners Survey Strongly Agree/Agree - 95%	LCAP Educational Partners Survey percentage of respondents who replied Strongly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Agree to the prompt, "The District and its schools are effective in creating safe, professional learning environments." *The difference from baseline will be calculated using Year 1 and Year 2 data as the survey questions changed.		survey. A replacement question was - Parents and the community are effectively involved in supporting our educational initiatives. Strongly Agree/Agree - 64% *number of responses = 50 of these 50 80% = parents/guardians 10% = certificated employees 12% = classified employees 6% = community members 4% = other Note: Percentages total more than 100% because respondents could select multiple classifications (e.g., a participant may be both a district employee and a parent).	community are effectively involved in supporting our educational initiatives. Strongly Agree/Agree - 46.5% *number of responses = 71 of these 71 76.1% = parents/guardians 16.9% = certificated employees 12.7% = classified employees 9.9% = community members 0% = other Note: Percentages total more than 100% because respondents could select multiple classifications (e.g., a participant may be both a district employee and a parent).		Agree/Agree was 17.5% less

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Williams Complaints	Williams Complaints 2023/24 No complaints were filed	Williams Complaints 2024/25 No complaints were filed	Williams Complaints 2025/26 No complaints were filed	Williams Complaints No complaints filed	Williams Complaints Remained No complaints filed
1.18	California Healthy Kids Survey Percentage of students who chose agree or strongly agree when asked if school is a safe place for students.	2022/23 Healthy Kids Survey 80%	2024/25 Healthy Kids Survey No data - Survey requirements are to administer every other year.	2025/26 Healthy Kids Survey 69%	2026/27 90%	decreased 11%
1.19	Attendance Rate	92.1%	91%	92%	91%	decreased 0.1%

Goal Analysis [2025-26]

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

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

Action 1.1 Professional Development: This action was fully implemented. The District had three Professional Development(PD) days at the beginning of the school year and one at the end of the school year. Certificated Staff participates in all four of these staff days and Classified Staff participate in one. Professional Development was also offered throughout the school year on the following topics: educational technology, iReady, new History/Social Studies Curriculum implementation, special education curriculum(Cloud 9 and Seeing Stars), Crisis Prevention Intervention training, first aid, CPR, medication administration, Lindamood bell coaching, SEL Pilot curriculum training, and ELPAC administration training. The District also used the LREGB funds to implement this action by allocating a portion of the funding to the Educational Programs Specialist salary($41,985.60). The Educational Programs Specialist provided in house professional development and teacher coaching.

Action 1.2 Response to Intervention Curriculum: This action was fully implemented. The District continues to monitor the UFLI curriculum in RtI in grade K-3 and this curriculum is proving to be working well for students. The District curriculum added for special education (Cloud 9 and Seeing Stars) also is being implemented and students are responding positively to the curriculum and the District is seeing improvement in academic scores.

Action 1.3: Educational Technology Department: This action was fully implemented. The technology in the District is maintained and upgraded as needed. The District's technology infrastructure and connectivity is excellent. The Educational Programs Specialist increased

effectiveness in instruction, as well as successfully audited the usage and needs of applications in the classroom. The audit resulted in cost savings to the District. Some of the challenges with the part time TSS position was not having enough contracted time to address all of the needs across the District. Providing devices and accessibility to all students, particularly socioeconomically disadvantaged students gives students the ability to access their education beyond the classroom. This will help meet the District's goal of closing the achievement gap for our low income students.

Action 1.4 Clean, Caring, Safe and Secure Learning Environments: The District fully implemented this action with success by completing and maintaining a state of the art cloud based video surveillance system and door lock system. We also use and maintain the Catapult Emergency Management System. Each site in the District receives frequent maintenance and safety checks along with maintenance repairs and preventative maintenance projects from our MOT department.

Action 1.5 Healthy Students and Staff: This action was partially implemented. Our food services team tried new recipes and food items that resulted in students eating more of their meals. We have had positive feedback on the positive changes in the menus. The District was able to hire an additional health aide to have more coverage at our school sites to be available for students particularly during lunch and recess. The District had challenges with the part of this action that involved the wellness committee. Lack of staff able to dedicate time to this committee resulted in a committee not being formed.

Action 1.6 Highly-qualified Staff: This action was fully implemented. All staff at all sites were highly qualified.

Action 1.7 Students with Disabilities Math and ELA Achievement (District and Oak Creek Intermediate) - Required Action and D.A. Action: The District fully implemented this action. All special education teachers were trained on CAASPP testing accommodations. Principals and teachers encouraged families who requested students to opt out of testing to a have their students to take the test. The District helped with a positive message on the value of testing that staff could share with parents and students. This was helpful and more students who originally were opting out change their status to opting in. Site staff worked on testing schedules that allowed for smaller testing settings for students. We are encouraged about this work.

Action 1.8 Supports for English Learners: This action was fully implemented. Even thought the District ensured all EL students received designated EL instruction daily our percentage or EL's making progress on the California Dashboard increased from 2023(39.7% making progress) to 2024(46.4% making progress) by 6.7% percent but fell 6.8% from thE 2024 Dashboard(46.4% making progress)to the 2025 Dashboard(39.6% making progress). The District continues to explore scheduling patterns and curriculum that would improve its EL designated instruction.

Action 1.9 Hispanic Students Math and ELA Achievement (Oak Creek Intermediate) - Required action: This action was fully implemented. The District focused a lot of attention on EL learners as well as our Hispanic population regardless if english was their second language. Hispanis students showed significant gains in ELA on the California Dashboard from 2023 to 2025. They increased their points below standard by 50.3 points and 30.5 points in Math.

Action 1.10: Support for Long Term English Learners (LTEL). This action was partially implemented. The District focused heavily on designated EL instruction however it has yet to create a tracking and intervention system for its LTEL's. This will be a focus for the 2026/27 school year.

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

Action 1.1 Professional Development - The District's actual expenditures($183,305.00) were less than the budgeted expenditures($212,134.00) due to the cost of professional development opportunities that were attended being less than anticipated.

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

Action 1.1: Professional Development: This action was effective with substantial progress toward our ELA and Math goals. Reflecting a improvement from last years CAASPP performance, 2025 California School Dashboard data shows the All Students group rebounded significantly, reducing their distance from standard by 23.2 points in ELA(moving from -49.3 to -26.1). Furthermore, targeted actions accelerated growth for our highest need populations: Students with Disabilities closed their gap in ELA performance by 44.3 points (-113.2 to -68.9), and Long-Term English Learners (LTELs) improved ELA by 43.2 points (-117.7 to -74.5). Socioeconomically Disadvantaged students and English Learners also narrowed their gaps in ELA by 15.7 points and 10.6 points, respectively.

Action 1.2: Response to Intervention and Special Education Curriculum: This action was somewhat effective. The District did assess intervention curriculum and explored special education curriculum to adopt. It was discovered that Response to Intervention should continue to use their curriculum and that special education was in need of new curriculum. While the District was not able to purchase special education curriculum during the 2025/26 school year it will be purchasing special education curriculum for the 2026/27 school year.

Action 1.3: Educational Technology Department: This action was fully implemented, maintaining excellent technology infrastructure and connectivity across the District. The Educational Programs Specialist successfully increased instructional effectiveness and audited classroom applications, resulting in direct cost savings. However, a primary challenge was that the part-time Technology Support Specialist position lacked sufficient contracted time to address all troubleshooting needs across the District. Providing devices and connectivity to all students, particularly our socioeconomically disadvantaged (SED) population, successfully gave educational access beyond the classroom. Local survey data tracking the percentage of students with devices and Wi-Fi, along with district issued hotspots for SED students, confirms we are meeting our digital equity goals. This expanded access directly supported the District’s goal of closing the achievement gap, as reflected in the significant growth on the 2025 California Dashboard CAASPP scores. In English Language Arts, All Students improved from 49.3 to 26.1 points below standard, while English Learners improved from 76.1 to 65.5 points below standard. The most dramatic ELA improvement was seen in SED students, who closed the gap from 113.2 points below standard in 2024 to just 39.7 points below standard in 2025. In Mathematics, All Students improved from 64.5 to 55.1 points below standard, and English Learners improved from 106.5 to 99.7 points below standard. Validating our ongoing investment in educational technology, SED students also showed massive growth in Math, improving from 120.5 points below standard in 2024 to 67.2 points below standard in 2025.

Action 1.4: Clean, Caring, Safe, and Secure Learning Environments: This action was effective. There were 13 Catapult Emergency drills ran districtwide during the 2025/26 school year. All Facility Inspections were completed via the Facility Inspection Tool(FIT). After each drill or actual lockdown site leadership debriefed with their staff on areas that went well and areas that need to be "fine tuned".

Action 1.5: Healthy Students and Staff: This action was partially effective. Health and wellness efforts strongly correlated with significant performance jumps on the California Dashboard, where all students cut their distance from standard gap by 23.2 points in Reading and 9.4 points in Math. This strong classroom progress indicates that students were healthy, focused, and engaged while at school. However, the action was limited in its ability to decrease overall chronic absenteeism, which increased from 25.2% to 26.5% districtwide.

Action 1.6: Highly Qualified Staff: This action was effective in all areas. We had 100% of general education classrooms staffed with highly qualified and properly credentialed staff. Special education classes had to be combined at one school site due to the inability to recruit a highly qualified and appropriately credentialed special education teacher.

Action 1.7: Students With Disabilities (SWD) Math and ELA Achievement: This action was effective, as evidenced by a substantial turnaround and significant academic growth for our Students with Disabilities (SWD) in both English Language Arts (ELA) and Mathematics on the California Assessment of Student Performance and Progress (CAASPP). English Language Arts: SWD performance improved dramatically, moving from 113.2 points below standard in 2024 to 68.9 points below standard in 2025, a remarkable gain of 44.3 points. Mathematics: SWD performance also reversed its previous downward trend, moving from 120.5 points below standard in 2024 to 111.1 points below standard in 2025, an improvement of 9.4 points.

Action 1.8: Support for English Learners
This action was somewhat effective. While the District's reclassification rate decreased from 15.7% in 2024 to 6.25% in 2025, a 6.25% reclassification rate remains a stable and decent performance metric for a district with a small population of fewer than 100 English Learners, where small shifts in student numbers can significantly alter percentages year-over-year. On the CAASPP in English Language Arts English Learners improved from 76.1 to 65.5 points below standard. In Mathematics, English Learners improved from 106.5 to 99.7 points below standard.

Action 1.9: Hispanic Students Math and ELA Achievement - Required Action
This action was effective. Based on 2025 CAASPP data, this action was effective, yielding significant academic recovery and growth in both subject areas. English Language Arts: Hispanic students demonstrated progress, narrowing their gap from 71.4 points below standard in 2024 to 31.7 points below standard in 2025. An impressive gain of 39.7 points. Mathematics: Hispanic students successfully made improvement by moving from 111.1 points below standard in 2024 to 97.7 points below standard in 2025, showing a positive improvement of 13.4 points.

Action 1.10: Support for Long Term English Learners
This action was ineffective, as evidenced by a downward trend in the percentage of Long-Term English Learners (LTELs) making progress towards English language proficiency. On the English Learner Progress Indicator (ELPI), the percentage of LTELs making progress declined from 46.4% in 2024 to 39.6% in 2025, a decrease of 6.8%.

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.

Action 1.1 There is a change to the professional development days for certificated staff. Previously they had three PD days before the start of the school year and 1 PD day at the end of the school year. The district is going to move all of theses certificated PD dates to the beginning of the school year. In the middle of the year of 2025/2026 the District allocated the LREBG funds to this action which allowed for in house professional development and coaching for teachers from the Educational Programs Specialist($41,985.60).

Action 1.2 will also include Special Education Curriculum.

Action 1.4 Wellness Committee will no longer be part of this action due to lack of participation

Action 1.6 will have language added to it that staff will not only be highly qualified but they will also be highly trained.

Action 1.10 The District will focus on making progress on revising its English Language Development Master Plan.

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	Professional Development	To ensure high-quality instruction and continuous improvement, the District will implement a comprehensive, data-driven professional development (PD) program that includes collaborative planning, targeted content, and leadership led implementation. Professional development priorities will be informed by an analysis of student achievement data. Teachers and staff will collaborate to develop PD plans tailored to the specific needs of grade spans and/or subject areas, ensuring the training is relevant and effective for their unique student populations. Certificated staff will participate in four (4) dedicated PD days prior to the start of the school year; Classified staff will participate in one (1) day. Staff may be provided time during the school day to attend PD via school business substitute coverage. Teachers may also be compensated for attending District sponsored PD held outside of the standard duty day upon approval. School site and District leadership will be responsible for ensuring what was learned at PD is used and implemented by staff while performing their job duties. This includes monitoring the implementation of PD strategies within the classroom and	$192,165.00	Yes

Action #	Title	Description	Total Funds	Contributing
		providing the necessary coaching and feedback to ensure instructional shifts result in improved student outcomes.		
1.2	Response to Intervention and Special Education Curriculum	The District will assess both the existing special education and response to intervention (RTI) curricular programs, as well as new programs under consideration. Upon completion of this evaluation, decisions will be made regarding the selection and implementation of curricula, which will then be monitored to ensure fidelity.	$26,720.00	No
1.3	Educational Technology Department	The District will continue to maintain the Educational Technology Department. Department staff will be responsible for maintaining and upgrading existing technology infrastructure and connectivity throughout the District. This action also includes the variety of student applications that are used to support learning as well as our Chief Technology Officer.	$796,335.00	Yes
1.4	Clean, Caring, Safe and Secure Learning Environments	The District will continuously provide clean, caring, safe, and secure learning environments for its students, staff, families, and communities. This includes but is not limited to: physical repairs and upgrades to facilities, general maintenance, cloud based video surveillance systems, clean drinking water, maintenance of the Catapult Emergency Management System (CEMS), and state of the art clocks, bells, and speakers with notification programs in coordination with the CEMS. Each site in the District will conduct regular safety and maintenance inspections, as well as undergo annual inspections by California Risk Management Authority. Recommended and necessary upgrades or repairs will be completed in timely fashion. The District will also utilize the Facility Inspection Tool (FIT) to conduct such inspections to provide appropriate documentation to be shared with its educational partners in the School Accountability Report Cards, during various educational partners meetings (Health & Wellness Committee, District Safety Committee, School Site Council, Board of Trustees, etc.). The district will maintain the digital locks with cloud based support that link to our camera and notification systems.	$1,687,439.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Healthy Students and Staff	The District will provide healthy meals and snacks to all students. All students will also participate in a physical education program. The District will review and update school safety plans and its wellness policy annually. The District is dedicated to implementing programs to improve students' and staffs' physical, social-emotional, and mental health and wellness. The District provides one nurse, and one health aide to service all students. The District provides wellness tips and support to staff through the Wellness Committee. The District is also planning to more regularly message to staff the health and wellness benefits that are available through the District's health and welfare insurance company.	$179,699.00	No
1.6	Highly-qualified Staff	The District will continue to hire, retain, and appropriately assign qualified teachers and instructional support staff. With the state special education teacher shortage being a real hurdle the District has established a signing bonus for certificated positions that have been vacant for six months. The first implementation of this was in the 2024/25 school year for a special education teacher vacancy.	$4,228,190.00	No
1.7	Students with Disabilities Math and ELA Achievement (District and Oak Creek Intermediate) - Required Action and D.A. Action	The 2025 California School Dashboard, Districtwide Students with Disabilities (SWD) scored 68.9 points below standard in English Language Arts (ELA) and 111.1 points below standard in Mathematics. At Oak Creek Intermediate, SWD scored 86.7 points below standard in ELA and 151.6 points below standard in Math. These updated metrics follow the 2024 Dashboard results, which originally placed BLJUESD Students with Disabilities in the "Red" (Very Low) performance range for ELA at 113.2 points below standard. Similarly, 2024 results for Oak Creek Intermediate SWD were also in the "Red" range for both ELA (113.6 points below standard) and Math (145.3 points below standard). Both the historical and current data indicate an ongoing need for targeted actions to accelerate academic progress for Students with Disabilities. During the 2023–2024 school year, the District formed a Differentiated Assistance (DA) committee to address the academic performance of SWD.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The committee met three times to examine CAASPP ELA data and identified three primary barriers to student success: The District had a test participation rate under 95%, which triggered a CAASPP “loss penalty.” Many teachers had not been trained on how to access the CAASPP's embedded accommodations and were therefore unable to direct or remind students to use them during testing. Many students had "small group setting" accommodations written into their IEPs. However, because so many students were sent to these separate settings at the same time, the alternative environments ended up with just as many students as the regular classrooms, negating the benefit of the accommodation. The Differentiated Assistance committee believes that these exact same logistical and training circumstances also contributed to the low performance levels in Math. To improve academic results for SWD in both ELA and Math, the District is implementing the following initiatives: The District will actively monitor SWD participation in CAASPP assessments and proactively encourage families to allow their children to participate. Teachers districtwide—including all staff at Oak Creek Intermediate—will be trained on how to access embedded test accommodations. Teachers will also be provided with accurate, accessible lists of permitted accommodations for each eligible student prior to testing. Testing schedules and locations will be carefully reviewed and managed to ensure that alternative settings genuinely meet the students’ IEP needs for smaller, accommodated environments.		
1.8	Supports for English Learners	All English Learners in Bass Lake JUESD are provided daily designated and integrated instruction and support in English Language Development. To increase academic outcomes for students and decrease inequalities in performance results between English Learners and higher-performing student groups, the District will provide: 1. teachers with professional development in strategies that increase English Learner students' access to core academics.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. provide instructional staff with professional development in use of the Observation Protocol for Teachers of English Learners (OPTEL) as a formative assessment tool to support student progress toward English proficiency. 3. Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core.		
1.9	Hispanic Students Math and ELA Achievement (Oak Creek Intermediate) - Required action	2023 California School Dashboard ELA and Math Distance from Standard results for Hispanic students at Oak Creek Intermediate School were in the Red, or "Very Low", performance range, 82.0 points below standard and 128.2 points below, respectively. An analysis of the results for Hispanic students showed that, of the 52 Hispanic students who had assessment scores, 29, or 56% were English Learners. The English Learner student group also showed declines in ELA and Math, though they were not assigned a performance level. Additionally, only 30% of the English Learners who took the ELPAC were assessed as making appropriate progress towards English language proficiency. These data led us to understand that the root cause of the results for Hispanic students is likely related to a need to accelerate English language development. At Oak Creek Intermediate Students with Disabilities scored 149.3 points below standard in ELA and 169.8 points below standard in Math. 2024 California School Dashboard ELA and Math Distance from Standard results for Hispanic students at Oak Creek Intermediate School were in the Orange, or low performance range, 71.4 points below standard(increased 10.6 points) and 111.1 points below(increased 17.1 points)respectively. At Oak Creek Intermediate Students with Disabilities scored 113.6 points below standard in ELA and 145.3 points below standard in Math. Although there were improvements the focus for accelerating academic outcomes will be to provide the following: 1. Provide teachers with professional development in strategies that increase English Learner students' access to core academics.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Provide instructional staff with professional development in use of the Observation Protocol for Teachers of English Learners (OPTEL) as a formative assessment tool to support student progress toward English proficiency. 3. Provide English Language Development enrichment and support materials that accelerate English acquisition and increase access to the core.		
1.10	Support for Long Term English Learners (LTEL)	According to Data quest baseline data(2022/23) reported 16 LTEL students district wide. In 2023/24 the District's LTEL's showing a decrease to 7 students The District aims to support the linguistic, academic, and socio-emotional needs of our Long-Term English Learners (LTEL), ensuring their success in school and beyond. School leadership will begin by identifying which students are LTEL and informing teachers, so they are aware that the students may require differentiated learning strategies. School and District staff time will be allocated to examine data for LTEL students and identify the unique needs and/or barriers to language acquisition progress, and learning inequalities in curricular areas. Time will also be allocated so possible root causes can be identified and ideas evidence-based strategies to address those causes can be shared. Teachers and site administrators will share learning that can support the efforts of their peers. Teachers may also be provided professional learning activities to differentiate instruction and supports for LTEL. With the support of the data analysis, per collaboration, and professional development, classroom teachers can provide targeted instructional support based on those needs regularly monitoring progress. Teachers and administrators can provide parents and families with information and demonstrations of how they can also support their LTEL children in acquiring the skills required for reclassification to RFEP.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Each and every student will receive access to high-quality intervention and support programs, services, and enrichment activities, with an emphasis on individualizing academic and social-emotional behavioral health & safety challenges and responsibilities, in physically, emotionally, and cognitively safe learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Providing for the unique needs of each and every student is a tremendous challenge for schools and districts everywhere, including the Bass Lake Joint Union Elementary School District. However, our District is up to the challenge and ready to do everything we can to support our students. These needs range from academic, cognitive, social-emotional, behavioral, to those affecting a child's mental health. At the same time, our students need enrichment activities both inside and outside of the classroom. Bass Lake School District is committed to meeting these needs for our students especially those focused on the social-emotional, behavioral, mental, and physical health. The need for additional counseling, social-emotional behavioral, and mental health specialists will be necessary. We must also have students' physical health be a priority that is addressed Input received during the development of this LCAP and this specific goal was heavily pointed toward the overall health and wellness of students, physically and mentally, as described in the engaging educational partners section of this LCAP. Academic deficiencies continue to be an area of concern. Many students are expected to require additional interventions and supports in reading, English language development, mathematics, and English language arts. These needs, coupled with those described in the paragraph above, will lead to further development and expansion of each school's PBIS program and multitiered system of supports both in social-emotional behavioral health & safety and in reading instruction. The District will also be focused on chronic absenteeism, attendance rates are an area of concern. The District will be implementing programs and practices to increase student excitement and engagement. School climate will be a focus as well as messaging the importance of being at school to our school families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism	2023 California Dashboard	2024 California Dashboard	2025 California Dashboard	California Dashboard	All Students Chronic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students 31.1% English Learners 24.1% Hispanic 32.6% Two or More Races 41.3% Socioeconomically Disadvantaged 35% Students with Disabilities 42.9% White 29.8% Homeless 29.2%	All Students 25.2% English Learners 17.3% Hispanic 22.3% Two or More Races 22.5% Socioeconomically Disadvantaged 27.7% Students with Disabilities 28.2% White 25.5% Homeless 31.8%	All Students 26.5% English Learners 14.8% Hispanic 22.8% Two or More Races 22.5% Socioeconomically Disadvantaged 29.6% Students with Disabilities 30.9% White 28.1% Homeless 42.4%	All Students 17% English Learners 9% Hispanic 17% Two or More Races 26% Socioeconomically Disadvantaged 20% Students with Disabilities 27% White 14% Homeless 14%	Absenteeism decreased by 4.6% English Learners Chronic Absenteeism decreased by 9.3% Hispanic Chronic Absenteeism decreased by 9.8% Two or More Races Chronic Absenteeism decreased by 18.8% Socioeconomically Disadvantaged Chronic Absenteeism decreased by 5.4% Students with Disabilities Chronic Absenteeism decreased by 12% White Chronic Absenteeism decreased by 1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless Chronic Absenteeism increased by 13.2%
2.2	Suspension Rate	2023 California Dashboard All Students 6.4% English Learners 4.8% Hispanic 6.3% Two or More Races 4.3% Socioeconomically Disadvantaged 7.2% Students with Disabilities 7.9% White 6.4% Homeless 3.6% *The percentage reflects students who have been suspended at least one day	2024 California Dashboard All Students 7.4% English Learners 4.8% Hispanic 6.3% Two or More Races 7.3% Socioeconomically Disadvantaged 7.9% Students with Disabilities 8% White 8% Homeless 10.9% *The percentage reflects students who have been suspended at least one day	2025 California Dashboard All Students 7.6% English Learners 1.6% Hispanic 4.4% Two or More Races 6.8% Socioeconomically Disadvantaged 8.6% Students with Disabilities 10.5% White 9.1% Homeless 5.6% *The percentage reflects students who have been suspended at least one day	California Dashboard All Students <3% English Learners <3% Hispanic <3% Two or More Races <3% Socioeconomically Disadvantaged <3% Students with Disabilities <3% White <3% Homeless <3% *The percentage reflects students who have been suspended at least one day	All Students suspension rate increased by 1.2% English Learners suspension rate decreased by 3.2 Hispanic suspension rate decreases by 1.9 Two or More Races suspension rate increased by 2.5% Socioeconomically Disadvantaged suspension rate increased by 1.4% Students with Disabilities suspension rate increased by 2.6% White suspension rate increased by 2.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless suspension rate increased by 2% *The percentage reflects students who have been suspended at least one day
2.3	Reading	Local Benchmark Assessment - iReady 2023/24 school year % of students on or above grade level Kindergarten - 63% First Grade - 36% Second Grade - 46% Third Grade - 62% Fourth Grade - 43% Fifth Grade - 36% Sixth Grade - 40% Seventh Grade - 32% Eighth Grade - 43%	Local Benchmark Assessment - iReady 2024/25 school year % of students on or above grade level Kindergarten - 63% First Grade - 32% Second Grade - 42% Third Grade - 62% Fourth Grade - 50% Fifth Grade - 27% Sixth Grade - 44%	Local Benchmark Assessment - iReady 2025/26 school year % of students on or above grade level Kindergarten - 64% First Grade - 29% Second Grade - 42% Third Grade - 47% Fourth Grade - 32% Fifth Grade - 35% Sixth Grade - 25%	Local Benchmark Assessment - iReady % of students on or above grade level Kindergarten - 80% First Grade - 80% Second Grade - 80% Third Grade - 80% Fourth Grade - 80% Fifth Grade - 80% Sixth Grade - 80% Seventh Grade - 80%	Local Benchmark Assessment - iReady % of students on or above grade level Kindergarten increased by 1% First Grade decreased by 7% Second Grade decreased by 4% Third Grade decreased by 15% Fourth Grade decreased by 11% Fifth Grade decreased by 1% Sixth Grade decreased by 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		California Dashboard 2023 All Students: 32 points below standard Students with Disabilities: 110.8 points below standard English Learners: 67.8 points below standard Socioeconomically disadvantaged: 40.4 points below standard	Seventh Grade - 39% Eighth Grade - 41% California Dashboard 2024 All Students: 49.3 points below standard Students with Disabilities: 113.2 points below standard English Learners: 76.1 points below standard Socioeconomically disadvantaged: 55.4 points below standard	Seventh Grade - 42% Eighth Grade - 53% California Dashboard 2025 All Students: 26.1 points below standard Students with Disabilities: 68.9 points below standard English Learners: 65.5 points below standard Socioeconomically disadvantaged: 39.7 points below standard	Eighth Grade - 80% California Dashboard All Students: 15 points below standard Students with Disabilities: 95 points below standard English Learners: 52 points below standard Socioeconomically disadvantaged: 25 points below standard Long-Term English Learners: 90 points below standard	Seventh Grade increased by 10% Eighth Grade increased by 9% California Dashboard All Students increased 5.9 points Students with Disabilities increased 41.9 points English Learners increased 2.3 points Socioeconomically disadvantaged students increased 0.7 points
2.4	Mathematics	Local Benchmark Assessment - iReady 2023/24 school year - end of year % of students on or above grade level	Local Benchmark Assessment - iReady 2024/25 school year - end of year	Local Benchmark Assessment - iReady 2025/26 school year - end of year	Local Benchmark Assessment - iReady 2026/27 end of year	Local Benchmark Assessment - iReady % of students on or above grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kindergarten - 49% First Grade - 27% Second Grade - 24% Third Grade - 30% Fourth Grade - 28% Fifth Grade - 29% Sixth Grade - 43% Seventh Grade - 19% Eighth Grade - 29% California Dashboard 2023 All Students: 56.4 points below standard Students with Disabilities: 112.1 points below standard English Learners: 90.2 points below standard Socioeconomically disadvantaged: 64.5 points below standard	% of students on or above grade level Kindergarten - 42% First Grade - 23% Second Grade - 25% Third Grade - 28% Fourth Grade - 32% Fifth Grade - 26% Sixth Grade - 22% Seventh Grade - 31% Eighth Grade - 28% California Dashboard 2024 All Students: 64.5 points below standard Students with Disabilities: 120.5 points below standard English Learners: 106.5 points below standard Socioeconomically disadvantaged:	% of students on or above grade level Kindergarten - 42% First Grade - 18% Second Grade - 25% Third Grade - 22% Fourth Grade - 25% Fifth Grade - 37% Sixth Grade - 21% Seventh Grade - 24% Eighth Grade - 38% California Dashboard 2025 All Students: 55.1 points below standard Students with Disabilities: 111.1 points below standard English Learners: 99.7 points below standard Socioeconomically disadvantaged:	% of students on or above grade level Kindergarten - 80% First Grade - 80% Second Grade - 80% Third Grade - 80% Fourth Grade - 80% Fifth Grade - 80% Sixth Grade - 80% Seventh Grade - 80% Eighth Grade - 80 % California Dashboard 2025 All Students: 55.1 points below standard Students with Disabilities: 111.1 points below standard English Learners: 99.7 points below standard Socioeconomically disadvantaged:	Kindergarten decreased by 7% First Grade decreased by 9% Second Grade increased by 1% Third Grade Decreased by 8% Fourth Grade decreased by 3% Fifth Grade increased by 8% Sixth Grade decreased 22% Seventh Grade increased by 5% Eighth Grade increased by 9% California Dashboard All Students increased by 1.3 points Students with Disabilities increased by 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			68.7 points below standard	67.2 points below standard	67.2 points below standard	English Learners decreased by 9.5 points Socioeconomically disadvantaged students idecreased by 2.7 points
2.5	Local Indicator Local Climate Survey	California Dashboard 2023 Met	California Dashboard 2024 Met	California Dashboard 2025 Met	California Dashboard Met	California Dashboard Remained Met
2.6	Expulsion Rate	AERIES Spring 2024 0%	AERIES Spring 2025 0.12%	AERIES Spring 2026 0%	AERIES 0%	AERIES Remained 0%
2.7	Middle School Dropout Rate	AERIES Spring 2024 0%	AERIES Spring 2025 0%	AERIES Spring 2026 0%	AERIES 0%	AERIES Remained 0%
2.8	School Climate Survey Percentage of students who choose either Agree or Strongly Agree when asked if school is a safe place for students.	Healthy Kids Survey 2022/23 80% *administered every two years	Healthy Kids Survey 2024/25 74%	Healthy Kids Survey 2025/26 69%	Healthy Kids Survey 95%	Healthy Kids Survey decreased 5%
2.9	LCAP Educational Partners Survey: Percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "I believe the District and its	LCAP Educational Partners Survey 2024 Strongly Agree/Agree: 79.2%	LCAP Educational Partners Survey 2025 New Question: Our district provides sufficient enrichment activities to enhance student	LCAP Educational Partners Survey 2026 Question: Our district provides sufficient enrichment activities to enhance student	LCAP Educational Partners Survey 95%	LCAP Educational Partners Survey Decreased by 16.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	schools meet the individual academic needs of my child."		learning experiences. Strongly Agree/Agree: 78% Survey Respondents: Parents - 40 Certificated Staff - 5 Classified Staff - 6 Community Members - 6 Other - 2 *some respondents may fall under more than one category above	learning experiences. Strongly Agree/Agree: 61.9% Survey Respondents: Parent/Guardian - (54)76.1% Certificated Staff - (12)16.9% Classified Staff - (9)12.7% Community Members -(7) 9.9% Other - 0(0%)		
2.10	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "Teachers utilize a variety of materials, resources, technology, and strategies to help my child learn." *Survey Respondents: Parents - 40	LCAP Educational Partners Survey 2024 95.8%	LCAP Educational Partners Survey 2025 New Question: I believe that all students receive high-quality instruction that prepares them for their future pursuits. Strongly Agree/Agree:70%	LCAP Educational Partners Survey 2026 Question: I believe that all students receive high-quality instruction that prepares them for their future pursuits.	LCAP Educational Partners Survey 95%	LCAP Educational Partners Survey Decreased by 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Certificated Staff - 5 Classified Staff - 6 Community Members - 6 Other - 2 *some respondents may fall under more than one category above			Strongly Agree/Agree: 66.2 % Survey Respondents: Parent/Guardian - (54)76.1% Certificated Staff - (12)16.9% Classified Staff - (9)12.7% Community Members -(7) 9.9% Other - 0(0%)		
2.11	Students Receiving PBIS, Behavioral and Social Emotional Learning Student Services	Caseload Data EOY Tier 3 - 9% Tier 2 - 10% Tier 1 - 100%	Caseload Data EOY Tier 3 - 5% Tier 2 - 4% Tier 1 - 100%	Caseload Data EOY Tier 3 - 6% Tier 2 -3 % Tier 1 - 100%	Caseload Data EOY Tier 3 - 3% Tier 2 - 10% Tier 1 - 100%	Caseload Data EOY Tier 3 - decreased by 3% Tier 2 - decreased by 7% Tier 1 - stayed the same
2.12	CAASPP English Language Arts Scores	California Dashboard 2023 All Students: 32 points below standard Students with Disabilities: 110.8 points below standard English Learners: 67.8 points below standard	California Dashboard 2024 All Students: 49.3 points below standard Students with Disabilities: 113.2 points below standard	California Dashboard 2025 All Students: 26.1 points below standard Students with Disabilities: 68.9 points below standard	California Dashboard All Students: 15 points below standard Students with Disabilities: 95 points below standard	California Dashboard All Students increased 5.9 points Students with Disabilities increased 41.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically disadvantaged: 40.4 points below standard	English Learners: 76.1 points below standard Socioeconomically disadvantaged: 55.4 points below standard Long-Term English Learners: 117.7 points below standard	English Learners: 65.5 points below standard Socioeconomically disadvantaged: 39.7 points below standard Long-Term English Learners: 74.5 points below standard	English Learners: 52 points below standard Socioeconomically disadvantaged: 25 points below standard Long-Term English Learners: 90 points below standard	English Learners increased 2.3 points Socioeconomically disadvantaged students increased 0.7 points

Goal Analysis [2025-26]

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

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

Action 2.1 Behavioral and Social-Emotional Health & Safety Program - This action was fully implemented. The LEA offered significant behavioral and social emotional support to its students. The District provided three school psychologists and one school psychologist intern. The LEA also staffed three social emotional learning(SEL) para educators across the District. This team along with teachers offered a three tiered system of support for students to meet their social emotional needs. The LREBG funds were allocated to a portion of the School Psychologist Intern's salary($10,496.40).

Action 2.2 Response to Intervention(RtI) - The Response to Intervention (RtI) program was fully implemented at Wasuma Elementary School (Grades K–5) and Oakhurst Elementary School (Grades K–5). To optimize resources and maximize impact, the District redeployed the RtI specialist previously assigned to Oak Creek Intermediate (Grades 6–8) to Oakhurst Elementary. This reallocation of personnel was driven by a strategic decision to focus intensive reading intervention on the District’s youngest learners, thereby addressing academic achievement gaps in the primary grades when foundational literacy development is most critical. Furthermore, as a TK–5 campus, Oakhurst Elementary serves the largest student population within the District, and internal metrics indicated the highest localized need for structured reading intervention. Consequently, this targeted reallocation allows the District to maximize the efficacy of RtI services, aligning specialized resources with the student population demonstrating the greatest academic need.

Action 2.3 Extended Learning Opportunities/After School Programs/Eagle Academy/B.L.I.S.S. - This action was fully implemented as planned with no significant changes.

Action 2.4 English Language Development Program - This action was partially implemented. Moving forward, the District plans to comprehensively restructure the system of supports for English Learners, which will include updating the District's English Learner Master Plan The District did update its reclassification criteria. Oak Creek Intermediate implemented a dedicated English Language Development (ELD) elective course, ensuring that English learners receive their mandated designated ELD instruction. To expand this successful framework, the District has established a parallel structural model that will be implemented for 6th–8th grade students at Wasuma Elementary School in the upcoming academic year. The District is continuing to work on ensuring students in grades TK-5th grades receive designated ELD instruction daily.

Action 2.5 Fresno Flats Community Day School - This action was not implemented because Fresno Flats closed in December of 2024.

Action 2.6 California Cadet Corps leadership program - This action was fully implemented as planned with no significant changes.

Action 2.7: Healthy Meals and Snacks: This action was fully implemented as planned with no significant changes.

Action 2.8 Transportation - This action was fully implemented as planned with no significant changes.

Action 2.9 Comprehensive School Safety Plan - This action was implemented as planned. The District unfortunately experienced situations that warranted a code red lock down a few times this year. The positive outcomes from these situations were that the staff and students experienced our Catapult Emergency Management System in real time. Many of the aspects of this system went well and staff and students did great and the systems worked well. It also allowed us to examine areas of our protocols that could use some improvement. Each time we experienced a real drill the District and school sites made adjustments and improved its practices and protocols. School sites also ran planned drills with Catapult to be sure every staff member knows how to comfortably and adequately use the system.

Action 2.10 Physical Health & Fitness Program and Extra-Curricular Activities - This action was implemented as planned with no significant changes.

Action 2.11 Foster Youth and Homeless Student Activities - This action was implemented as planned with no significant changes. While California Dashboard data for Foster Youth is not available for 2024 or 2025 due to privacy rules (fewer than 11 students), CAASPP data indicates that academic challenges persist for our homeless student population. In English Language Arts, homeless students scored 87.7 points below standard in 2024 and declined slightly to 89.9 points below standard in 2025. Similarly, in Mathematics, homeless students scored 103.4 points below standard in 2024 and declined to 108.5 points below standard in 2025.

Action 2.12 Attendance - This action was implemented as planned with no significant changes. The District added a component through ParentSquare called attendance plus. This system is an attendance dashboard that keeps track of students attendance and organized it into tiers. It is well organized and allows staff to quickly see which students are having a difficult time getting to school. School staff can message parents/guardians directly thorough this dashboard to encourage attendance, praise attendance improvement, as well as let families know the school is available to help with barriers they are experiencing that are preventing their students from getting to school. The District is also messaging out monthly through Parent Square Attendance Matters flyers with information about why it is important for students to be at school every day.

Action 2.13 Chronic Absenteeism(All) Required Action - This action was implemented with no significant changes.

Action 2.14 Suspension Rate (Districtwide, Oakhurst Elementary) Required Action - This action was implemented with no significant changes. The District continues to fine tune its Student Behavior Management System

Action 2.15 Suspension Rate (Districtwide, Oak Creek Intermediate Elementary) Required Action -This action was implemented with no significant changes. The District continues to fine tune its Student Behavior Management System

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

Action 2.2 Response to Intervention - The District's actual expenditures($468,926.00) were less than the budgeted expenditures($532,539.00) due to a portion of the educational programs specialist salary being charged under a separate action.

Action 2.9 Comprehensive School Safety Plan - The District's actual expenditure($14,895.00) was less than the planned expenditure($34,385.00) due to less professional development.

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

Action 2.1 Behavioral and Social-Emotional Health & Safety Program: This action was somewhat effective as the district faced heightened demand for intensive interventions. On a positive note, the District successfully graduated more students out of the Tier 2 program than in previous years, and Tier 1 supports remained stable. However, the percentage of students requiring Tier 3 intensive social-emotional supports increased by 2%, and Tier 2 needs rose by 1%, reflecting broader, compounding district trends. Between 2024 and 2025, overall chronic absenteeism rose to 26.5% and suspensions ticked up to 7.6% increases heavily driven by students with disabilities (30.9% absenteeism / 10.5% suspensions) and socioeconomically disadvantaged students (29.6% absenteeism / 8.6% suspensions). Notably, the program correlated with outstanding success for English Learners, who bucked the trend with a drop in absenteeism to 14.8% and a dramatic reduction in suspensions to 1.6%.

Action 2.2 Response to Intervention: This action was effective in academic recovery, though behavioral outcomes remain a challenge. On the California Dashboard for Reading, the district made substantial growth across all student groups between 2024 and 2025; All Students closed the gap by 23.2 points (moving to 26.1 points below standard), with Students with Disabilities making a remarkable 44.3 point gain. Local iReady benchmark data from the 2025/26 school year shows mixed progress by grade level, highlighted by strong cohorts in Eighth Grade (53% on/above grade level, a 12% increase) and Fifth Grade (35%, an 8% increase), though declines in Third, Fourth, and Sixth grades point to areas needing targeted intervention. These academic gains occurred despite broader district pressures, as overall chronic absenteeism increased to 26.5% and suspension rates increased slightly to 7.6%.

Action 2.3 Extended Learning Opportunities/After School Programs/Eagle Academy/B.L.I.S.S.: This action was effective. According to the California Dashboard, the district successfully closed the gap toward the state standard for all student groups between 2024 and 2025. In Reading, All Students moved closer to the standard by 23.2 points (to 26.1 below standard). Specifically, English Learners improved their

Reading scores by 10.6 points (moving from 76.1 to 65.5 points below standard), while socioeconomically disadvantaged students demonstrated tremendous Reading growth of 73.5 points (moving from 113.2 to just 39.7 points below standard). Overall Math scores improved by 9.4 points (to 55.1 points below standard). Notable gains were achieved in math by students with disabilities (improving 9.4 points to 111.1 below), English learners (improving 6.8 points, from 106.5 to 99.7 below standard), and socioeconomically disadvantaged students, who showed a significant math improvement of 53.3 points (moving from 120.5 to 67.2 points below standard). These strong academic gains occurred despite a broader district-wide rise in chronic absenteeism, which increased from 25.2% to 26.5% overall, driven primarily by increases among students with disabilities (30.9%) and socioeconomically disadvantaged students (29.6%).

Action 2.4 English Language Development Program: This action was effective, as shown by significant positive growth across academic, behavioral, and attendance metrics for English Learners. On the California Dashboard for Reading, English Learners closed the gap toward the state standard by 10.6 points, moving from 76.1 points below standard in 2024 to 65.5 points below in 2025. Similarly, in Math, English Learners improved by 6.8 points, advancing from 106.5 points below standard in 2024 to 99.7 points below standard in 2025. This strong academic growth was closely mirrored by improved behavioral outcomes; chronic absenteeism among English Learners dropped from 17.3% to 14.8%, and their suspension rate went from 4.8% down to a low of 1.6%.

Action 2.5 Fresno Flats Community Day School: This goal was not measured due to Fresno Flats Community School no longer being an active school as of December 2024.

Action 2.6 California Cadet Corps leadership program: This action was somewhat effective. Despite strong district-wide academic gains on the California Dashboard between 2024 and 2025 where All Students improved by 23.2 points in English Language Arts (to 26.1 points below standard) and by 9.4 points in Math (to 55.1 points below standard) behavioral metrics declined. Specifically, districtwide chronic absenteeism increased from 25.2% to 26.5% (an increase of 1.3 percentage points), and the overall suspension rate slightly increased from 7.4% to 7.6% (a 0.2 percentage point increase). While the program continues to provide leadership skills and structure for participating students, it was not enough to offset the growing attendance and disciplinary challenges seen across the district as a whole.

Action 2.7: Healthy Meals and Snacks: This action was effective in removing basic nutritional barriers to learning, strongly supporting the district's widespread academic recovery. On the California Dashboard, the distance from standard decreased dramatically across all student groups between 2024 and 2025. In Reading, All Students closed the gap by 23.2 points (to 26.1 below standard), with Students with Disabilities making a remarkable 44.3-point jump. This upward trend was mirrored in Math, where All Students improved by 9.4 points (to 55.1 below standard) and English Learners improved by 6.8 points. These increases were achieved even as the district faced broader attendance challenges, with overall chronic absenteeism rising slightly from 25.2% to 26.5%.

Action 2.8 Transportation: This action was somewhat effective. The district’s saw academic growth despite general attendance decline. California Dashboard data between 2024 and 2025. In Reading, All Students closed the gap by 23.2 points (to 26.1 below standard), while Math scores improved by 9.4 points (to 55.1 below standard). These substantial academic improvements occurred even as overall chronic absenteeism increased from 25.2% to 26.5% district-wide. SED students also saw an increase in chronic absenteeism from 27.7% to 29.6%.

Action 2.9 Comprehensive School Safety Program: This action was ineffective. The district experiences an increase in both overall chronic absenteeism (climbing to 26.5%) and overall suspension rates (ticking up to 7.6%). The District is excited about the opportunity to opt in to

the Community School Grant program. The funding that comes with the Community Schools program will allow the District to implement more attendance programs to improve chronic absenteeism along with programs to improve suspension rates, and social emotional learning.

Action 2.10 Physical Health & Fitness Program and Extra-Curricular Activities This action was partially effective. While the District saw measurable academic growth in both ELA and Math, Chronic Absenteeism remained a challenge. From 2024 to 2025, "All Students" improved in ELA by 23.2 points and in Math by 9.4 points, with Socioeconomically Disadvantaged (SED) students also showing gains in both subjects. However, these academic improvements did not translate to better attendance, as Chronic Absenteeism increased from 25.2% to 26.5% for all students, and from 27.7% to 29.6% for SED students.

Action 2.11 Foster Youth and Homeless Student Activities: This action was partially effective. Socioeconomically disadvantaged students, 2025 data reflects an increase in both chronic absenteeism (reaching 29.6%) and suspension rates (reaching 8.6%). However, the California Dashboard academic progress was significant improving by 15.7 points closer to the standard in Reading and 1.5 points closer in Mathematics.

Action 2.12 Attendance: This action was somewhat effective, as it did not prevent an increase in chronic absenteeism, but academic improvement was achieved on the California Dashboard. Updated 2025 data reveals that overall chronic absenteeism increased up to 26.5%, and socioeconomically disadvantaged attendance worsened to 29.6%. The district achieved success on CAASPP Dashboard scores, narrowing the distance-from-standard gap for all students by 23.2 points in Reading and 9.4 points in Math.

Action 2.13 Chronic Absenteeism (All), Required Action: This action was somewhat effective, as updated metrics show that the district did not decrease in overall chronic absenteeism. In 2025, the chronic absenteeism rate for all students increased to 26.5%, up from 25.2% in 2024. English Learners decreasing to 14.8%, socioeconomically disadvantaged youth were at a high 29.6% and students with disabilities even higher at 30.9%.

Action 2.14 Suspension Rate (Districtwide, Oakhurst Elementary): This action was partially effective. Between 2024 and 2025, district-wide suspensions increased slightly to 7.6%. At Oakhurst Elementary, the overall suspension rate rose from 5.7% to 8.7%. Despite this campus-wide increase, Oakhurst successfully decreased suspension rates for socioeconomically disadvantaged students (dropping from 9.7% to 9.5%) and students with disabilities (dropping from 12% to 11.5%).

Action 2.15 Suspension Rate (Districtwide, Oak Creek Intermediate) - Required Action: This action was not effective at Oak Creek Intermediate, where suspension rates significantly increased across all demographics between 2024 and 2025. Districtwide, suspensions rose slightly to 7.6%, but OCI saw its campus wide suspension rate increased from 4.5% to 12.1%. OCI's socioeconomically disadvantaged student suspensions increases to 13.5% and students with disabilities increasing to 17.4%.

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.

2.1 Behavioral and Social-Emotional Health & Safety Program: The District allocated a portion of the 2025/2025 LREBG funds to pay for the School Psychologist Intern's salary($10,496.40). The District also removed the metric of Chronic Absenteeism from this action.

2.5 Fresno Flats Community Day School:This is no longer a contributing action because the site is no longer active and has permanently closed.

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	Behavioral and Social-Emotional Health & Safety Program	The District supports behavioral and social-emotional health & safety. Students will receive social emotional supports from the PBIS and student supports team, this team is comprised of two school psychologists, PBIS para educators, site principals, teachers, instructional aides, and para educators. Several members of the team PBIS and student support services will also be trained in crisis response to ensure student safety. This budget also includes social emotional learning applications and curriculum that help students with behavior strategies. Also part of this action will be the purchasing of assessment materials, PBIS student store rewards and other materials to support the PBIS program. The district's Educational Programs Specialist will work with staff mentioned above to enhance MTSS Tier 1 supports in both behavior and academic supports. A portion of the LREBG funds were used towards this action.	$510,877.00	Yes
2.2	Response to Intervention	Response to Intervention (RtI) instructional support services are provided to students reading one or more levels below grade level. This program is implemented Districtwide with reading intervention teachers at each of the following school sites: Wasuma Elementary, grades K-5 Oakhurst Elementary, grades K-5 (two Rti teachers) The district's Educational Programs Specialist will support the MTSS program district wide.	$497,322.00	No
2.3	Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S.	The District will provide students with extended learning opportunities, including but not limited to after-school programming & clubs (My Club), summer enrichment, summer school, Homework Club, Esports, gardening club, choir club, etc., including the after school program, Eagle Academy at OES. Unduplicated pupils will have priority for program participation, with	$1,033,326.00	Yes

Action #	Title	Description	Total Funds	Contributing
		other students participating as space allows. The District also maintains the Bass Lake Independent Study School (BLISS) program, which allows students and families an option for a home school style program to meet the unique individual needs of each child, especially those who need such a program to achieve individual success and personal growth. My club is in a 5800 object which is categorized as a "service" since they are a local vendor, so costs for their staffing, program and supplies are listed under "non-personnel" though it does include their staff. The District provides opportunities for students to attend outdoor science camp, typically for sixth and eighth graders, annually.		
2.4	English Language Development Program	The District will provide additional professional development to teachers on ELD standards and best practices for ELD instruction. The District will also revisit its reclassification criteria for EL students as part of the revision of its EL Master Plan. Our EL students and families will have the resource if the District's EL family and community liaison to assist families with school-to-home communications. The EL liaison will also help to assist individual school sites with recruiting EL parent education partners to service on-site committees, all of whom will comprise a District advisory committee. The District will also provide instructional aides to assist in more EL support in classrooms, as well as providing after school tutoring to provide extra academic support to EL students. LTEL(Long Term English Learners) will receive additional support in the classroom to focus on the gaps they have in their English Language Development. Teachers and administrators will chart their progress quarterly to adjust instruction as necessary.	$32,803.00	Yes
2.5	Fresno Flats Community Day School	The District will continue to provide Fresno Flats Community Day School as an educational program option for students who exhibit challenging behaviors and will benefit from a smaller setting with a more structured learning environment where they will receive individualized instruction, engaging hands-on learning activities, social skills instruction, and study skills instruction. This program has one full time teacher and one Instructional Aide.		No

Action #	Title	Description	Total Funds	Contributing
2.6	California Cadet Corps leadership program	The District will provide and support efforts to effectively maintain the California Cadets Corps leadership program districtwide to benefit all students.	$13,934.00	Yes
2.7	Healthy Meals and Snacks	The Nutritional Services Department will prepare and provide healthy meals and snacks for students throughout the District. This includes a school breakfast program, lunch, and after-school program nutritional snacks. Meals and snacks are prepared at the Oak Creek Intermediate (OCI) central kitchen and are then transported to Wasuma Elementary, Fresno Flats, and Oakhurst Elementary. There are some ELOP funds used for the afterschool program snacks. (cost covered under ELOP section)	$0.00	No
2.8	Transportation	The District will continue to provide transportation to and from school for families experiencing difficulty in providing their own transportation for their child(ren). Student learning is directly connected to regular school attendance. With the District's most recent Chronic Absenteeism rate at 25.2%, the provision of regular daily transportation is imperative for improved student learning. The District will provide transportation for various extended learning and co-curricular student activities such as band/music, field trips, Cadet Corps events, My Club, etc.	$818,516.00	Yes
2.9	Comprehensive School Safety Program	The District will implement and maintain a comprehensive school safety program Districtwide. Each school site will have a safety plan that will be annually reviewed and updated accordingly. The District utilizes the Catapult Emergency Management System to communicate local emergencies within the District and community areas immediately surrounding District school sites and assist school and District leaders in coordinating response services to such emergencies. The District will also provide active threat training to staff at the start of the school year. This training will be repeated regularly on a preplanned schedule(every other year). (catapult EMS software cost in another section)	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Physical Health & Fitness Program and Extra-Curricular Activities	The District will provide students an enhanced physical health program for students to learn healthy lifestyles that include physical fitness and training activities led by certificated instructional staff Districtwide. Such programming will include physical education instruction during school hours, as well as seasonal interscholastic athletic opportunities. A goal of this action is for students who may otherwise not receive such instruction and opportunity for physical engagement to establish and maintain lifelong healthy choices and lifestyles.The District has a full time physical fitness teacher at Oakhurst Elementary School, Oak Creek Intermediate, and Wasuma Elementary.	$245,344.00	Yes
2.11	Foster Youth and Homeless Student Activities	The District will provide necessary activities, supplies, and materials to support the unique needs of Foster Youth and students who experience Homelessness.	$24,520.00	Yes
2.12	Attendance	The District will implement attendance incentives in an effort to decrease chronic absenteeism. The District will also implement an attendance Plus through Parent Square.There will be a strong effort to communicate the importance of attendance to our students and their families through regular messaging that will include statistics around academic achievement and school attendance.	$62,370.00	Yes
2.13	Chronic Absenteeism (All) - Required Action	2023 California School Dashboard Chronic Absenteeism results for the District - Required Action Oakhurst Elementary School All students - Improved from Red to Yellow English Learners, Hispanic Students, Socioeconomically disadvantaged students, and students with disabilities- Improved from Red to Orange. White students - Improved from Red to Yellow Oak Creek Intermediate School Students with Disabilities and White Students - Improved from Red to Orange	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Socioeconomically disadvantaged Hispanic students - Improved from Red to Yellow Wasuma Elementary All students - Improved from Red to Yellow Socioeconomically disadvantaged, students with disabilities, white students - Improved from Red to Yellow Hispanic students - Remained Yellow The District found that there is not a consistent process for tracking attendance during the school year. This has impacted the Chronic Absenteeism rates for all groups, District-wide and at each school. Lowering the Chronic Absenteeism rates at the schools will result in lower rates district-wide. School principals and their staff will regularly review Parent Square attendance plus data to support students who are chronically absent. Students who are falling in Tier 3 (have missed 11-19.9% of the school year) and Tier 4(have missed 20-100% of the school year) will receive personalized messages from the office managers reaching out to express that we have missed seeing the student at school and offer support to assist with any barriers they are experiencing that are preventing their student from getting to school. Office managers will also use this tool to send out positive messages to families of students with positive attendance rates as well as encouraging and celebratory messages when students improve their attendance rates.		
2.14	Suspension Rate (Districtwide, Oakhurst Elementary) - Required Action	2023 California School Dashboard Suspension Rates - Required Action Districtwide - Remained in Red Oakhurst Elementary School All students - Remained Red	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The District will continue to improve Tier 1 behavior interventions as well as implement its new district wide Student Behavior Management System. The District's educational programs specialist will work closely with principals, teachers, and school psychologists to implement restorative practices in lieu of suspension.		
2.15	Suspension Rate (Districtwide, Oak Creek Intermediate) - Required Action	2023 California School Dashboard Suspension Rates - Required Action Districtwide - Remained in Red Oak Creek Intermediate All students - Remains Red The District will continue to improve Tier 1 behavior interventions as well as implement its new district wide Student Behavior Management System. The District's educational programs specialist will work closely with principals, teachers, and school psychologists to implement restorative practices in lieu of suspension. The District also purchased and will be implementing a new Social Emotional Learning Curriculum(Positivity Project).	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Each and every educational partner will receive opportunities to engage in the learning process by promoting opportunities that strengthen skills, competencies, and abilities of students, parents, staff, and the community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The District values the input of its educational partners and utilizes their engagement as a way to identify the needs in the District to help create the strategic focus and eventual implementation of the LCAP. Such feedback is crucial in creating and implementing plans and programs designed to meet the unique needs of each and every student. Effective and efficient communications with our educational partners is vital to the development of positive and effective culture within the District . The Engaging Educational Partners section of this LCAP, also led directly to the development and inclusion of this goal. The actions identified to help with accomplishing this goal are expected to yield results that will continually increase year over year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LCAP EducationalPartners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "The District's schools keep parents/guardians well-informed about the progress of their child(ren)."	LCAP Educational Partners Survey 2024 85.4%	California School Parent Survey 2025 "The school keeps me informed how my child is doing in school between report cards." 83%	California School Parent Survey 2026 "The school keeps me informed how my child is doing in school between report cards." 71%	LCAP Educational Partners Survey 95%	decreased 12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*33 parents responded to the survey.	*40 parents responded to the survey		
3.2	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt, "The District and its schools seek parent/guardian/community input (i.e., PTA, PTC, School Site Council, ELAC/DELAC, parent teacher conferences, etc.)."	LCAP Educational Partners Survey 2024 89%	California School Parent Survey 2025 "The school encourages me to be an active partner with the school in educating my child." 63% *33 parents responded to the survey.	California School Parent Survey 2026 "The school encourages me to be an active partner with the school in educating my child." 62% *40 parents responded to the survey	LCAP Educational Partners Survey 95%	decreased 27%
3.3	LCAP Educational Partners Survey: The percentage of survey respondents who choose either Agree or Strongly Agree to the prompt "The District and/or its schools respond promptly to emails, phone calls, and messages."	LCAP Educational Partners Survey 2024 93.8%	California School Parent Survey 2025 "The school promptly responds to my phone calls, messages, or emails." 74% *33 parents responded to the survey.	California School Parent Survey 2026 "The school promptly responds to my phone calls, messages, or emails." 64% *40 parents responded to the survey.	LCAP Educational Partners Survey 95%	decreased 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	LCAP Educational Partners Survey Participation	LCAP Educational Partners Survey 2024 48 participants Certificated Employees - 13 Classified Employees - 7 Parent(s)/Guardian(s) - 32 Community Members - 2 * numbers add up to more than 48 because some participants represent more than one participation group.	LCAP Educational Partners Survey 2025 50 participants Certificated Employees - 5 Classified Employees - 6 Parent(s)/Guardian(s) - 40 Community Members - 6 * numbers add up to more than 48 because some participants represent more than one participation group. California Healthy Kids - Parent Survey 2025 33 parents responded to the survey. California School Staff Survey	LCAP Educational Partners Survey 2026 71 participants Certificated Employees - 12(16.9%) Classified Employees - 9(12.7%) Parent(s)/Guardian(s) - 54(76.1) Community Members - 7(9.9%) * numbers add up to more than 71 because some participants represent more than one participation group. California Healthy Kids - Parent Survey 2026 - don't have data yet parents responded to the survey.	LCAP Educational Partners Survey 100 participants	LCAP Educational Partners Survey 71 participants Certificated Employees - decreased by 1 Classified Employees - increased by 2 Parent(s)/Guardian(s) - increased by 22 Community Members - increased by 5 California School Parent Survey 2026 - don't have data yet

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			23 staff members responded	California School Staff Survey staff members responded		
3.5	School Site Level Operational Advisory Groups	Local Data Spring 2024 All school sites have operational school site councils and parent teacher associations/councils.	Local Data Spring 2025 All school sites have operational school site councils and parent teacher associations/councils.	Local Data Spring 2026 All school sites have operational school site councils and parent teacher associations/councils.	Local Data The District will have at all sites an operational educational partners advisory committee comprised of each site's operational advisory groups and the District's operational advisory committees.	Remained the Same
3.6	District Level Operational Advisory Groups	Local Data Spring 2024 The District does not have an operational parent advisory committee, a group comprised of representatives from each site's operational advisory groups.	Local Data Spring 2025 The District does not have an operational parent advisory committee, a group comprised of representatives from each site's operational advisory groups.	Local Data Spring 2026 The District has a parent advisory committee(PAC) that is made up of members from the school site councils from all three school sites. In addition junior high students from	Local Data The District will have an operational parent advisory committee, a group comprised of representatives from each site's operational advisory groups.	The District increased District Level Operational Advisory Groups by creating two additional groups PAC and DELAC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Wasuma and Oak Creek also participate int the PAC. The District also invites and encourages parents who do not participate in the school sites councils to be part of the PAC The District also has a District English Learner Advisory Committee(DELAC).		
3.7	CA Dashboard: Local Indicator: Parent and Family Engagement	California Dashboard 2023 Met	California Dashboard 2024 Met	California Dashboard 2025 Met	California Dashboard Met	Remained Met

Goal Analysis [2025-26]

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

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

Action 3.1 Health and Wellness Committee - This plan was partially implemented. The workplace violence plan, injury and illness prevention plan, and wellness policy were successfully reviewed and updated. The LEA had a challenge with the Wellness committee. This committee was never established and meetings were not held.

Action 3.2 District Safety Committee - This action was implemented. The committee met to discuss District and school site safety.

Action 3.3 Educational Partners Survey - This action was implemented. The LEA sent out multiple surveys

Action 3.4 School Site Councils/Parent Advisory: This action was implemented there were several meeting throughout the year.

Action 3.5 PTA/PTC: This action was implemented by holding multiple meeting at all three school sites.

Action 3.6 School to Home Communications: This action was implemented across the District via ParentSquare.

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

Action 3.1 Health & Wellness Committee - The District's actual expenditures($0) were less than the planned budgeted expenditures($5,476.00) due to the budgeted amount accounted for staff being part of and organizing this committee. Staff would have received extra pay or a portion of their salary would be coded to this item. This did not happen, therefore, there were no expenditures.

Action 3.2 District Safety Committee - The District's actual expenditures($0) were less than the planned budgeted expenditures($23,230.00) due to coding of staff time was less.

Action 3.4 School Site Councils and Parent Advisory Groups - The District's actual expenditures($44,220.00) were more than the planned budgeted expenditures($23,130.00) due to due to more time coded to staff.

Action 3.6 School to Home Communications - The District's actual expenditures($70,824.00) were less than the planned budgeted expenditures($76,697.00) due to due to items covered in other areas.

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

Action 3.1 Health & Wellness Committee: This action was not effective. The district was not able to form a health and wellness committee. The District is not going to have a health and welless committee. Health and wellness will be discussed in School Site Councils and Safety Committee meetings.

Action 3.2 District Safety Committee: This action was effective. School sites practiced the Catapult emergency systems more than six(6) times throughout the year.

Action 3.3 Educational Partners Survey: This action was effective. The number of participants in the educational partners survey increased from 50 responses to 76 responses.

Action 3.4 School Site Councils and Parent Advisory Groups: This action was effective. The District held twelve(12) School Site Council Meetings, the District English Learner Advisory Committee(DELAC) and the English Learner Advisory Committees(ELAC) met three(3) times this year which was an increase from zero(0) meetings due to the District struggling to get parents and staff to participate on the DELAC and ELAC committees. The district was also able to put a Parent Advisory Committee together which also included two(2) student participants. This committee met twice(2) during the 2025/26 school year.

Action 3.5 Parent-Teacher Associations and/or Councils (PTA or PTC): This action was effective. All school sites have an active PTC. The Committee meets regularly and helps organize and fund several school events throughout the school year.

Action 3.6 School-to-Home Communications Program, Educational Partner Meetings, and Special Events: This action was effective. The District has 99% of its families regularly receiving and engaging in Parent Square messages.

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.

The District is adding an action to Goal 3 to provide opportunities for parents, guardians, and families to learn about ways they can help support their students in academics and social emotional well being.

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	Health & Wellness Committee	The District will establish and maintain the Health & Wellness Committee to address such issues and provide input to school and District leadership to assist in the decision-making process. The committee is also responsible for annual reviews of the District's Wellness Policy and providing suggested changes to the Superintendent for Board consideration. The committee will be comprised of a variety of educational partners, including school staff, District personnel, parents, and community partners specializing in health & wellness initiatives.	$5,000.00	No
3.2	District Safety Committee	The District will establish and maintain a District Safety Committee to address the variety of safety-related issues that develop in schools.The committee is expected to provide input to school and District leaders, particularly in the development of the Comprehensive School Safety Plan. The committee will be comprised of a variety of educational partners, including school leadership, District leaders, school staff from each site, parents, and community partners who specialize in school and community safety.	$5,000.00	No
3.3	Educational Partners Survey	The District and Schools will periodically provide surveys to various educational partners to continuously assess the effectiveness of programs, practices, and schools in general. Such surveys provide immediate	$5,635.00	No

Action #	Title	Description	Total Funds	Contributing
		feedback necessary for evaluation of the effectiveness of services and supports.		
3.4	School Site Councils and Parent Advisory Groups	Each site will provide a school site council, a body composed of various educational partners representatives including teachers, classified staff, principal, parents, etc. A primary responsibility of the site council is approving the site's School Plan for Student Achievement (SPSA) each year, authorizing the expenditures of categorical funding. Input from the site council is vital in the process. The District also has a Parent Advisory Committee. This committee is a group of parents, community members, school leaders, school staff and students who share ideas, give feedback on programs and help make choices to improve student learning and school programs. The $45,780.00 allocated to this action pays a portion of school leaderships salaries for the time spend preparing for and attending these meetings.	$45,780.00	No
3.5	Parent-Teacher Associations and/or Councils (PTA or PTC)	Each school site will continue providing parent education partners opportunities for participation and input through a parent-teacher-staff committee, generally either a Parent-Teacher Association (PTA) or Parent-Teacher Council. Such bodies provide various fundraising and special events that otherwise would not be possible. They serve as outstanding resources for input.	$0.00	No
3.6	School-to-Home Communications Program, Educational Partner Meetings, and Special Events	The District will strengthen and maintain an effective and efficient school-to-home communications program. The program will be comprised of a number of components, including ParentSquare, updated and maintained school and District websites, school site social media accounts, weekly Principal newsletters and telephone messages to promote the participation of all parents, but specifically parents of English learners, Foster Youth, and socioeconomically disadvantaged students as well as the parents of students with special and exceptional needs. Each school site will periodically host special events to welcome parents, families, and the community onto campus(open house, back to school night, etc). Each site's PTA/PTC may also host special events for parents, families, and the community. Schools and the District will utilize various local and social	$110,757.00	No

Action #	Title	Description	Total Funds	Contributing
		media outlets to promote outstanding accomplishments of students and staff.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,370,185	$256,065

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
27.725%	0.000%	$0.00	27.725%

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:** Professional Development **Need:** The District's socioeconomically disadvantaged students, English learners, Long-Term English Learners are under performing compared to all students in English Language Arts. Socioeconomically disadvantaged students are scoring 13.6 points lower than all students in ELA. English	Making sure our staff is highly trained and up to date with current teaching strategies, behavior management, social emotional learning, and health and safety practices will ensure effective learning environments for our unduplicated students. Training specific to strategies that work with Foster Youth, English Learners, and Socioeconomically Disadvantaged students with large academic gaps will also be provided.	CAASPP - ELA Dashboard Scores All Students English Learners Socioeconomically disadvantaged CAASPP - Math Dashboard Scores All Students

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
	Learners are scoring 39.4 points lower than all students in ELA, and Long-Term English Learners are scoring 48.4 points lower than all students in ELA. In Mathematics low income students are under performing by 4.2 points compared to all students and English Learners are scoring nearly 42 points lower than all students. CAASPP - ELA 2025 Dashboard Scores All Students: 26.1 points below standard English Learners: 65.5 points below standard Socioeconomically disadvantaged: 39.7 points below standard Long-Term English Learners:74.5 points below standard CAASPP - Math 2025 Dashboard Scores All Students: 55.1 points below standard English Learners: 39.6 points below standard Socioeconomically disadvantaged: 67.2 points below standard Long-Term English Learners: 45.5 points below standard **Scope:** LEA-wide	Teachers will also receive supplemental trainings on the ELD standards and how to best incorporate those standards into their teaching and assessments. Teachers will learn how to use the rubrics embedded into the ELD standards to analyze student progress which will drive their instruction to target the areas students need the most support in. Principals and teachers will look at ELPAC results and target instruction to the areas of that assessment that students are having the most difficulty passing.	English Learners Socioeconomically disadvantaged
1.3	**Action:** Educational Technology Department	Educational Technology Department. Department staff will be responsible for maintaining and upgrading existing technology infrastructure and	CAASPP - ELA Dashboard Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Providing devices and accessibility to all students, particularly socioeconomically disadvantaged students gives students the ability to access their education beyond the classroom. This will help meet the District's goal of closing the achievement gap for our low income students by providing academic applications that will enhance the learning for our low income learners. Low income students are scoring 6.1 points lower than all students in ELA. English Learners are scoring 26.8 points lower than all students in ELA. In Mathematics low income students are under performing by 4.2 points compared to all students and English Learners are scoring nearly 42 points lower than all students. CAASPP - ELA 2025 Dashboard Scores All Students: 26.1 points below standard English Learners: 65.5 points below standard Socioeconomically disadvantaged: 39.7 points below standard Long-Term English Learners:74.5 points below standard CAASPP - Math 2025 Dashboard Scores All Students: 55.1 points below standard English Learners: 39.6 points below standard	connectivity throughout the District. This will allow students to have uninterrupted access to their educational applications. The Educational Programs Specialist works with teachers on implementing educational applications in their classrooms. This position coaches teachers on how to use applications like AR/STAR, ESGI, Learning Ally, Seesaw, Kami, Quizizz, Super Teacher, and Symbolstix effectively. That position also audits technology programs and applications for effectiveness and usage. This is helpful in that it ensures that teachers have effective tools that they are trained on how to use. It prevents there from being too many choices and educators feeling overwhelmed with learning too many applications. The audit also helps the District remain fiscally responsible with paying for applications that are being used and used effectively and not paying for applications that are only seeing minimum usage across the District. This action also includes a variety of student applications(listed above) that are used to support learning. In addition to all of the above the Educational Technology Department ensures that all students have access to WIFI through District issued hotspots in order to access their inline instructional materials.By addressing the fundamental barrier of internet access and pairing it with targeted software and expert teacher coaching, this $800,000 investment helps to target ELA and Math achievement gaps. It ensures that our SED and EL students have uninterrupted, high-quality access to their education both inside and outside the classroom.	All Students English Learners Socioeconomically disadvantaged CAASPP - Math Dashboard Scores All Students English Learners Socioeconomically disadvantaged Local Survey Percentage of students with a device and WIFI Percentage of socioeconomically disadvantaged with district issued hotspot for home use

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically disadvantaged: 67.2 points below standard Long-Term English Learners: 45.5 points below standard Local Survey 100% of our 4th - 8th grade socioeconomically disadvantaged students need access to WIFI with district issued hotspot for home use. We currently have 1% of our low income families using Hotspots. **Scope:** LEA-wide		
2.1	**Action:** Behavioral and Social-Emotional Health & Safety Program **Need:** A large percentage of the district's students continue to need intensive social-emotional support and behavioral interventions. While the sharpest year-over-year increase occurred between 2022 and 2023 (jumping 2.1 percentage points), suspension rates have continued an upward trajectory over a four-year period. District-wide suspension rates rose from 4.3% in 2022, to 6.4% in 2023, to 7.4% in 2024, and reached 7.6% on the 2025 California Dashboard. This ongoing trend highlights a persistent, systemic need to refine	To address the rise in district suspensions (reaching 7.6% in 2025) and critical rates of chronic absenteeism that disproportionately impact socioeconomically disadvantaged (SED) and homeless students, the District has a comprehensive PBIS and Student Support team. Because over 30% of our low income students currently require intensive Tier 2 and Tier 3 interventions, achieving academic growth in ELA and Math depends directly on stabilizing their social emotional and behavioral well being. This action funds dedicated personnel including school psychologists, PBIS para educators, staff trainined in crisis prevention and deescalation o provide support and safe de escalation rather than relying on exclusionary discipline. By pairing these dedicated intervention teams with behavior strategies, assessment materials, and positive	CAASPP - ELA Dashboard Scores All Students English Learners Socioeconomically disadvantaged CAASPP - Math Dashboard Scores All Students English Learners Socioeconomically disadvantaged Students receiving PBIS, behavioral and social

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and reinforce our Tier 2 and Tier 3 behavioral frameworks. Our low income students make up more than 30% of the students in our PBIS, behavioral and social emotional learning supports programs. These programs offer supports for social emotional learning that directly relates to academics, suspension rates, and chronic absenteeism. The District is invested in continuing this action to ensure our low income students are receiving wrap around supports for their all around success at school. The District is confident that if students behavioral and social emotional health increases that will directly affect their academic achievement. Currently more than 30% of our low income students participate in Tier 2 and Tier 3. CAASPP - ELA 2025 Dashboard Scores All Students: 26.1 points below standard English Learners: 65.5 points below standard Socioeconomically disadvantaged: 39.7 points below standard CAASPP - Math 2025 Dashboard Scores All Students: 55.1 points below standard English Learners: 39.6 points below standard Socioeconomically disadvantaged: 67.2 points below standard	reinforcement tools like the PBIS student store, the District directly targets the root causes of student disengagement. This comprehensive approach is designed to lower the 8.6% SED suspension rate, reduce chronic absenteeism, and create the safe, supportive climate necessary to close our existing academic achievement gaps.	emotional learning supports Tier 3 Tier 2 Tier 1 Suspension Rate Dashboard Scores All Students English Learners Socioeconomically Disadvantaged Homeless *The percentage reflects students who have been suspended at least one day

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
	Suspension Rate English Learners 1.6% Socioeconomically Disadvantaged 8.6% Homeless 5.6% *The percentage reflects students who have been suspended at least one day Chronic Absenteeism English Learners 14.8% Socioeconomically Disadvantaged 29.6% Homeless 42.4% **Scope:** LEA-wide		
2.3	**Action:** Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S. **Need:** The LEA is invested in making after school learning opportunities as well as alternative educational opportunities available to low income, foster/homeless youth, and English Learners. Students who are engaged in structured after school activities have the opportunity to get extra help on academics, connect with their peers and adults to create positive relationships. The LEA is confident that these opportunities will help to increase	The District will provide students with extended learning opportunities, including but not limited to after-school programming & clubs (MY Club), summer enrichment, summer school, Homework Club, Esports, gardening club, choir club, etc., including the after school program, Eagle Academy at OES. Unduplicated pupils will have priority for program participation, with other students participating as space allows. opportunities program, The District also maintains the Bass Lake Independent Study School (BLISS) program, which allows students and families an option for a home school style program to meet the unique individual needs of each child, especially those who need such a program to achieve individual success and personal growth.	CAASPP - ELA Dashboard Scores All Students Socioeconomically disadvantaged CAASPP - Math Dashboard Scores All Students Socioeconomically disadvantaged Chronic Absenteeism Dashboard Scores All Students

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
	academic success, social emotional stability, increase attendance rates, and lower suspension rates for low income students. The District is also confident that students attending our alternative educational program, B.L.S.S. will experience more academic success, better attendance rates, and fewer suspensions. Based on the 2025 Dashboard data, our socioeconomically disadvantaged students face significant achievement and engagement gaps compared to the "All Students" average. In ELA, low-income students performed 67.2 points below standard (a 41.1-point gap compared to all students), and in Math, they performed 67.2 points below standard (a 12.1-point gap). Furthermore, this student group experiences higher rates of lost instructional time, with chronic absenteeism 3.1% higher (29.6% vs. 26.5%) and suspension rates 1.0% higher (8.6% vs. 7.6%) than the overall student population. The percentage of low income students participating in extended learning opportunities is these programs is 50% CAASPP - ELA 2025 Dashboard Scores All Students: 26.1 points below standard Socioeconomically disadvantaged: 67.2 points below standard CAASPP - Math 2025 Dashboard Scores	MY Club is in a 5800 object which is categorized as a "service" since they are a local vendor, so costs for their staffing, program and supplies are listed under "non-personnel" though it does include their staff. The District provides opportunities for students to attend outdoor science camp, typically for sixth and eighth graders, annually.	Socioeconomically Disadvantaged Suspension Rate Dashboard Scores All Students Socioeconomically Disadvantaged

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
	All Students: 55.1 points below standard Socioeconomically disadvantaged: 67.2 points below standard Chronic Absenteeism All Students 26.5% Socioeconomically Disadvantaged 29.6% Suspension Rate All Students 7.6% Socioeconomically Disadvantaged 8.6% **Scope:** LEA-wide		
2.6	**Action:** California Cadet Corps leadership program **Need:** The District knows that many low income students will not have the opportunity to participate in activities outside of school unless they are school sponsored events. Cadet Corps gives our low income students structure, fosters relationships, and provides them opportunities that they may not otherwise have if it were not sponsored by the LEA. Our low income students who participate in Cadet Corps have shown marked academic and social emotional progress. (We do not have the exact data in the metrics column to protect privacy due to the number of students who participate in these programs). We do know that our low income students are	The District will provide and support efforts to effectively maintain the California Cadets Corps leadership program districtwide to benefit all students.	CAASPP - ELA Dashboard Scores All Students English Learners Socioeconomically disadvantaged CAASPP - Math Dashboard Scores All Students Socioeconomically disadvantaged Suspension Rate Dashboard Scores All Students Socioeconomically Disadvantaged

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
	underperforming in the following areas ELA, Math and Social emotional Learning. Suspension Rate All Students 7.6% Socioeconomically Disadvantaged 8.6% *The percentage reflects students who have been suspended at least one day Chronic Absenteeism All Students 26.5% Socioeconomically Disadvantaged 29.6% **Scope:** Schoolwide		*The percentage reflects students who have been suspended at least one day Chronic Absenteeism Dashboard Scores All Students Socioeconomically Disadvantaged
2.8	**Action:** Transportation **Need:** Accountability data highlights a persistent need to address attendance barriers, contrasted by a remarkable trajectory of academic success for vulnerable subgroups. While the 2024 district-wide chronic absenteeism rate sat at 25.2% (with socioeconomically disadvantaged students at 27.7%), these metrics climbed to 26.5% overall and 29.6% for socioeconomically disadvantaged students on the 2025 dashboard.	The District will continue to provide transportation to and from school for families experiencing difficulty in providing their own transportation for their child(ren). Student learning is directly connected to regular school attendance. With the District's most recent Chronic Absenteeism rate at 26.5%, the provision of regular daily transportation is imperative for improved student learning. The District will provide transportation for various extended learning and co-curricular student activities such as band/music, field trips, Cadet Corps events, MY Club, etc. the district is extending its transportation boundaries to ensure all students have access to school busing to improve school attendance.	Chronic Absenteeism Dashboard Scores All Students Socioeconomically Disadvantaged

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
	Despite these attendance headwinds, CAASPP performance on the California Dashboard saw extraordinary, widespread growth from 2024 to 2025. District-wide ELA scores improved from 49.3 to 26.1 points below standard, and Math scores advanced from 64.5 to 55.1 points below standard. Socioeconomically disadvantaged students narrowed their ELA gap by an impressive 15.7 points, jumping from 55.4 below standard in 2024 to 39.7 below in 2025, while closing their math gap to 67.2 below standard. To mitigate the rural location of the district ensuring district provided transportation is essential for our socioeconomically disadvantaged households, guaranteeing that financial or geographical limitations do not prevent students from accessing the high quality classroom instruction. **Scope:** LEA-wide		
2.10	**Action:** Physical Health & Fitness Program and Extra-Curricular Activities **Need:** To support healthy development and school engagement, the District remains committed to providing physical education and robust extracurricular programs. Access to these opportunities is highly critical for socioeconomically disadvantaged students	The District will provide students an enhanced physical health program for students to learn healthy lifestyles that include physical fitness and training activities led by certificated instructional staff Districtwide. Such programming will include physical education instruction during school hours, as well as seasonal interscholastic athletic opportunities. A goal of this action is for students who may otherwise not receive such instruction and opportunity for physical engagement to establish and maintain lifelong	CAASPP - ELA Dashboard Scores All Students Socioeconomically disadvantaged CAASPP - Math Dashboard Scores All Students Socioeconomically disadvantaged

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
	who rely on school site delivery for athletic and enrichment activities. The district's dedication to these programs strongly correlates with a historic academic upward trajectory. On the 2025 California Dashboard, socioeconomically disadvantaged students closed performance gaps significantly, scoring 39.7 points below standard in ELA and 67.2 points below in Math, compared to the district-wide averages of 26.1 and 55.1 points below standard respectively. Conversely, campus engagement data indicates a continuing need for these programs to serve as attendance anchors, as the 2025 chronic absenteeism rate reached 29.6% for socioeconomically disadvantaged youth and 26.5% district-wide. Providing active, engaging outlets ensures the district can continue to address attendance barriers while sustaining these major academic breakthroughs. CAASPP - ELA 2025 Dashboard Scores All Students: 26.1 points below standard Socioeconomically disadvantaged: 39.7 points below standard CAASPP - Math 2025 Dashboard Scores All Students: 55.1 points below standard Socioeconomically disadvantaged: 67.2 points below standard Chronic Absenteeism	healthy choices and lifestyles.The District has a full time physical fitness teacher at Oakhurst Elementary School, Oak Creek Intermediate, and Wasuma Elementary.	Chronic Absenteeism Dashboard Scores All Students Socioeconomically Disadvantaged Students receiving PBIS, behavioral and social emotional learning supports Tier 3 Tier 2 Tier 1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All Students 26.5% Socioeconomically Disadvantaged 29.6% **Scope:** LEA-wide		
2.12	**Action:** Attendance **Need:** Bass Lake Joint Union Elementary School District continues to face intense challenges with student engagement, as 2025 dashboard data shows a multi-year rise in chronic absenteeism. District-wide absenteeism rose to 26.5% in 2025 (up from 25.2% in 2024), with socioeconomically disadvantaged students tracking at 29.6% and homeless students experiencing the highest rate at 42.4% (up from 31.8% in 2024). This leaves our socioeconomically disadvantaged youth chronically absent at a rate 3.1 percentage points higher than the district average, underlining an urgent need for targeted attendance intervention. This school connection barrier corresponds with a persistent academic achievement gap. On the 2025 CAASPP assessment, socioeconomically disadvantaged students performed 39.7 points below standard in ELA and 67.2 points below standard in Math, falling short of the "All Students" benchmarks of 26.1 and 55.1 points below standard respectively. However, a comparison of annual dashboard data shows that the district's academic	The District will implement attendance incentives in an effort to decrease chronic absenteeism. The District will also implement an attendance report card that will be shared with parents at the same time quarterly report cards are distributed. There will be a strong effort to communicate the importance of attendance to our students and their families through regular messaging that will include statistics around academic achievement and school attendance.	CAASPP - ELA Dashboard Scores All Students Socioeconomically Disadvantaged CAASPP - Math Dashboard Scores All Students Socioeconomically disadvantaged Chronic Absenteeism Dashboard Scores All Students Socioeconomically Disadvantaged Homelss

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
	strategies are taking hold. Between 2024 and 2025, socioeconomically disadvantaged students achieved strong growth, cutting their ELA deficit by 15.7 points and making a 1.5-point gain in math. By intensifying efforts to lower chronic absenteeism, the LEA expects to see these academic performance gaps close even further as students spend more consistent time in their classrooms. CAASPP - ELA 2025 Dashboard Scores All Students: 26.1 points below standard Students with Disabilities: 111.1 points below standard English Learners: 99.7 points below standard Socioeconomically disadvantaged: 67.2 points below standard CAASPP - ELA 2024 Dashboard Scores All Students: 49.3 points below standard Students with Disabilities: 113.2 points below standard English Learners: 76.1 points below standard Socioeconomically disadvantaged: 55.4 points below standard CAASPP - Math 2025 Dashboard Scores All Students: 55.1 points below standard		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with Disabilities: 151.6 points below standard English Learners: 99.7 points below standard Socioeconomically disadvantaged: 67.2 points below standard CAASPP - Math 2024 Dashboard Scores All Students: 64.5 points below standard Students with Disabilities: 151.6 points below standard: English Learners: 106.5 points below standard Socioeconomically disadvantaged: 68.7 points below standard Chronic Absenteeism 2025 Dashboard All Students 26.5% Socioeconomically Disadvantaged 29.6% Homeless 42.4% Chronic Absenteeism 2024 Dashboard All Students 25.2% Socioeconomically Disadvantaged 27.7% Homeless 31.8% **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** Supports for English Learners **Need:** the District's reclassification rate decreased from 15.7% in 2024 to 6.25% in 2025, however a 6.25% reclassification rate remains a stable and decent performance metric for a district with a small population of fewer than 100 English Learners, where small shifts in student numbers can significantly alter percentages year-over-year. With this being said the District would like to increase the percentage of EL's being reclassified. There is a downward trend in the percentage of Long-Term English Learners (LTELs) making progress towards English language proficiency. On the English Learner Progress Indicator (ELPI), the percentage of LTELs making progress declined from 46.4% in 2024 to 39.6% in 2025, a decrease of 6.8%. The District will continue to ensure a research based EL curriculum is being used and that all EL students are receiving designated EL instruction daily. **Scope:** Limited to Unduplicated Student Group(s)	This action will address the needs of all EL's districtwide to help them improve their English skills and get them to the goal of being reclassified. There will be explicit designated instruction for every EL student every day. This will be taught by the classroom teacher in grades K-5 and it will be taught as an elective in grades 6-8. Teachers will also provide additional supplemental instruction to ELD students throughout the day to target their largest EL gaps.	Reclassification Rate CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** Support for Long Term English Learners (LTEL) **Need:** The District had a decline of 7.9% of LTELs making progress. **Scope:** Limited to Unduplicated Student Group(s)	The designated EL instruction will be targeted specifically to students needs particularly on the sections of the ELPAC test that they are struggling to master. Being the District has so few LTELs teachers can easily target these students to be sure they are getting direct explicit instruction in the areas of highest need. Teachers will supplement regular designated instruction time during other parts of the school day and in some cases after school to target the students largest EL gaps particularly focusing on the areas of the ELPAC exam that students are having the most difficulty with.	ELPAC Testing, Reclassification Rates, LTEL Progress
2.4	**Action:** English Language Development Program **Need:** Based on the 2025 Dashboard data, the District's English Learners face significant achievement gaps in both ELA and Math compared to the All Students average. In ELA, English Learners scored 65.5 points below standard (a 39.4-point gap), and in Math, they scored 99.7 points below standard (a 44.6-point gap). To close these academic disparities, the District will continue to focus heavily on its ELD program. We are committed to ensuring all English Learners regularly receive high quality designated ELD instruction, supported by targeted teacher training on designated ELD best practices. CAASPP - ELA 2025 Dashboard Scores	The District will provide additional professional development to teachers on ELD standards and best practices for ELD instruction. The District will also revise its EL Master Plan. Our EL students and families will have the resource if the District's EL family and community liaison to assist families with school-to-home communications. The EL liaison will also help to assist individual school sites with recruiting EL parent education partners to service on-site committees, all of whom will comprise a District advisory committee. The District will also invest supplemental ELD curriculum LTEL(Long Term English Learners) will receive additional support in the classroom to focus on the gaps they have in their English Language Development. Teachers and administrators will chart their progress quarterly to adjust instruction as necessary.	CAASPP - ELA Dashboard Scores All Students English Learners CAASPP - Math Dashboard Scores All Students English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	All Students: 26.1points below standard English Language Learners: 65.5 points below standard CAASPP - Math 2025 Dashboard Scores All Students: 55.1 points below standard English Language Learners: 99.7 points below standard **Scope:** Limited to Unduplicated Student Group(s)		
2.11	**Action:** Foster Youth and Homeless Student Activities **Need:** The LEA is committed to increasing attendance of its foster and homeless youth. Increasing activities that are available for our homeless and foster youth will create a desire to want to be at school to participate in the specialized activities created specifically for foster and homeless youth. Chronic Absenteeism Dashboard 2025 All Students 26.5% Socioeconomically Disadvantaged 29.6% Homeless 42.4% **Scope:**	The District will provide necessary activities, supplies, and materials to support the unique needs of Foster Youth and students who experience Homelessness.	Chronic Absenteeism Dashboard Scores All Students Socioeconomically Disadvantaged Homeless

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(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.

Additional Concentration Grant Funding

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

The District's plan for additional concentration grant add-on funding will be used to increase the number of staff providing direct services to students at schools that have a high concentration of English Learners, low income students, and foster/homeless youth by hiring an EL paraprofessional at Oak Creek Intermediate, the decision to hire an EL paraprofessional at Oak Creek Intermediate was due to the fact that OCI has the highest percentage of English Learners in the District. This addresses LCAP Action 1.8. The District also allocated funding to hire an additional school psychologist to assign at Oak Creek Intermediate. The decision to place a school psychologist at this school site was because OCI has the highest suspension rate in the District as well as the highest percentage of socioeconomically disadvantaged students Districtwide. This addresses LCAP Action 2.2.

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		Wasuma Elemenatary (12:238) Oakhurst Elementary (21:364) Oak Creek Intermediate(9:170) Fresno Flats(0:0) - closed in December of 2024 BLISS does not have classified staff assigned to the program.

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 certificated staff providing direct services to students		Wasuma Elementary(6:238) Oakhurst Elementary School(18:364) Oak Creek Intermediate(8:170) Fresno Flats(0:0) - closed in December of 2024 BLISS(1:26)

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$8,548,950	2,370,185	27.725%	0.000%	27.725%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,900,933.00	$1,405,851.00	$721,912.00	$515,536.00	$10,544,232.00	$8,029,708.00	$2,514,524.00

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	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$134,737.00	$57,428.00	$149,570.00	$5,421.00	$5,350.00	$31,824.00	$192,165.00	
1	1.2	Response to Intervention and Special Education Curriculum	All	No			All Schools	ongoing	$21,720.00	$5,000.00	$26,720.00	$0.00	$0.00	$0.00	$26,720.00	
1	1.3	Educational Technology Department	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$307,728.00	$488,607.00	$630,486.00	$137,793.00	$0.00	$28,056.00	$796,335.00	
1	1.4	Clean, Caring, Safe and Secure Learning Environments	All	No			All Schools	ongoing	$928,024.00	$759,415.00	$1,617,954.00	$0.00	$0.00	$69,485.00	$1,687,439.00	
1	1.5	Healthy Students and Staff	All	No				ongoing	$169,799.00	$9,900.00	$179,699.00	$0.00	$0.00	$0.00	$179,699.00	
1	1.6	Highly-qualified Staff	All Students with Disabilities	No				ongoing	$4,228,190.00	$0.00	$3,185,217.00	$312,318.00	$671,696.00	$58,959.00	$4,228,190.00	
1	1.7	Students with Disabilities Math and ELA Achievement (District and Oak Creek Intermediate) - Required Action and D.A. Action	All	No			All Schools	ongoing	$2,500.00	$2,500.00	$5,000.00				$5,000.00	
1	1.8	Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$2,500.00	$2,500.00	$5,000.00				$5,000.00	
1	1.9	Hispanic Students Math and ELA Achievement (Oak Creek Intermediate) - Required action	All Hispanic	No			Specific Schools: Oak Creek Intermediate	ongoing	$2,500.00	$2,500.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Support for Long Term English Learners (LTEL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Wasuma Elementary and Oak Creek Intermediate	ongoing	$2,500.00	$2,500.00	$5,000.00				$5,000.00	
2	2.1	Behavioral and Social-Emotional Health & Safety Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$473,314.00	$37,563.00	$380,278.00	$5,250.00	$0.00	$125,349.00	$510,877.00	
2	2.2	Response to Intervention	All	No			All Schools	ongoing	$491,664.00	$5,658.00	$314,036.00	$0.00	$0.00	$183,286.00	$497,322.00	
2	2.3	Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$149,298.00	$884,028.00	$128,698.00	$904,628.00	$0.00	$0.00	$1,033,326.00	
2	2.4	English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$29,863.00	$2,940.00	$29,863.00	$2,940.00	$0.00	$0.00	$32,803.00	
2	2.5	Fresno Flats Community Day School	All	No				ended								
2	2.6	California Cadet Corps leadership program	Low Income	Yes	Schoolwide	Low Income	All Schools	ongoing	$11,234.00	$2,700.00	$2,700.00	$11,234.00	$0.00	$0.00	$13,934.00	
2	2.7	Healthy Meals and Snacks	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.8	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$612,151.00	$206,365.00	$773,650.00	$0.00	$44,866.00	$0.00	$818,516.00	
2	2.9	Comprehensive School Safety Program	All	No			All Schools	ongoing	$0.00	$2,500.00	$0.00	$2,500.00	$0.00	$0.00	$2,500.00	
2	2.10	Physical Health & Fitness Program and Extra-Curricular Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$244,344.00	$1,000.00	$221,577.00	$23,767.00	$0.00	$0.00	$245,344.00	
2	2.11	Foster Youth and Homeless Student Activities	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	ongoing	$23,520.00	$1,000.00	$23,520.00	$0.00	$0.00	$1,000.00	$24,520.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.12	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$62,370.00	$0.00	$62,370.00	$0.00	$0.00	$0.00	$62,370.00	
2	2.13	Chronic Absenteeism (All) - Required Action	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.14	Suspension Rate (Districtwide, Oakhurst Elementary) - Required Action	All	No			Specific Schools: Oakhurst Elementary	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.15	Suspension Rate (Districtwide, Oak Creek Intermediate) - Required Action	All Oak Creek INtermediate	No				ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Health & Wellness Committee	All	No			All Schools	ongoing	$2,500.00	$2,500.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
3	3.2	District Safety Committee	All	No			All Schools	ongoing	$2,500.00	$2,500.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
3	3.3	Educational Partners Survey	All	No			All Schools	ongoing	$3,135.00	$2,500.00	$5,635.00	$0.00	$0.00	$0.00	$5,635.00	
3	3.4	School Site Councils and Parent Advisory Groups	All	No			All Schools	ongoing	$45,780.00	$0.00	$45,780.00	$0.00	$0.00	$0.00	$45,780.00	
3	3.5	Parent-Teacher Associations and/or Councils (PTA or PTC)	All	No			All Schools	ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.6	School-to-Home Communications Program, Educational Partner Meetings, and Special Events	All	No			All Schools	ongoing	$77,837.00	$32,920.00	$93,180.00	$0.00	$0.00	$17,577.00	$110,757.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$8,548,950	2,370,185	27.725%	0.000%	27.725%	$2,412,712.00	0.000%	28.222 %	**Total:**	$2,412,712.00
								LEA-wide Total:	$2,346,629.00
								Limited Total:	$63,383.00
								Schoolwide Total:	$2,700.00

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**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$149,570.00	
1	**1.3**	Educational Technology Department	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$630,486.00	
1	**1.8**	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
1	**1.10**	Support for Long Term English Learners (LTEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Wasuma Elementary and Oak Creek Intermediate	$5,000.00	
2	**2.1**	Behavioral and Social-Emotional Health & Safety Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$380,278.00	
2	**2.3**	Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,698.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$29,863.00	
2	2.6	California Cadet Corps leadership program	Yes	Schoolwide	Low Income	All Schools	$2,700.00	
2	2.8	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$773,650.00	
2	2.10	Physical Health & Fitness Program and Extra-Curricular Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$221,577.00	
2	2.11	Foster Youth and Homeless Student Activities	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$23,520.00	
2	2.12	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,370.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$10,995,415.00	$10,735,145.00

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**	Professional Development	Yes	$212,134.00	$183,305.00
1	**1.2**	Response to Intervention Curriculum	No	$23,900.00	$26,720.00
1	**1.3**	Educational Technology Department	Yes	$737,805.00	$697,006.00
1	**1.4**	Clean, Caring, Safe and Secure Learning Environments	No	$1,748,101.00	$1,617,590.00
1	**1.5**	Healthy Students and Staff	No	$190,814.00	$195,714.00
1	**1.6**	Highly-qualified Staff	No	$4,422,894.00	$4,372,064.00
1	**1.7**	Students with Disabilities Math and ELA Achievement (District and Oak Creek Intermediate) - Required Action and D.A. Action	No	$5,000.00	$5,000.00
1	**1.8**	Supports for English Learners	No	$5,000.00	$5,000.00
1	**1.9**	Hispanic Students Math and ELA Achievement (Oak Creek Intermediate) - Required action	No	$5,000.00	$5,000.00
1	**1.10**	Support for Long Term English Learners (LTEL)	No	$5,000.00	$5,000.00
2	**2.1**	Behavioral and Social-Emotional	Yes	$661,135.00	$723,960.00

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)
		Health & Safety Program			
2	**2.2**	Response to Intervention	No	$532,539.00	$468,926.00
2	**2.3**	Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S.	Yes	$982,584.00	$998,022.00
2	**2.4**	English Language Development Program	Yes	$30,676.00	$30,580
2	**2.5**	Fresno Flats Community Day School	No	0	0
2	**2.6**	California Cadet Corps leadership program	Yes	$13,130.00	$11,243.00
2	**2.7**	Healthy Meals and Snacks	No	$0.00	$2,612.00
2	**2.8**	Transportation	Yes	$805,077.00	$797,846.00
2	**2.9**	Comprehensive School Safety Program	No	$34,385.00	$14,895.00
2	**2.10**	Physical Health & Fitness Program and Extra-Curricular Activities	Yes	$365,882.00	$370,879.00
2	**2.11**	Foster Youth and Homeless Student Activities	Yes	$20,840.00	$23,749.00
2	**2.12**	Attendance	Yes	$59,610.00	$59,514.00
2	**2.13**	Chronic Absenteeism (All) - Required Action	No	$0.00	$0.00

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)
2	**2.14**	Suspension Rate (Districtwide, Oakhurst Elementary) - Required Action	No	$0.00	$0.00
2	**2.15**	Suspension Rate (Districtwide, Oak Creek Intermediate Elementary) - Required Action	No	$0.00	$0.00
3	**3.1**	Health & Wellness Committee	No	$5,476.00	$0.00
3	**3.2**	District Safety Committee	No	$23,130.00	$0.00
3	**3.3**	Educational Partners Survey	No	$5,476.00	$5,476.00
3	**3.4**	School Site Councils and Parent Advisory Groups	No	$23,130.00	$44,220.00
3	**3.5**	Parent-Teacher Associations and/or Councils (PTA or PTC)	No	$0.00	$0.00
3	**3.6**	School-to-Home Communications Program, Educational Partner Meetings, and Special Events	No	$76,697.00	$70,824.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,211,115	$2,417,381.00	$2,464,559.00	($47,178.00)	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	Professional Development	Yes	$143,566.00	$146,644.00		
1	1.3	Educational Technology Department	Yes	$585,992.00	$655,959.00		
2	2.1	Behavioral and Social-Emotional Health & Safety Program	Yes	$272,115.00	$279,051.00		
2	2.3	Extended Learning Opportunities/AfterSchool Programs/Eagle Academy/B.L.I.S.S.	Yes	$173,850.00	$124,437.00		
2	2.4	English Language Development Program	Yes	$30,676.00	$27,640.00		
2	2.6	California Cadet Corps leadership program	Yes	$13,130.00	$2,500.00		
2	2.8	Transportation	Yes	$752,720.00	$797,845.00		
2	2.10	Physical Health & Fitness Program and Extra-Curricular Activities	Yes	$365,882.00	$348,229.00		
2	2.11	Foster Youth and Homeless Student Activities	Yes	$19,840.00	$22,740.00		
2	2.12	Attendance	Yes	$59,610.00	$59,514.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$8,401,195.00	$2,211,115	0.00%	26.319%	$2,464,559.00	0.000%	29.336%	$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(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